

THE USE OF ENGLISH CODE-SWITCHING IN TEACHING ENGLISH

THESIS

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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya mejadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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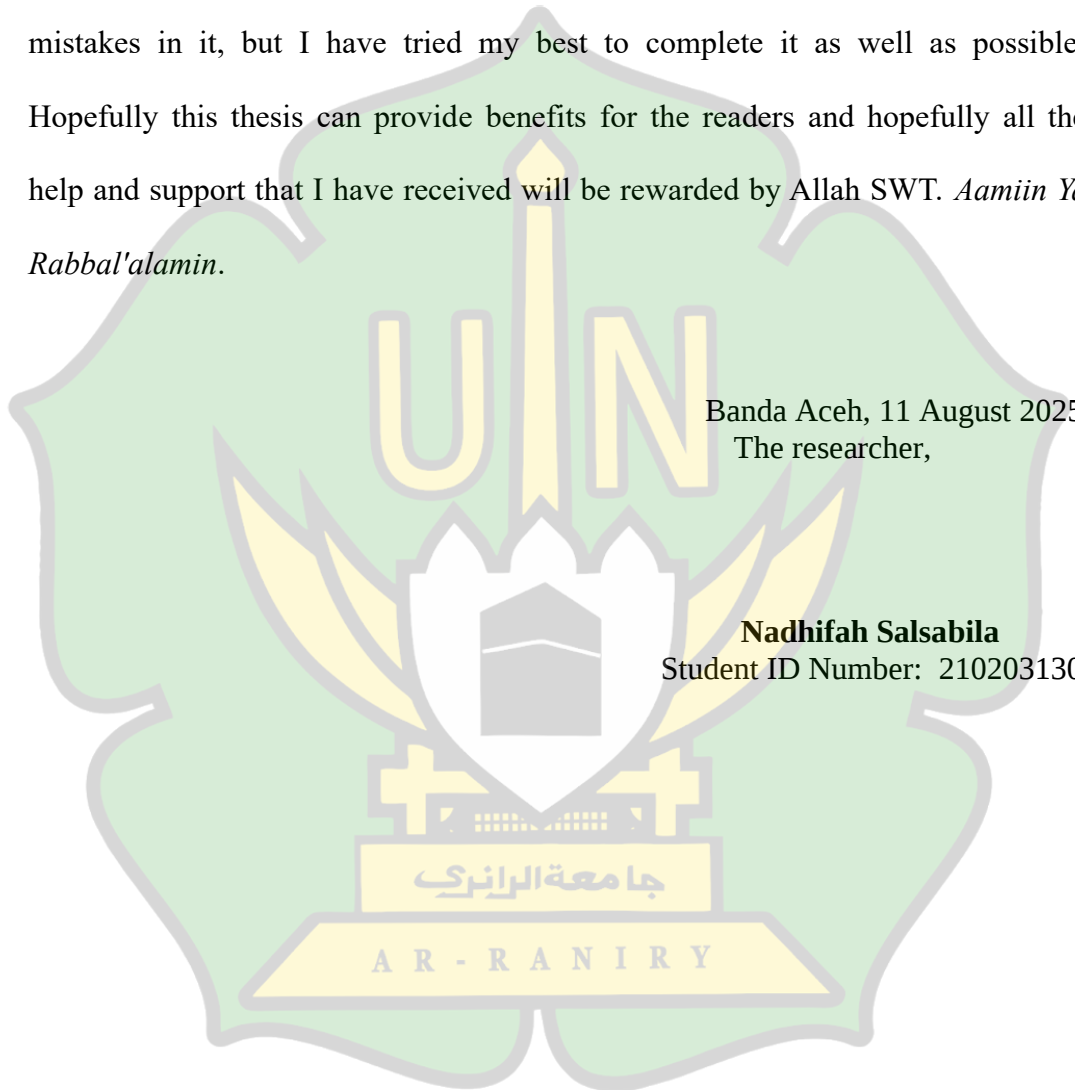
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ABSTRACT

