

## Abstract

**Olivia Junyati. Registration number: 072188330037. Code Switching in a Bilingual Teaching of Biology. A Thesis. English Applied Linguistics Study Program. Postgraduate School. State University of Medan. 2012**

This study presented a research conducted on Code Switching in a Bilingual teaching of Biology. It set out to investigate a teacher's code switching between English and Indonesian in a bilingual classroom of Biology and to observe the awareness of the actual use of code switching in the classroom. A qualitative descriptive research was applied. And the analyses of code switching were based on Poplack's (1980) division of code switching, namely intra-sentential, inter-sentential, and tag switching. The data were taken from class observations at the State Senior High School (Sekolah Menengah Atas Negeri: SMAN) 2 Balige during the Biology teaching processes. They were collected in relation to the observation of code switching during the teacher's explanation when presenting the lessons. The types of code switching, the reasons why the teacher used code switching, the benefits of teacher's code switching, and the code switching episodes were identified, transcribed, and analysed. Based on the analysis, it was found that there were 150 code switchings consisting of 32 intra-sentential (21%), 36 inter-sentential (24%), and 82 tag switching (55%). Intra-sentential and inter-sentential code switching happened because of the teacher's awareness, while tag switching as the dominant type of code switching happened because of the unconsciousness of the teacher. In conclusion, a foreign language teacher has a tendency to use code switching in the teaching learning processes because of the requirement in the bilingual class, the teacher's easiness of expression, repetition of main points, and socialization of the unfamiliar terms. Therefore, it is suggested that an English as Foreign Language (EFL) teacher can always apply code switching for the success of teaching learning processes in a bilingual classroom.

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## Abstrak

**Olivia Junyati. NIM: 072188330037. Code Switching in a Bilingual Teaching of Biology. Tesis. Program Studi Linguistik Terapan Bahasa Inggris. Sekolah Pascasarjana. UNIMED. 2012**

Penelitian ini menyajikan sebuah penelitian bertajuk Code Switching in a Bilingual Teaching of Biology. Penelitian ini bertujuan untuk menginvestigasi alih kode seorang guru antara Bahasa Indonesia dan Bahasa Inggris pada kelas dwi bahasa pelajaran Biologi dan untuk mengamati kesadaran dari penggunaan alih kode yang sebenarnya di dalam kelas. Bentuk penelitian kualitatif deskriptif diterapkan pada penelitian ini. Dan penganalisaan alih kode didasarkan pada pembagian alih kode menurut Poplack (1980), yaitu intra-sentential, inter sentential, dan tag switching. Data diperoleh dari serangkaian pengamatan kelas pada Sekolah Menengah Atas Negeri (SMAN) 2 Balige selama proses mengajar Biologi. Data dikumpulkan sehubungan dengan pengamatan alih kode selama penjelasan guru ketika penyajian pelajaran. Tipe-tipe alih kode, alasan-alasan mengapa guru menggunakan alih kode, manfaat alih kode guru, dan episod-episod alih kode diidentifikasi, ditranskrip, dan dianalisa. Berdasarkan analisis, ditemukan ada sejumlah 150 alih kode yang terdiri dari 32 intra-sentential (21%), inter sentential (24%), dan 82 tag switching (55%). Intra-sentential dan inter sentential terjadi karena kesadaran guru, sementara tag switching, sebagai tipe paling dominan, terjadi karena ketidaksadaran guru. Sebagai kesimpulan, seorang guru non-bahasa asing memiliki kecenderungan untuk menggunakan alih kode pada proses belajar mengajar karena persyaratan di kelas dwi bahasa, kemudahan ungakapan, pengulangan ide utama, dan sosialisasi istilah-istilah asing. Oleh karena itu, disarankan bahwa ketika perlu, seorang guru non bahasa asing dapat selalu menerapkan alih kode demi kesuksesan proses belajar mengajar di sebuah kelas dwi bahasa.





