

**THE IMPACT OF USING CODE-SWITCHING ON TEACHING AND
LEARNING EFFECTIVENESS IN BILINGUAL CLASS**

SKRIPSI

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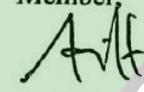
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DECLARATION OF ORIGINALITY

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THE IMPACT OF USING CODE-SWITCHING ON TEACHING AND LEARNING EFFECTIVENESS IN BILINGUAL CLASS

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

Banda Aceh, 5 Oktober 2022

ng membuat pernyataan,



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ABSTRACT

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Keywords : Code-switching; biology teacher; impact; teaching and learning effectiveness.

This research was concerned with the impact of code-switching on teaching and learning effectiveness. It aimed to find out the types and functions of code-switching used by teachers as well as to examine the impact of code-switching on learning effectiveness. The data were based on the case study of two biology teachers at SMP Fatih Bilingual School. In collecting the data, an observation checklist and semi-structured interviews were used. This research showed that biology teachers used code-switching in four different types; tag-switching, inter-sentential switching, intra-sentential switching, and intra-word switching. The teachers also used code-switching for affective function and repetitive function. Furthermore, there are several positive impacts of code-switching on teaching and learning effectiveness in a bilingual class, including content understanding, familiarity with the terms of both languages used, classroom management, and achieved learning objectives. The findings indicated that code-switching is good to be implemented in teaching a bilingual class.

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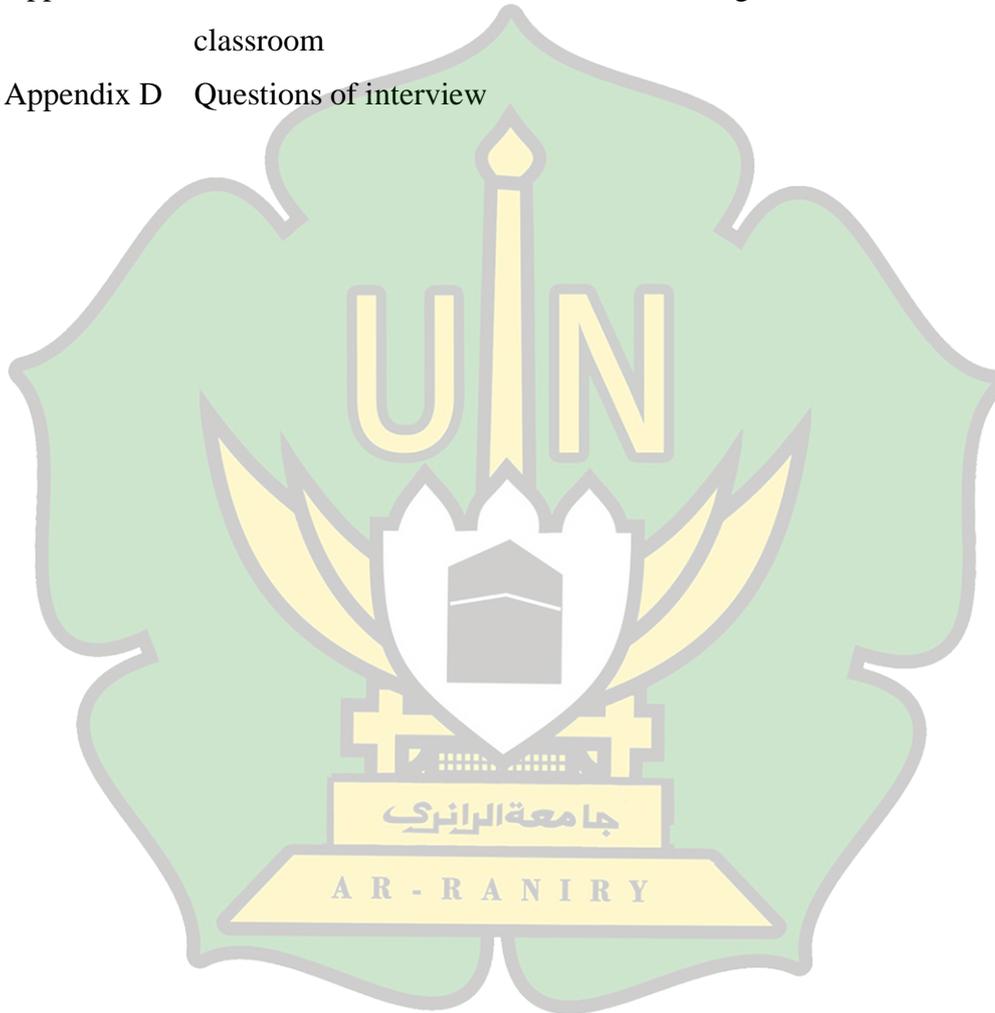
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CHAPTER I

INTRODUCTION

A. Background of Study

The 21st century is marked by the rapid development of information technology and the development of automation, where machines are replacing many routine and repetitive jobs. The development can be seen in the growth of science, technology, and education (Megahantara, 2017). Education is one of the factors to advance the nation and state. A person's knowledge and competence can be enhanced through education, allowing him to grow as a person, become a strong individual, and contribute to the growth of his country. Competence is related to the development of the cognitive, interpersonal, and intrapersonal domains, including critical thinking, analytical, and problem-solving (Siregar, 2019). The nation is required to be able to compete in improving the quality of themselves so that they become quality human resources whose mental strength to compete nationally and internationally.

Improving the quality of human resources is influenced by improving the quality of education. Adequate educational facilities, a qualified teacher workforce, and creative and innovative teaching methods have a major role in improving the quality of education. It is approved by Jatikom (2018, cited in Lestari et al., 2019, p. 167), "The quality of education in Indonesia is influenced by several factors, among others, namely; quality of facilities, quality of teachers, teacher welfare, equal distribution of educational opportunities, relevance of education and needs, and education costs."

As a developing country, Indonesia strives to compete worldwide, with English as one of the most significant components, through improving educational quality through the implementation of bilingual programs (Jayanti & Sujarwo, 2019). One method or program that can be implemented to make education advance internationally is bilingual education. Walner (2016, cited in Jayanti & Sujarwo, 2019) defines bilingualism as the capability to communicate easily in a language other than speaker's native language. Syarif (2017) also adds that bilingualism is the ability of a person, whether an individual or a society, to master two languages and use them interchangeably in daily conversation.

Then, bilingual education can be understood as education in which the target language is used as a medium of instruction to deliver learning materials. The definition is also explained by Cohen (1975, as cited in Hurajova, 2015), the use of two languages as a medium of instruction for a child or a group of children and in part or all of the school curriculum is known as bilingual education. This program may be appropriate for improving the quality of education to improve the nation's capability equal to the international level. Therefore, several schools in Indonesia run bilingual program.

Bilingual schools need bilingual teachers who can communicate and deliver material using English; that way, the bilingual education program can run well. In a bilingual school, students sometimes need help understanding their lessons because of the English used. For students who have poor English skills, it will greatly hamper their learning process. Then it can also trigger their lack of enthusiasm for learning.

In this case, teachers need to switch the language from the target language to the mother tongue in some conditions. It is intended to explain in detail the intent and purpose so as not to be misunderstood by the listener and to help students improve their English vocabulary and expression. This language-switching is known as code-switching. Sameen et al. (2021) state that code-switching is an English language tool that allows two languages to be mixed to understand and comprehend anything useful. This method is very effective for bilingual schools because code-switching serves various purposes, including highlighting essential points, demonstrating empathy and solidarity with pupils, and promoting comprehension by quoting others' words.