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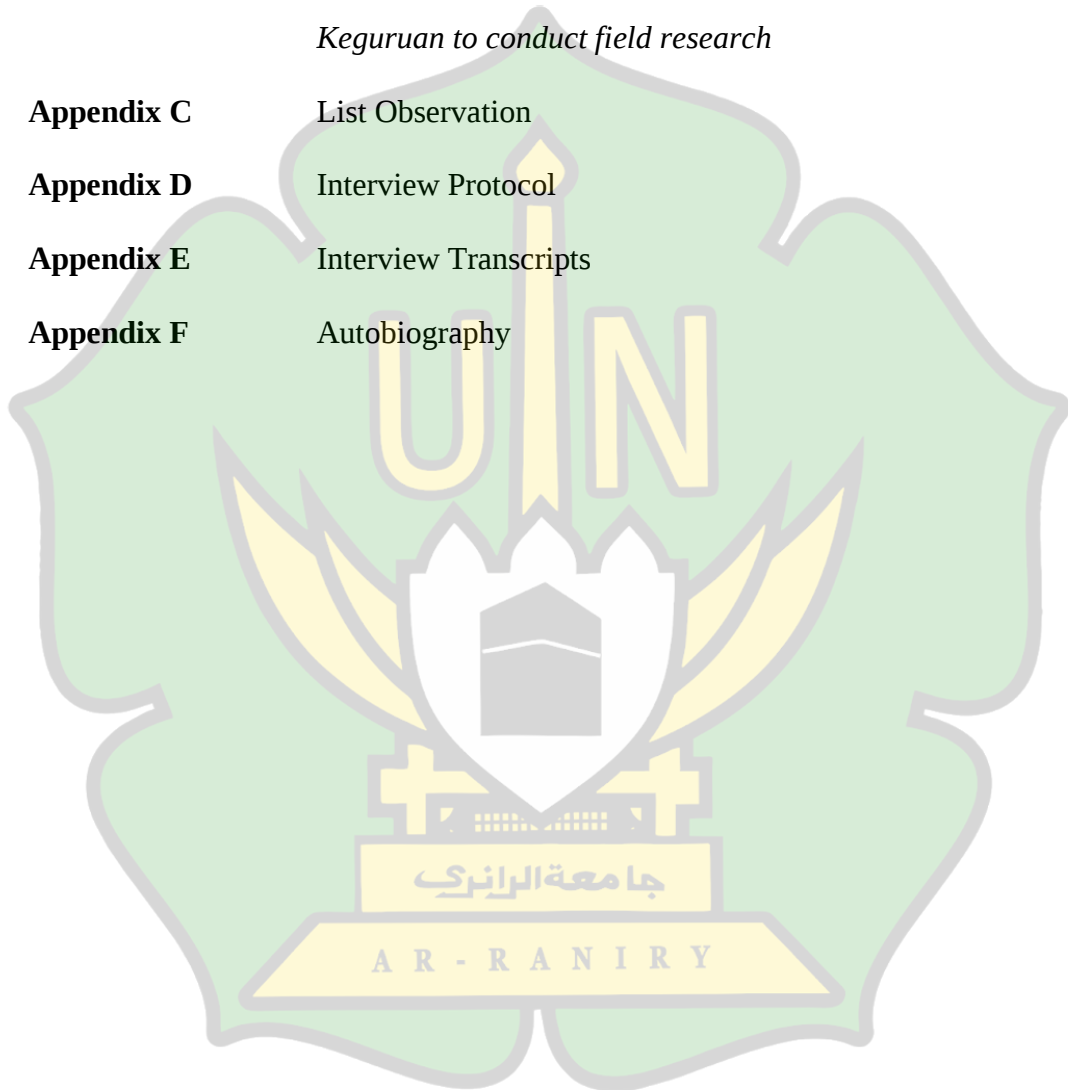
This study aimed at describing the use of Code-Switching by teachers in teaching English at MAS Ulumul Qur'an. Code-Switching is a phenomenon of language switching, in this case between English and Indonesian, which is often used by teachers as a communication strategy to help students' understanding. This study used a descriptive qualitative approach with data collection techniques in the form of classroom observation, semi-structured interviews with teachers and students of interview transcripts. The use of Code-Switching is done for various purposes, including explaining difficult material, giving instructions, attracting students' attention, and creating a more interactive classroom atmosphere. This research is expected to contribute to the development of more communicative and contextualized learning strategies in English classes. The results of the study show that teachers use code-switching not only as a means to simplify concepts that are difficult for students to understand, but also as a tool to build emotional closeness in communicating with students. By combining Indonesian and English, teachers are able to adapt their communication style to the needs and ability levels of their students. This helps to create a more inclusive learning environment, where students feel more confident to actively participate in class activities. Furthermore, interviews with students revealed that the use of code-switching had a positive impact on their motivation to learn. Students felt helped when teachers delivered explanations in a language they were familiar with, making the learning process more efficient and enjoyable. This study identified the most frequently used code-switching patterns by teachers, including intra-sentential and inter-sentential switching between languages. Thus, this study provides practical contributions for English teachers in designing teaching methods that are more adaptive, communicative, and appropriate to the classroom context in Indonesia.