Code-switching is the mainstay method used in bilingual classes because it can positively impact students and teachers and make it easier for teachers and students to make the teaching and learning process more effective. Metila (2009, as cited by Samee et al., 2021) states that if a child (or a group of children) is having trouble grasping a concept, the teacher may switch between languages to help the learner better adapt to the material. Code-switching has also increased class engagement by creating a comfortable environment in which pupils are more likely to recite and understand. In teaching using English, it is necessary for the teacher to switch the language in certain situations, such as in delivering quotes or when interpreting complicated words or phrases, in order to avoid misunderstanding among students. Language-switching helps teachers and students in bilingual classes to understand each other's intentions and avoid misunderstandings so that their communication can run well.

In a bilingual class, lessons other than English can also be taught using English, such as science. Science deals with how to investigate nature in a systematic way so that science is not only the mastery of facts, concepts, or principles (Depdiknas, 2006, as cited in Wulandari, 2016). According to Paidi (2012), biology is a part of science, so what applies to science also applies to the field of biology. Saroja and Priya (2019) explain that in biology, the entire universe, including humans and the environment, is learned. Paidi (2012) also states that it is difficult for biology teachers to accommodate students' understanding of the environment caused of its broad scope unless the teacher understands it well. Therefore, biology teachers need to lead students learning in order students get good understanding of concepts/theories of biology and how they were found. Owing to the statement mentioned, the researcher is interested in examining whether code-switching impactsto the effectiveness of teaching biology in bilingual class based on the case study of biology teachers. Review that biology is one of the lessons that has minimal exact compared to other fields of science such as chemistry and physics, so logically there are more theories.

B. Research Question

Based on the background that has been described, the formulation of the problems are obtained as follows:

1. What are the types and functions of language-switching used by the teachers in bilingual class?

2. What are the impact of code-switching on teaching and learning effectiveness in bilingual class?

C. Objectives of the Research

There are two objectives of this research, as follows:

1. To investigate the types and functions of code-switching used by teachers in bilingual class
2. To discover the impact of code-switching on teaching and learning effectiveness in bilingual class

D. Significance of the Research

The significance of the research is divided into theoretical and practical, which contributed some benefits that might be useful for schools, teachers, students, and further research as follows:

1. Theoretically

This study provides a more understanding of the effectiveness of teaching and learning for bilingual students through code-switching. This research is also helpful for knowing the types of code-switching that bilingual teachers often implement.

1. Practically

- a. For schools, this research is useful for improving the quality of bilingual programs so that the learning process in bilingual schools can be carried out effectively.

- b. For teachers, this research is helpful as a suggestion for teachers to be able to implement the code-switching method in bilingual classes. That way, the teacher can improve the quality of the language.
- c. For further research, this research can be helpful as a reference for similar research that discussed the use of code-switching in communicating with English, their foreign language or second language.

E. Terminologies

1. Code-switching

According to Sukaraja (2020), code-switching is a change by a speaker or writer from one language or language variety to another. It may start in one language and then change to another in the middle of their speech or even in the middle of the sentence. Metila (2009, in Battiet al., 2018) adds the pedagogical and communicative functions of classroom code-switching that justify its use in teaching and learning environments. Code-switching is a linguistic behavior that involves both language perception or understanding and language output (Wang & Liu, 2013, as cited in Kavak & Gul, 2020).

The code-switching intended by the researcher is the same as described in language-switching in teaching and learning. The research focuses on first language transfer (L1) and second language (L2), which L1 is Indonesian because this research was conducted in one of the schools in Aceh, Indonesia. While L2 is

intended for English which is a second language for Indonesian schools and a medium of instruction in bilingual classes.

2. Bilingual Class

Wallner (2016) defines bilingualism as the ability to communicate fluently in a language other than your native language. Bilingualism is an individual's ability to master two languages. A child has been raised with two languages in which he or she is equally proficient and whose command of both languages is flawless. The bilingual phenomenon can occur anywhere and at any time someone is, whether in a family environment, school, or other places (Kokturket al., 2016)

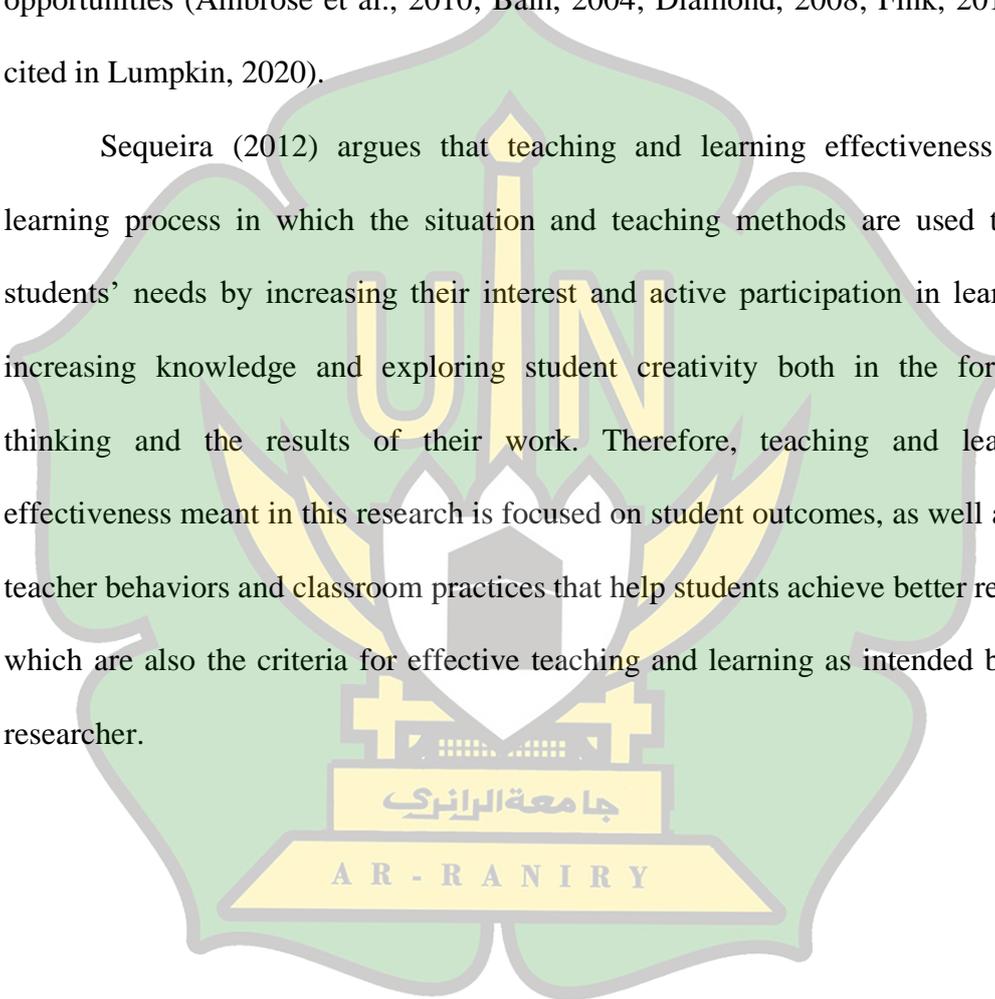
The use of two or more languages as mediums of instruction for 'content' courses, such as science or history, is called 'bilingual education. Santoso and Ginting (2015) argue that in Indonesia, there has recently been a tendency to find schools that provide a bilingual program, which entails using two languages to teach a subject. The second language should be the language used in class.

3. Teaching and Learning Effectiveness

Lumpkin (2020) explains that teaching is developmental and dynamic. When they relate the new material to what they already know, teachers increase their disciplinary competence and teaching abilities. The ability to overcome students' resistance to recognizing personal gain and taking action with what they have learned is a significant obstacle in teaching. Student benefits and actions depend on how well the teacher creates the course, delivers instruction, and assesses learning.

Teachers should set high expectations for students, assist students in learning outside of class, provide target and prompt feedback, facilitate interactive lectures in conjunction with active learning strategies, and provide a variety of learning experiences such as experiential, real-life, and problem-solving learning opportunities (Ambrose et al., 2010; Bain, 2004; Diamond, 2008; Fink, 2013, as cited in Lumpkin, 2020).

Sequeira (2012) argues that teaching and learning effectiveness is a learning process in which the situation and teaching methods are used to fill students' needs by increasing their interest and active participation in learning, increasing knowledge and exploring student creativity both in the form of thinking and the results of their work. Therefore, teaching and learning effectiveness meant in this research is focused on student outcomes, as well as the teacher behaviors and classroom practices that help students achieve better results, which are also the criteria for effective teaching and learning as intended by the researcher.



CHAPTER II

LITERATURE REVIEW

A. An Overview of Bilingualism and Bilingual Education

1. The Understanding of Bilingualism and Bilingual Education

Bilingual or bilingualism is the ability to understand or master two languages, the mother tongue and the target language. Purcell et al. (2012, as cited in Kavak and Gul, 2020) provide an understanding of bilingualism; bilingualism is the ability to communicate efficiently and fluently in two languages. “Bilinguals are individuals who are able to communicate in two different linguistic contexts exactly the same way that a monolingual from each of those contexts would” (Bloomfield, 1998; Thiery, 1973, as cited in Robert, 2017, p. 6). According to Karahan (2005), bilingualism is the ability to communicate in more than one language, can be considered on an individual or communal level. Bilingual competency can be learned or studied on an individual or context level.

Bilingualism can occur in someone who was born or lives in a bilingual area, or they learn the target language on their own and are supported by external factors such as family, environment, and education. In his research entitled “Bilingualism and Bilingual Education, Bilingualism and Translational Action,” Kopturk et al. (2016) prove that bilingual education should involve not just families but also educational institutions. This should happen before school, and kindergarten is an essential part of that. It is significant because the child will continue to interact with the second language for three more years, giving him or

her enough time to achieve a level of proficiency that can be maintained later in school.

Bilingual education is designed for pupils who do not speak English as their mother tongue. The purpose is to improve students' English skills (Santoso & Ginting, 2015). Bilingual education is where communication uses two languages, even in the teaching and learning process. Therefore, it requires teachers who are competent in the field of education they teach and are proficient in the mother tongue and the target language. Santoso and Ginting (2015) also state that The implementation of a bilingual education program should be based on the current state of the school environment. The school should develop a bilingual condition program policy based on the school's circumstances, such as students' abilities and teachers' qualifications.

Bilingual education allows students to improve their L1 while learning an L2 or global language such as English. There is increasing evidence (Mehisto, 2012) in Cambridge Assessment International Education (2017) suggests that being bilingual has potential benefits for individuals, schools, and societies, such as; increased mental flexibility, improved inter-cultural skills, and increased opportunities for global exchange and trade.

2. Types of Bilingual Education Program

Bilingual education or bilingual school is a school that uses two languages to communicate between teachers and students and also uses the target language as a medium of instruction. Bilingual education is divided into many programs

based on the number of students served, the languages used to improve literacy, and the languages used to teach subject content. The first type has no limitations on how many years a student can attend; it can be a program within a school or the entire school can be bilingual (Santoso & Ginting, 2015). There are;

1. Dual-Language Schools

Dual-language school or mainstream bilingual education is a school where its curriculum is delivered in two languages, half of the day is spent in one language, and the other half is spent in the other language. Native speakers of both languages, English or native speakers of another language, can be found in these schools. A language balance is an aim, and only one language is used in each period of instruction (Hurajova, 2015). Usually, at the lower level of learning in schools that implement this program, they use their L1 and then L2 is used as a medium of instruction.

2. Canadian Immersion Education

This program was created in Canadian public schools to teach English speakers how to speak French fluently. This revolutionary strategy immerses students in the second language for the first two years of school. English, the student's native language, is introduced for a minor period of the day beginning in the third year. "This model was originally called immersion education. To avoid confusion with other models also called immersion it has chosen to call it Canadian immersion whether it is implemented in Canada or in the United States" (Brisk, 2006, cited in Santoso & Ginting, 2015, p. 30).

3. Two-Way Bilingual Education

Two-way bilingual education is an educational approach in which language minority and language majority students are integrated for all or most of the day. All students receive content and literacy teaching in both languages. The programs must include about equal numbers of students from both groups. They must also be integrated, which means that both groups of students are gathered for most of the day. The programs must deliver core academic instruction (content courses and literacy courses) in both languages to both groups of students.

4. Maintenance Bilingual Education

The maintenance program aims to develop and maintain the native language of the language minority students and develop a positive attitude toward the native culture while also achieving proficiency in English. These objectives require literacy and subject matter instruction in both the native language and English (Brisk, 2006, as cited in Santoso & Ginting, 2015).

5. Transitional Bilingual Education (TBE)

According to Baker (2001, cited in Santoso & Ginting, 2015), transitional bilingual education tries to help children transition from their home language, a minority language, to the dominant language, the majority language. The fundamental goal is social and cultural absorption into the language majority. Transitional programs are intended to assist children who are monolingual in one language in making the transition to English, which is the primary language of teaching in the classroom.

3. Challenges on Bilingual Education

As explained by several researchers and educators regarding the meaning of bilingual education in the previous subchapter, there are also several challenges for teachers and students in the teaching and learning process in bilingual classes;

1. Teachers' challenges

Wijaya and Santosa (2021), in their research entitled "Notice Teachers' Challenges and Problems Bilingual Schools Context in Bali," discussed the teachers' investigation of how the implementation of two curricula in schools, the Cambridge Curriculum and the 2013 Curriculum, influenced the evaluation process. The employment of two curricula in this circumstance necessitated the teachers' understanding of the school's curriculum and the creation of appropriate assessments for the students. Other challenges include teachers' preparation and delivery of materials in English.

2. Students challenges

Students in bilingual classes, where the instructional media is English, struggle to understand the teachers' explanations. They also have to complete their English coursework and understand English instruction and material (Rukmi & Khasanah, 2020). With the challenges teachers and students face in a bilingual school, code-switching can not be avoided during the teaching and learning process. Furthermore, when educating new bilingual children who are still learning their new language for academic purposes, a transition occurs. Rukmi and Khasanah (2021) state that while speaking with their students,

bilingual teachers may need to switch or mix their languages in specific instances.

4. Benefits of Bilingual Education

Bilingual education has been demonstrated as a powerful program to improve students learning integrity and even alter the structure of the human brain (Anglia, 2020). Anglia (2020) also mentions some advantages of bilingual education, they are;

- a. Enhancing intellectual development, bilingual students do better on assignments that require critical thinking, pattern detection, and problem-solving. Students gain a more complex understanding of their native language as well as a stronger linguistic awareness of the second language.
- b. Improving academic performance. It can improve the function of students' brains because they are used to recognizing, finding meaning, and communicating in multiple languages.
- c. Improving memory. Bilingual students have better memories and are more cognitively creative than those who speak one language.
- d. Expanding employment, bilingual workers frequently hold higher positions and make more money than their monolingual colleagues. The necessity for a multilingual workforce and the importance of conducting business in multiple languages are growing in an interconnected and fast-changing world.

- e. Cross-cultural appreciation, students who are exposed to two languages learn to appreciate the distinctions across civilizations. Without the need for translation, students can interact with languages through folktales, songs, idioms, and other sources of information, resulting in deeper cultural interactions.

According to Jayanti and Sujarwo (2019), The bilingual program is designed to provide a high-quality education that is competitive globally. English-Indonesian bilingual education in Indonesia is critical because it can help Indonesian residents develop strong minds to deal with any challenges that may arise in the meaning-making of any social planes that exist in global contexts.