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CHAPTER I

INTRODUCTION

This chapter present the background of study, research questions, the aims and significance of study, and research terminology.

A. Background of Study

Language is the foundation of all social learning, and it is through language that students learn to participate in various communities of practice. Gee (2000) asserts that language is not only a means of communication, but also a major key in the process of social learning and learner identity formation. In the context of education, language enables students to actively engage in social interaction and collaborative learning. Meanwhile, Snow (1991) Language development is a critical foundation for cognitive development and academic success. This suggests that well-developed language skills are an important foundation for students' cognitive development and academic success. The role of language in education is very important as an effort to improve the quality of the teaching and learning process, which in turn can help students achieve optimal academic achievement and social skills. English Teachers who teach language must provide teaching that provides understanding to students, one of which is teaching by Code-Switching. The use of Code-Switching by English teachers in learning plays an important role in helping students understand the material being taught, especially when the language of instruction is different from the students' native language.

Code-Switching is when someone switches between two or more languages or language varieties during one conversation or in one situation. In schools, English teachers use Code-Switching to help students understand better, keep them interested, and connect their home languages with the language used in class. Teachers play a key role in education by not only teaching subjects but also making sure all students feel included and can learn well. Studies have found that English teachers who use Code-Switching effectively can help students understand better, especially those who have difficulty with the language have difficulty with the language being used for teaching. Studies show that when students use their native language along with the new language, they can do better in school and join classroom conversations more.

Code-Switching can also help students feel like they belong and stay connected to their culture in the classroom. When teachers recognize and use students' language backgrounds, they support students' identities and create a fairer learning environment. This relates to culturally responsive teaching, which focuses on acknowledging and using students' cultural references in learning (Gay, 2000). Despite the advantages, there are difficulties with Code-Switching in schools. Certain teachers might be concerned about how it affects language skills, while others may not have the right training to use it in their teaching (MacSwan, 2000). This study look into how English teachers use language Code-Switching during teaching, examining the benefits and risks of this practice.

In addition, Code-Switching also allows English teachers to explain complex material in a simpler and more understandable way, thus reducing the comprehension gap between students who have different language backgrounds. The use of Code-Switching by teachers is not simply due to limited language mastery, but rather as a pedagogical strategy to deliver material effectively. When students have difficulty understanding abstract concepts or foreign terms in English, teachers tend to insert explanations in Indonesian so that students can more easily grasp the meaning of the material presented. This practice is often found in teaching and learning activities, both when explaining material, giving instructions, responding to student questions, and when building a more intimate atmosphere in the classroom. Behind this practice, there are complex communication dynamics between teachers and students. The teacher must be able to read the classroom situation, adjust the approach, and determine when it is appropriate to use English fully, and when it is necessary to make the switch to Indonesian. In many cases, Code-Switching helps to create a more inclusive and communicative learning atmosphere, so students feel more comfortable and motivated to learn.