B. Code-Switching in Brief

1. Definition of Code-Switching

The combining of components from two languages in a single speech is known as code-switching. Code-switching is a verbal communication tactic to express ethnic identity and appeal to solidarity (Hutauruk, 2016). Wati (2020) adds that code-switching is a speaker or writer changing from one language or language variant to another. It may begin in one language and then switch to another in the middle of their utterance or even mid-sentence. In Hutauruk (2016), Gumperz (1982) mentions the code-switching majors for conversational: quotation, addressee specification, interjection, reiteration, message qualification, and personification /objectification.

Engku Ibrahim et al. (2013, (as cited in Bhatti et al., 2018) define code-switching as a conversational strategy used by bilingual speakers to effectively communicate social meanings influenced by social variables and morph grammatical structures of one or more languages. His analysis entitled “Code-switching in English as a Foreign Language Classroom: Teachers’ Attitudes”, showed that the teachers had a positive attitude toward code-switching, and although claiming not to code-switch, they did it for pedagogical reasons. Sameen et al. (2021) also add the definition of code-switching, which is switching between two or more languages within a single sentence, discourse, or element. Code-switching is common among bilingual and multilingual speakers and is influenced by various factors, such as the speaker’s motivations and social situations.

According to several researchers, code-switching can be understood as switching from one language to another in some conditions for a clear sentence or delivery purpose. In education, code-switching can occur in interactions between students and teachers or students and students in bilingual schools. When delivering the material, the teacher can switch from Indonesian (L1) to English (L2). It is intended that the meaning conveyed can be understood well by students. An example of code-switching in a bilingual class is when the teacher asks, “any questions?” Then the teacher emphasized by switching to Indonesian, “Is there anything you want to ask?” In this case, there is a language transfer from English to Indonesian so that students understand what the teacher is saying and also increase students’ knowledge of English expressions to ask questions. In addition, when the teacher wants to ask students to answer questions or test

students' memory about the material studied yesterday, the teacher will give the instruction, "rise your hand, please," while raising his/her hand.

2. Types of Code-Switching

In Bhatti, et al. (2018) used the suggestion by Poplack (1980), three types of code-switching; tag-switching (exclamations, tags, discourse markers, adverbials, terms of address etc.), Inter-sentential switching (insertion of a phrase or a clause between sentences) and Intra-sentential switching (insertion of words, phrases or clauses in the middle of a sentence). According to Kavak and Gul (2020), code-switching is divided into four types, including:

a. Tag-switching

Tag-switching is the process of translating particular terms from one language into another. When a code-switching user utilizes a short phrase from one language to another at the end of his speech, this is known as switching (Rahmina & Tobing, 2016). Putranto (2018) states that tag-switching is usually used from a different language or a foreign language placed into the speaker's spoken language or a common tag language that the speaker uses before switching to another language. For example, "please open your book, kita akan melanjutkan pembelajaran kita", the word 'please open your book' is tag-switching. It is not only at the beginning of the sentence, but it can also be at the end of the sentence. Another example is "kita ulangan minggu depan, OK?" this example is the final tag because the tag occurs at the end of the sentence.

b. Intra-sentential switching

Intra-sentential code is code that is used within a sentence. Switching occurs when a word, phrase, or clause from one language appears in a sentence from a different language (Rahmina & Tobing, 2016). Intra-sentential code-switching occurs in the middle of a phrase with no stops, hesitations, or pauses to signal a change. Usually, the speaker is completely unconscious of the change. Inside the clause level, as well as within the word level, there are various types of switches. It is also known as code-mixing by certain studies (Syarif, 2017). For example, “sorry telat, tadi saya ada rapat”, the word ‘sorry’ is an adjective in English. For some people in Indonesia, it is a common word to apologize in non-formal communication. In intra-sentential switching, both speakers do not have to be bilinguals. It is only inserting a single common word or phrase in a different language that people usually know.

c. Inter-sentential switching

This is known as inter-sentential code-switching, when a complete sentence in one language is spoken between two phrases in another language. The language switch occurs at sentence boundaries in inter-sentential code-switching. This is particularly common among bilingual speakers who are fluent in both languages (Syarif, 2017). The switching of languages takes place inside the confines of a sentence or clause in one or more languages. For example, “kerjasama kelompok kalian baik, I appreciate it”. This utterance is classified into inter-sentential switching. The speaker may want to show

another speaker that he can speak Indonesian to English and ensure others. In conclusion, inter-sentential code-switching used to switch between sentence boundaries, where one sentence is in one language and the other is in another. The speaker or addressee in this situation is fluent in using both languages or at least understands what the speaker says.

d. Intra-word switching

This switch takes place at a word boundary. McArthur (2013, as cited in Danaparamita, 2016) argues that intra-word switching occurs when words from one language are placed into an otherwise incomprehensible utterance in another, or can be defined that intra-word switching happens within a word border. The intra-word “calling-an” is an example of intra-word switching since the Indonesian suffix ‘-an’ is added to the English word ‘calling’. Another example is “saya sudah mereply pesan kamu”. In this sentence, intra-word switching occurs which is marked by ‘reply’ in English which means to reply, and ‘me-’ is the prefix in Indonesian.

3. The Functions of Code-Switching

Code-switching can be implemented when bilingual speakers have difficulties conversing with another bilingual. They switch their language from code to code in constructing sentences to help the interlocutor understand. It is by the statement of Khairunnisa (2020) code-switching is helpful in making the conversation more understandable. It may make it easier for them to express themselves or discuss a particular topic. According to Ansar (2017), the functions

of code-switching are introduced in many areas while placing the phenomenon of code-switching in context.

1. Its role in bilingual community contexts will be briefly discussed through an example of authentic conversation, which will aid the reader in deducing thoughts regarding its educational uses.
2. The topic switch, emotional functions, and repetition functions of code-switching will be discussed in the context of instructors' classroom discourse.
3. By providing certain basic functional viewpoints such as equivalence, floor holding, reiteration, and conflict control, the attention will move to students' code-switching.

In addition to the functions mentioned above, Mattson and Burenhult (1999) offer five functions of code-switching, including:

1. Linguistic insecurity, it occurs when teachers get difficulty connecting new concepts. Linguistic insecurity in the speaker could be a reason for switching to the code that is most comfortable for the speaker.
2. Topic switch, when the teacher changes the code depending on the topic being discussed. For example, it may be suggested that certain aspects of foreign language teaching, such as grammar instruction, be expressed in the students' mother tongue.
3. Affective function, emotional understanding and spontaneous expression of emotions in student discourse. For example, the teacher expresses his sympathies by switching to L1 and returning to L2 for continuing the task.

4. Socialising function, when teachers use the students' native language to express friendship and solidarity. For example, the teacher attempts to demonstrate solidarity with the students by expressing an understanding of their problems in their native language.
5. Repetitive function, when teachers deliver the same message in both languages to ensure clarity.

Code-switching is not only useful for social communication but can also be used in the teaching and learning process. Teachers can change languages to provide understanding to students in bilingual classes and can also provide the students the knowledge of foreign languages. Through this alternative method, students are required to use the target language while speaking or discussing in order to improve their foreign language learning skills.

4. Code-Switching in Bilingual Class

According to Hamers and Blanc (2004, as cited in Khairunnisa, 2020), code-switching is a bilingual communication strategy that involves alternating the use of two languages within a single utterance. When a teacher teaches a foreign language in class, code-switching becomes a strategy for pupils to acquire in order to improve their English language skills. The teacher utilizes the target language to convey the content at the beginning of the meeting, then switches back to Indonesia to ensure that the students understand. The students try to utilize the target language as much as possible, but return to their native language when dealing with any aspect of an assignment. Cahyani et al. (2016) confirm that code-

switching can serve to improve students' comprehension and give them opportunities to participate in the discussion.

The teachers were enthusiastic about using code-switching to help students understand and manage the classroom (Promnath & Tayjasa, 2016). Cahyani et al. (2016) add that using code-switching enhanced the students' comprehension. Code-switching during learning saves time because teachers do not need to explain or look up simple words to clear up any confusion (Memory et al., 2018). Students with lower performance can follow the lessons better when code-switching is used instead of only English.

C. Teaching and Learning Effectiveness

Teaching is a series of events that take place outside of the learners and are intended to help the internal learning process. Teaching (Instruction) is outside the learner, while learning is internal to learners, while learning is about transformation: the transformation brought about by learning a new skill, comprehending a scientific law, or changing an attitude. Learning is a somewhat long-term transformation that is usually brought about on purpose. We set out to learn when we attend a class, read a book, or read a discussion paper (Saqueira, 2012).

According to Munna and Kalam (2021), teaching and learning can be regarded as a knowledge transition from teachers to students. It is the process by which an educator defines and establishes learning objectives, develops teaching resources, and implements a teaching and learning method. On the other hand,

learning is a critical component that a teacher must consider when instructing children.

The term ‘effectiveness’ is a contentious term that can obtain strong emotions because of its perceived links with conceptions of professional competency and high-stakes accountability in some systems (Ko et al., 2014).

Teaching and learning effectiveness is a learning process in which the situation and teaching methods are used to meet students’ needs for increasing their interest in learning and actively participating in it, increasing knowledge, and exploring student creativity in the form of thinking and the results of their work. Lumpkin (2020) adds five steps to the teaching and learning process.

- a) Teachers preview how the course’s disciplinary content is organized.
- b) Teachers communicate information clearly and specifically to convince students how and why listening will personally benefit them.
- c) Teachers lead interactive classes utilizing a variety of instructional approaches interspersed with engaging learning activities.
- d) Teachers reinforce learning through learning assessments.
- e) Students take action by using knowledge and skills learned.

The combination of the five steps mentioned can facilitate effective teaching and strengthen learning. From this step, it can be concluded that the teacher plays a major role in the first until fourth, then students practice what they have learned.

D. Previous Research

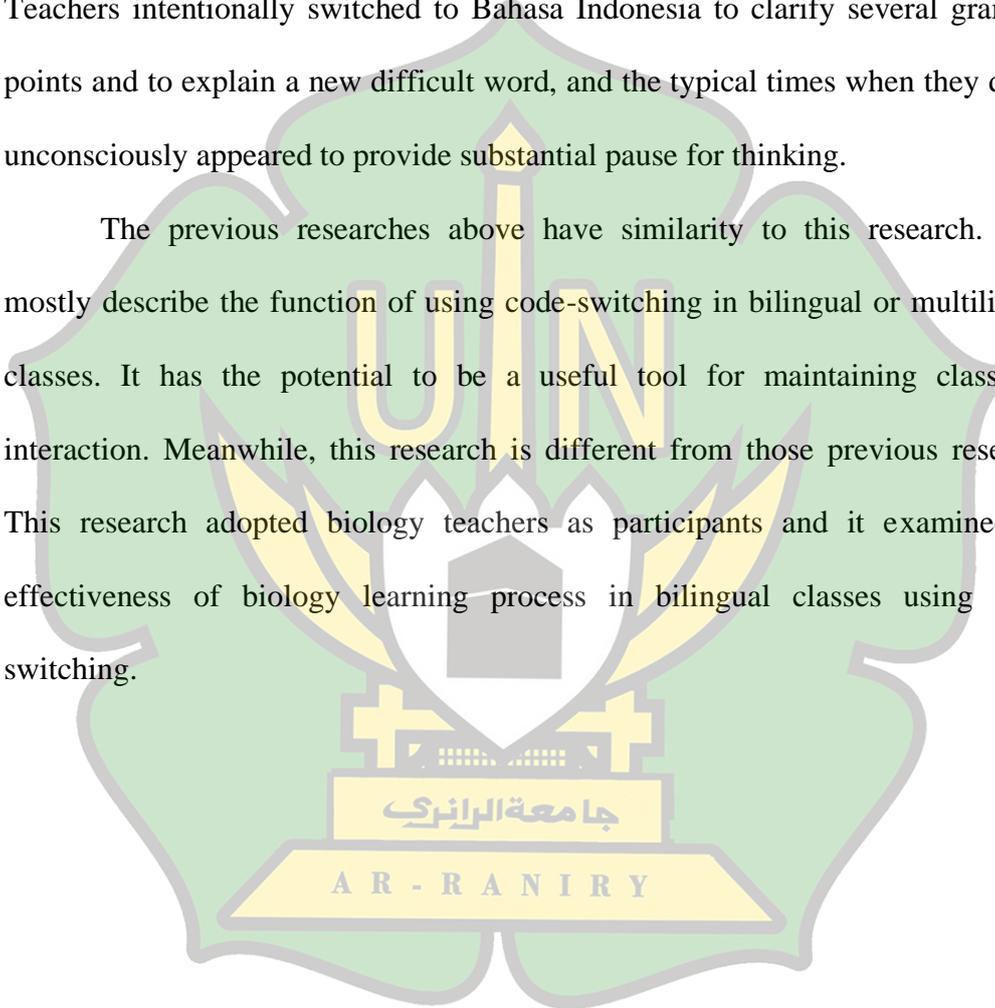
Several researchers have conducted studies related to the use of code-switching. Puspitasari (2016) has carried out a study entitled “Code-switching Used by An English Teacher in Teaching English to The Eighth Grade Students of SMPN 2 Mlati which is identified the types of code-switching used by an English teacher in teaching English to the eighth-grade students of SMPN 2 Mlati and found out the functions of code-switching in teaching English. The result of the study showed that English teacher did all types of code-switching with inter-sentential code-switching is the most frequently used while tag-switching is rarely. It is also shown that the functions of code-switching are to translate unknown vocabulary, explain grammar, manage class, emphasize some points and index a stance of empathy of solidarity toward students.

Another study also investigated the functions of code-switching used by the teacher which is conducted by Danaparamita (2016). From the study, the teacher considered that by doing code-switching, it could help students to learn English easier and more effective, especially for the students in the lower grade. The teacher mentioned that the advantage of using code-switching in the lower grade could reach 70%.

Furthermore, in the research entitled “Teachers’ Perception of Their Code-switching Practices in English as a Foreign Language Classes: The Results of Stimulated Recall Interview and Conversation Analysis.” The data were collected from interviews with teachers of junior schools in Padang, West Sumatera, Indonesia. The result revealed that the main functions of code-switching, as

expressed by the teachers were pedagogical reasons and affective reasons. Zainil and Arsyad (2021) argue that code-switching was used because of the restricted EFL classroom time, which hampered practice time, and that introducing L1 into EFL classrooms was necessary since it was more efficient and time-saving. Teachers intentionally switched to Bahasa Indonesia to clarify several grammar points and to explain a new difficult word, and the typical times when they did so unconsciously appeared to provide substantial pause for thinking.

The previous researches above have similarity to this research. They mostly describe the function of using code-switching in bilingual or multilingual classes. It has the potential to be a useful tool for maintaining classroom interaction. Meanwhile, this research is different from those previous research. This research adopted biology teachers as participants and it examined the effectiveness of biology learning process in bilingual classes using code-switching.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research was qualitative method. According to Zohrabi (2013, as cited in Mohajan, 2018), qualitative research is a type of social activity that focuses on how people interpret and make sense of their experiences to comprehend an individual's social reality. In 2016, Viswambharan and Priya added the purpose of qualitative research, which is to describe and interpret issues or phenomena from the perspective of the individual or population being studied and develop new concepts and theories. Type of this research is case study. According to Sturman (1997, as cited in Starman, 2013), a case study is a broad word for investigating an individual, organization, or phenomenon. Heale and Twycross (2018) also stated that a case study is a research methodology that is commonly used in the social and life sciences. A case study has also been defined as an intensive, systematic assessment of a single individual, group, community, or other entity in which the researcher examines detailed data on several variables.