However, while Code-Switching is often considered an effective strategy in supporting the learning process, there are still pros and cons associated with its use. Some argue that Code-Switching can detract from students' mastery of the language of instruction, while others see it as a legitimate tool to reinforce understanding of certain concepts. According to some experts, students may not be able to fully master the language of instruction if they transition between

languages too frequently (Poplack, 1980). Additionally, the consistency and uniformity of the instruction carried out in the classroom may be impacted by the use of languages that do not align with the official curriculum or teaching standards. Research found that Code-Switching helps bridge the gap between students' English proficiency and their communication needs

The importance of understanding how Code-Switching is used in teaching contexts is crucial, given its impact on the quality of classroom interaction and learning effectiveness. Therefore, this study on English teachers' use of code-switching in the teaching and learning process is expected to provide deeper insights into its role in facilitating more effective communication between teachers and students, as well as impact on students' learning outcomes. Different opinions on when and how Code-Switching should be applied in educational settings have resulted from this occurrence. According to some study, Code-Switching might improve students' comprehension in certain suitable contexts, particularly when teaching complicated content, even though excessive usage of the technique may harm language acquisition (Auer, 1998)

However, the use of Code-Switching also raises concerns. Some argue that too much language switching can hinder optimal English language acquisition. Reliance on Indonesian can reduce students' exposure to the target language, thereby decreasing their ability to communicate fully in English. Therefore, the use of Code-Switching should be done wisely and proportionally, taking into account the learning objectives, students' conditions, and the context of the material being taught. Through this research, the author would like to dig deeper

into how English teachers apply Code-Switching in the learning process, what are the motivations behind its use, as well as how it impacts students' understanding. It is hoped that a comprehensive understanding of this practice contribute to the development of more effective English teaching strategies that fit the reality of bilingual classrooms in Indonesia.

Therefore, it is important to conduct further research on the use of code-switching by English teachers in the learning process. This study aims to examine more deeply how the phenomenon of Code-Switching is applied in the context of teaching in Indonesia, as well as its impact on the effectiveness of learning and students' language acquisition. By better understanding the use of Code-Switching in teaching, it is hoped that the best solution can be found that can optimize the teaching and learning process without neglecting the main goal, which is good and correct language acquisition. This research is also expected to provide an understanding of how Code-Switching can be applied wisely by English teachers in improving the quality of learning without neglecting the importance of students' thorough mastery of the language of instruction.

B. Research Question

1. What are the underlying reasons that lead English teachers to use the Code-Switching in teaching English in class XII MA?
2. How do students perceive the use of Code-Switching used by English teachers in the learning process?
3. How does the use Code-Switching help effective communication and interaction between teachers and students in the classroom?

C. The Aims of Study

1. To find out the underlying reasons that motivate teachers to use code-switching in teaching English in grade XII MA.
2. To identify the perceptions of students class XII that Code-Switching from English to Indonesian helps them in understanding the English learning process.
3. To determine how code-switching facilitates effective communication and interaction between teachers and students in the classroom in improving understanding and strengthening relationships between teachers and students.

D. Significance of Study

It is hypothesized that this research have a positive impact on English teachers who utilize language Code-Switching in the classroom, thereby enhancing students' comprehension of language learning. Additionally, it is anticipated that the research provide valuable insights to teachers, assisting them in the delivery of effective lessons to students.

Furthermore, it is anticipated that this research facilitated students' comprehension of the material taught by English teachers, thereby reducing teachers' challenges in presenting content and elucidating Code-Switching language to students. This, in turn, enable teachers to develop and refine their pedagogical approaches, leading to enhanced student comprehension.

E. Terminology

To circumvent potential ambiguities, a concise definition of the terms utilized in the research is hereby provide, these terms are :

1. *Code-Switching*

The use of two or more codes alternately in a single episode of conversation is how Auer writes in his book “Code-Switching in Conversation” in defining the practice.. Here, "Code" refers to many dialects or variants of the language. In most bilingual cultures, Code-Switching is discredited by the dominant concept of language purity, despite the fact that it is a common linguistic consequence in language interaction circumstances. Other research linguists view it as a chaotic practice that indicates a lack of proficiency in one or both languages (Auer, 1998).