This research described the use of code-switching by the teacher in teaching at a bilingual school based on the case study of biology teachers. Therefore, this research needs a method particularly in collecting and analyzing data suitable for the purpose of this research to get a precise description of the use of code-switching in teaching at bilingual school. With this research design, the researcher described the types and functions of code-switching used by teachers and its impact on teaching and learning effectiveness.

B. Research Site

The research took place in Fatih Bilingual at junior high school. It is located at Jl. Sultan Malikul Saleh, No. 103, Bandaraya, Lamlagang, Banda Aceh, Aceh. It has 5 classes in total; first grade consists of 1 class, while second and third grade consist of 2 classes each. This research site was chosen based on some considerations, specifically what the researcher observed when the teacher should deliver the material in English. The teachers frequently switch their language from English to Indonesian, as evidenced by an observation made by researchers.

SMP Fatih Bilingual School provides Cambridge pathway students in collaboration with Cambridge Assessment International Education. Students are trained to improve their English skills through Cambridge English of Reference and using international standardized exams from Cambridge Assessment English. According to Cambridge University Press and Assessment (2022), the qualifications of Cambridge Assessment English are supported by efficient teaching and learning studies. They motivate students of all ages and skill levels to study English and gain useful skills for the real world. The qualifications are specifically for school-aged students, giving them regular milestones to keep them motivated. The benefits of working with Cambridge English Assessment include a wide range of tests and support. Therefore, in SMP Fatih Bilingual School, the lessons in science and global perspective are given in English.

C. Research Subject

To define the research subject, the researcher utilized a purposive sample strategy to answer the two research questions presented in the first chapter. Purposive sampling was used to generate data-rich situations by selecting individuals who met the researcher's criteria for status, experience, or knowledge (Whitehead & Whitehead, 2016).

Therefore, the researcher recruited bilingual school teachers as research participants based on their qualifications. The qualification of the participants being adopted in this research were teachers who teach bilingual students using English as media of instruction, and do code-switching while delivering the material. The researcher interviewed biology teachers, reviewed that biology learning should not only focus on aspects of understanding the theory, but also on the level of competence, such as being able to practice or implement (Paid, 2012). Hence, the role of the teacher in providing understanding to students is very influential so as to avoid misunderstandings and mistakes in practice. In addition, this sample qualified based on the review that only teachers who teach science and social perspectives use English as a medium of instruction at SMP Fatih Bilingual School. Based on the observation, there were only two biology teachers in SMP Fatih Bilingual school and both were the participant in this research.

D. Data Collection

In collecting the data, observation and interview. It aimed to help the researcher getting the data referred to researcher question.

1. Observation

Observation is defined as the practice of recording features such as social status and function, as well as actions and interactions, of participants' daily lives and behaviors in their natural surroundings (Whitehead & Whitehead, 2016). The researcher used direct observation as the initial step in gathering data related to the first research question, that is the types and functions of code-switching used by teachers in classroom. The observation took place in the classroom and was conducted on September 6th and 8th, 2022, in class IX A and VIII A and lasted 80 minutes for each class. During the observation, the researcher examined the occurrence of code-switching using an observation checklist that included a hypothesis given by Kavak and Gul (2020) on the different types of code-switching in the classroom and the functions mentioned by Mattson & Burenhult (1999).

Kawulich (2012) states that by making a list of possible activities to watch in a given context, the researcher will be able to concentrate on what happens rather than trying to catch everything happens, which may or may not be relevant to the research. Checklists assist the researcher in gathering data by noticing which types of activities are taking place in the environment. Therefore, the researcher used an observation checklist to collect data about the types and functions of language-switching that occurred in the

classroom(For further, see Appendix 1: Observation Checklist of Code-switching in the Classroom).

2. Interview

According to The Oxford English Dictionary, an Interview is asking questions to somebody in an interview. It can be understood with asking someone several questions to collect data needed more deeply. Whitehead and Whitehead (2016) add that Interviews provide the researcher with a valuable opportunity to enter the participant's world and reflect on a particular event. Interviews in qualitative research may be unstructured, semi-structured or occasionally structured. Semi-structured interviews direct the interview while allowing the interviewer to follow leads and areas of interest; structured interviews follow a list of pre-determined questions, which are normally asked in a specific order, but these questions are still open-ended; unstructured interviews are intended to be casual and conversational, with the goal of encouraging participants to express themselves naturally (Stuckey, 2018).

The researcher interviewed in order to collect information about the impact of using code-switching on teaching and learning effectiveness in biligual classes. In this case, several questions were prepared to be asked in interviews with respondents (*Appendix 2: Interview Questions*). There were also unplanned questions that the researcher asked the respondents to collect data because this study conducted semi-structured interviews. After that, the researcher scheduled an interview with the teachers by contacting them previously to ask if they were ready to be interviewed; notified the

respondents of the interview date and location; and interviewed the respondents about their perspectives on the implementation of code-switching in the effectiveness of teaching and learning process at SMP Fatih Bilingual School. The interview lasted approximately 30 minutes for each interviewee, the interview was recorded as data to be inputted into the research results.

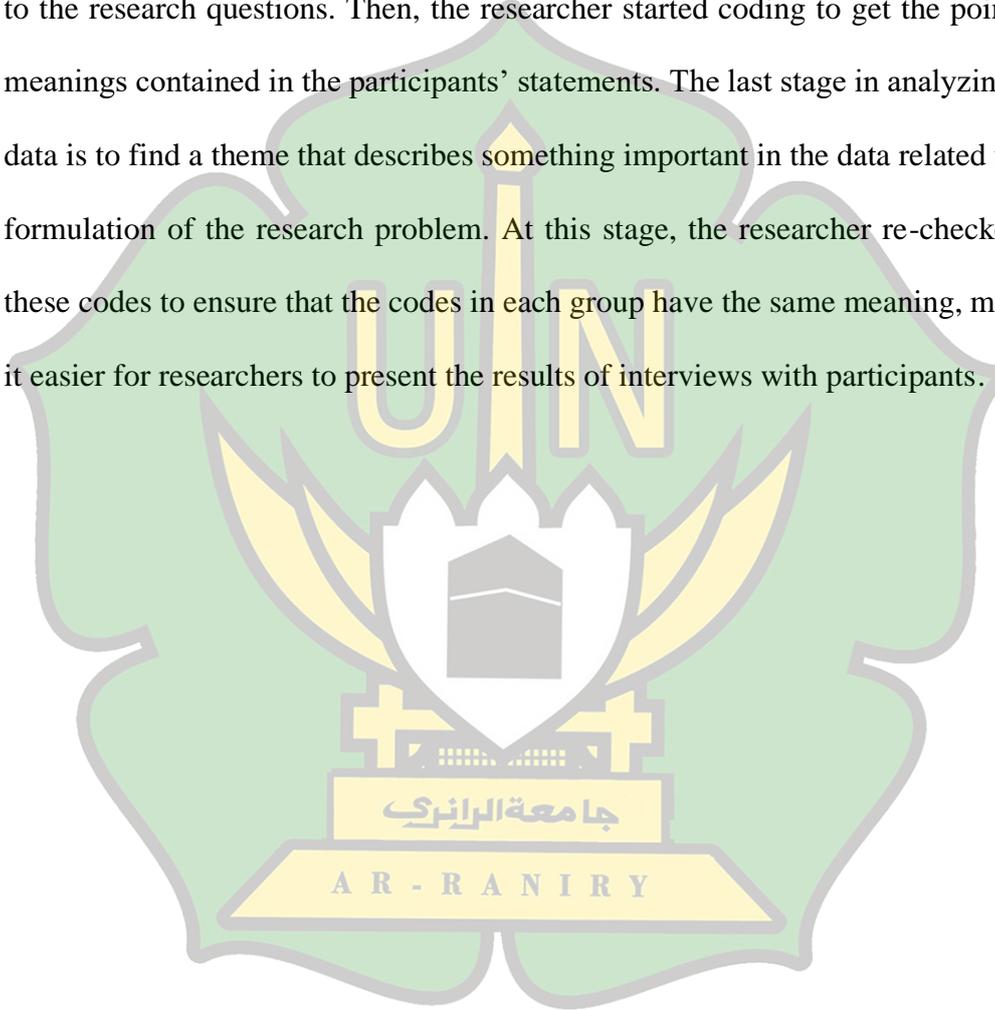
E. Methods of Analysis

In analyzing the data, the researcher used thematic analysis techniques to explain the research questions and present them clearly in the research results. Braun and Clarke (2012) define thematic analysis as a technique for methodically identifying, organizing, and analyzing patterns of meaning (themes) in a dataset. The thematic analysis allows the researcher to see and make sense of collective or shared meanings and experiences by focusing on meaning across a dataset. Heriyanto (2018) mentions three phases to thematic analysis;

- a) Understanding the data, in this phase, the researcher needed to familiar with the data by reading it once or twice in order to understand the contents of the data has been obtained, and found some things in the data that are related to his research question.
- b) Compiling the code, it can be known as finding the main idea of a paragraph or it can also be considered as a label, or a feature contained in the data related to the research question.
- c) Determining the theme, describes something important in the data related to the research questions or indicates some level of structured response or

meaning within the data collection and captures something relevant about the data with respect to the study issue.

Based on the phases mentioned, the researchers tried to understand the data contained in the interview transcripts to find several things in the data related to the research questions. Then, the researcher started coding to get the points or meanings contained in the participants' statements. The last stage in analyzing this data is to find a theme that describes something important in the data related to the formulation of the research problem. At this stage, the researcher re-checked all these codes to ensure that the codes in each group have the same meaning, making it easier for researchers to present the results of interviews with participants.



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This part explains the result of data observation and interview. The researcher did direct observation in two biology classes, class 9A and class 8A, to investigate the types and functions of language-switching used by the two teachers of SMP Fatih Bilingual School. Then, interviewed both teachers whose name was initialized with NH and AR, to discover the impact of using code-switching on teaching and learning effectiveness in bilingual classes. The finding was analyzed using thematic analysis techniques to answer the research questions.

1. Types of Code-Switching Used by Teachers

The researcher examined the language-switching performed by biology teachers of SMP Fatih Bilingual School while teaching. The data was generated with direct observation during the teaching and learning process. The charts below showed the percentage of language-switching used in different types.

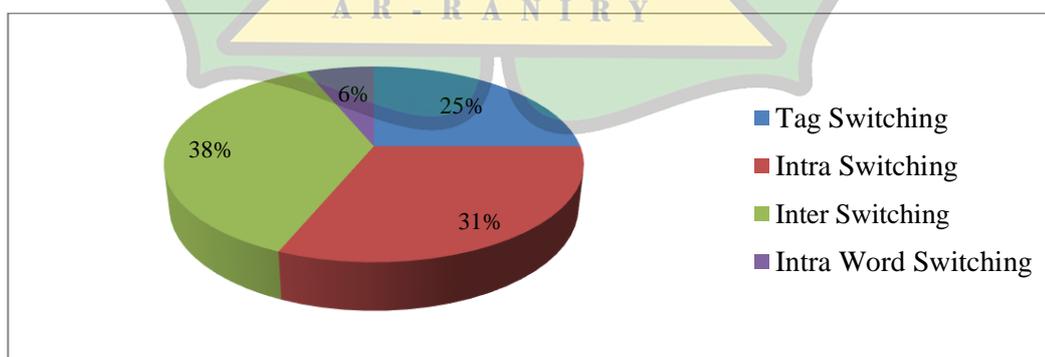


Chart 4. The percentage of different language-switching used by teacher NH

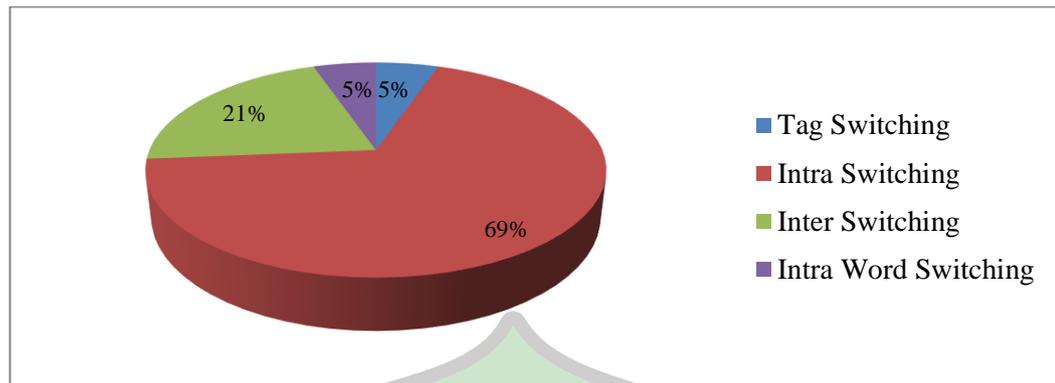


Chart 4. 2 The percentage of different language-switching used by teacher AR

The charts explained that teacher NH and teacher AR used code-switching in different types. The percentage inputted in the charts showed which types of code-switching were dominantly found by the researcher during observation. In addition, to clarify the observation findings, the researcher provided code-switching sentences for each type used by the teacher.

a. Tag-switching

The researcher found that biology teachers did language-switching in the type of tag-switching when teaching. Here are some examples of tag-switching occurred:

Teacher: What do you think about this question?

Student: All plants, miss

Teacher: Ya, all plants

In the conversation, there was a language-switching used by the teacher. The sentence “*Ya, all plants*” is a form of language-switching in the type of tag-switching. The word ‘ya’ is a term used in Indonesia, so it is a word in Indonesian. While ‘all plants’ is a phrase in English that means ‘semua tumbuhan.’ The conversation occurred when the teacher asked the students to

answer the questions and then justified the student's answers with a tag-switching sentence.

Student: Miss, ini bijinya dimasukin ke kardus semua kan?

Teacher: Ya, of course

The sentence “*Ya, of course*” is another example of tag-switching. The words ‘ya’ and ‘of course’ are two different languages contained in one utterance.

b. Intra-sentential switching

Language-switching in the form of intra-sentential switching also occurred in the class observed. While delivering the material, the teacher uttered, “*In Indonesia we call it balita.*” Suddenly, the teacher switched the language in Indonesia, ‘balita,’ while explaining in English. This kind of switching is called intra-sentential switching because the word is switched within one sentence. The other teacher observed also did intra-sentential switching in class, “*They are spinach, kangkung, broccoli.*” In the English sentence uttered, suddenly the teacher mentioned ‘Kangkung,’ which is the vegetable called in Indonesia.

c. Inter-sentential switching

Inter-sentential switching is a type of code-switching that teachers did while delivering or interacting with students. The switching that the researcher found was “*Just put the cups inside it, coba cari yang lain kardusnya.*” There were two sentences spoken by the teacher in two different languages, and those caused the switching was inter-sentential switching. Another teacher

also did the same kind of switching, “*For example, there are different high in this class, ada yang 120, 130 atau mungkin 110.*”

d. Intra-word switching

When the teacher switches the language in one word, it includes intra-word switching. In his research, the researcher found the teacher transfer the language with this type. The teacher said, “*Perhatikan questionnya.*” In a word, ‘*questionnya*,’ there is a language shift where ‘*question*’ is an English word, while ‘*-nya*’ is a possessive word used as a suffix in Indonesian. The other example, teacher NH said “*Lihat actionnya saja*”. The word ‘*action*’ is English vocabulary, while ‘*-nya*’ is Indonesian suffix.