Code-Switching switching is a language switch used by bilingual or multilingual speakers in conversation. They can switch from one language to another, either between sentences or only in certain parts depending on the social context and situation (Gumperz, 1982).

Code-Switching occurs for various reasons, such as ease of communication, cultural influences, or social situations that affect the language used. This phenomenon is common in multilingual societies, such as in Indonesia, where people often switch between Bahasa Indonesia and foreign languages such as English.

In the teaching process, teachers use Code-Switching as a tool in explaining difficult material, especially when students have difficulty in understanding concepts or terms in English. Through the use of more familiar language, teachers

attempt to bridge the gap in students' understanding of the teaching material. In addition, Code-Switching is also often used to give instructions more clearly and avoid misunderstandings in the implementation of tasks in the classroom. Pedagogically, Code-Switching not only serves to support academic understanding, but also has social and psychological value. The use of mother tongue in the midst of teaching can create a more comfortable and inclusive learning atmosphere, and help build closer relationships between teachers and students. This is important for creating a supportive learning environment, especially for students who still have a low level of English proficiency.

However, the use of Code-Switching in learning should also be done carefully and proportionally. If it is overused, it is feared that students become overly dependent on their mother tongue and are less exposed to English as the target language. Therefore, teachers need to have the awareness and skills to regulate the frequency and context of the use of Code-Switching so that the main goal of learning, namely improving students' English proficiency, is still achieved.

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can help improve comprehension, reduce anxiety, and encourage students' active participation in the teaching and learning process.

2. *English Teaching*

English language teaching is an important part of language education in general. English, as an international language, has a very strategic role in global communication, access to information, science, and technology, as well as educational and career opportunities. Therefore, English language teaching not only aims for students to understand the structure of the language, but also to be able to use it actively in everyday life as well as in academic and professional contexts.

In practice, teaching English does not only involve the delivery of material in the form of grammar, vocabulary, and pronunciation, but also includes strategies to develop language skills which include listening, speaking, reading, and writing. Each of these skills must be practiced in an integrated manner so that students can communicate effectively.

Harmer (2007) explains that, "Teaching English involves not only explaining grammar and vocabulary, but also encouraging students to communicate and to be confident in using the language." This statement asserts that the purpose of teaching English is not merely to memorize rules or master theories, but also to encourage students to be able to use the language actively and confidently in communicating. Harmer emphasizes the importance of communicative learning, which leads to the development of the ability to use English in real and meaningful situations.

English language teaching is an educational process that aims to help students learn, understand and use English as a means of communication, both orally and in writing. As an international language, English has an important role in various aspects of life, such as education, technology, business, and global communication. Therefore, the ability to speak English is one of the skills that are needed in this modern era. In the teaching process, teachers not only deliver material in the form of grammar, vocabulary, and pronunciation, but also guide students to develop language skills that cover four main aspects, namely listening, speaking, reading, and writing. These four skills need to be trained in a balanced way so that students are able to use English actively and communicatively in real life.

Effective English language teaching takes into account students' social psychological and cultural factors. In a class consisting of various language and cultural backgrounds, teachers should be able to adjust teaching strategies so that all students feel included and valued. The use of varied learning media such as songs, videos, games, discussions and digital technology is also an important factor in increasing students' motivation and participation in learning English. With the right approach and well-planned strategies, English language teaching can be a bridge for students to access global knowledge, broaden their horizons, and open up opportunities for further studies and careers in the future.

In addition, an effective English teaching approach must take into account the social, psychological and cultural factors of learners. Teachers should not only act as conveyors of information, but also as facilitators who

can create a supportive, engaging and challenging learning environment. Strategies such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Project-Based Learning (PBL) have been widely used to increase students' active participation and develop more authentic communication skills.