2. Language-Switching Function

Based on the data observation, the researcher found that code-switching was used in particular conditions, which can be considered as the function of code-switching occurred in the classroom. The main function is to fulfill students' needs and lead to meaningful teaching and learning process. The other functions found by the researcher while observing the teaching process were two functions of the functions offered by Mattsson and Burenhult (1999). The researcher found that teachers used code-switching in two functions as shown in table below.

Table 4. 1
The percentage of code-switching function

Participant	Percentage of Code-Switching Function	
	Affective	Repetitive
Teacher NH	76%	24%
Teacher AR	63%	37%

a. Affective Function

Affective function is one of the code-switching functions used by the teacher in the classroom. The researcher found many cases of teachers' language-switching for affective function. For instance, the teacher uttered, "Okay, selesai semuanya?." It occurred when the teacher was asking for students' readiness, 'okay' is an English expression, while 'selesai semuanya?' is Indonesian, and it is used for affective function.

Another example, "Coba liat, equal tidak between reactant and product?," the teacher asked students' opinions after explaining the material in English. In this case, although it occurred while delivering material, the teacher tried to do emotional approach by switching the language to Indonesia so students feel free to respond.

b. Repetitive Function

Repetitive function is another function used by the teacher to avoid students misunderstanding to the teacher's utterance. The teacher did repetitive switching for several times. When the teacher was explaining the material, the teacher repeated the same word, clause or sentence into students L1 to make sure that students got the point delivered.

As happened in one of the classes observed, "The sufferers of the disease will show symptoms, jadi akan muncul gejala-gejalanya." The teacher wanted to avoid misunderstanding the students due to the word 'symptom,' which may not be known for its meaning. The other example teacher uttered was,

“All of you please take a seat, duduk semuanya.” From the sentence, it can be seen that teacher did repetitive language to confirm the instructions given.

Repetitive switching also occurred while students were asking about the meaning of the vocabulary. It can be proven by the data obtained by the researcher on the interaction between teachers and students in bilingual class.

(Example 1)

Student: Accumulate itu apa miss?

Teacher: Accumulate itu terakumulasi

(Example 2)

Student: Deficiency artinya apa sir?

Teacher: Deficiency is kekurangan

Both examples are the same case of repetitive switching done by different teachers because students asked for the meaning. In both, students asked for the meaning of ‘accumulate’ and ‘deficiency’ that they heard while teachers were explaining the material.

3. The Impact of Code-Switching on Teaching and Learning Effectiveness in Bilingual Class

The researcher interviewed the participants to collect data related to the second research question, which investigated the impact of code-switching on the teaching and learning process in bilingual classes. According to teachers’ confession, they used code-switching to facilitate the teaching and learning process, which focused on students’ needs. Both participants agreed that code-switching could reduce teacher worries when teaching bilingual classes. As stated by teacher AR in the interview, “it is better to do code-switching when students

looked difficult, otherwise, they can not understand what I mean.” Hence, both teachers argued that code-switching influences teaching and learning effectiveness in several aspects.

a. Content understanding

Language-switching helped teachers and students to be able to convey and understand words or sentences that might be difficult for students, so that students can easily get the teacher’s explanations. Students may be constrained by some vocabulary in the sentences delivered by the teacher.

According to both statements of interviews:

I switch the language for students can catch the point conveyed. Because as a biology teacher, my main goal is students' content understanding so that the learning objectives on that day can be achieved, not to improve students' English skills. So if English can confuse students, I will immediately provide an understanding in a language they understand, Indonesian. [NH]

Teacher AR stated that “I think junior high school students need code-switching so that they can understand the learning content well. So when I am worried and feel that students struggle to get the point in English, I switch to Indonesia.” The statement revealed that code-switching is used to fulfill student needs. The two teachers who were participants in this study had a similar statement that their language transfer was done to avoid students’ misunderstanding the points conveyed.

b. Familiarity with terms of both languages used

According to the result obtained from the interview, students of SMP Fatih Bilingual School often compete at the national science olympiad with

Indonesian questions, while they are accustomed to English questions. Sometimes students faced difficulty in understanding question instruction. In this case, teachers believed that students could be familiar with both terms of the bilingual language used, English and Indonesian, using code-switching.

Teachers provide cases that happened:

For example, in the question of biochemistry three geceract fat, there is a bond called 'estern linked' or 'estern born.' In Indonesian, it is known as 'ikatan ganda' or 'ikatan rangkap,' but they do not know that term. They do not even know if it is a biomolecule or might be carbohydrates or fat, but when they are given the same core questions in English, they can answer correctly. [NH]

Students sometimes get confused to answer questions in Indonesia. In fact, they know the knowledge but do not understand the narration of the questions. For example, in science, 'solution' means 'larutan.' But when they get 'larutan' in the question, they will be confused. So the anticipation is they need to get used to both. Therefore, I will switch the language to familiarize them with the two terms from two different languages if they have different meanings in science. [AR]

Those cases illuminated that the use of English in teaching science to Indonesian students required code-switching because sometimes there were different scientific terms for each language. Therefore, Fatih bilingual school recently applied bilingual language, which does not limit the percentage of English use. When teachers felt the need to do code-switching, they can switch to Bahasa Indonesia. It is according to the explanation in the interview:

In the past, the teachers' regulation stated that 'all the teachers charged to speak 85% in English'. But it turned out to be reconsidered that not all of the target students were overseas who would take the SAP test, A level test. Many of them were studying in Indonesia and had to take the UTBK. So language switch is still needed to keep their L1, Indonesian. [NH]

c. Classroom management

According to two teachers interviewed, classroom management was also one of the reasons of code-switching. When the researcher asked the reason why teacher AR often use Indonesian in interacting with students in the class, Teacher AR said, “They rarely speak English, so to interact I use the same language in order to establish intimacy with students.” In addition, teacher NH said that;

For an active class, it is difficult for me to give instructions in English. Because I think instructions or warnings will be more satisfying and effective if it delivered in L1, so I only use English when explaining the material”. [NH]

Thus, it can be inferred that code-switching can affect the effectiveness of the teaching and learning process in the aspect of classroom management because the instruction given in students’ L1 was more effective.

d. Achieved learning objectives

To measure students’ understanding of the material taught and a suitable strategy applied in learning, the teacher gave students a post-test at every end of class related to teacher-expected outcomes. Teacher NH stated:

I often measure students’ understanding through games. My mission is if students come to school zero, then when the class ends, they will receive at least one piece of knowledge from the class. From the post-test that I gave, students could answer questions well, even though while teaching in English, there might be words that confused students. Using code-switching helped students understand the material. [NH]

Teacher AR also stated, “Code-switching is very helpful in difficult material, because they are not familiar with the words related to the material, therefore the use of code-switching helps students understand the material and achieve learning objectives.”

The interview results showed that even though the teaching and learning process is in English, the use of code-switching facilitated the learning effectiveness. Both interviewees also argued that code-switching did not have negative impact.

There is no negative impact from code-switching, but some teachers find it challenging to switch languages. When they start with English, then a whole class will use English and so will Indonesian. On the students' side, especially junior high school students, they really need to switch. For me, code-switching is very easy.[NH]

Actually, there is no big problem, but I prefer trying to explain the word using english because it will be able to help students enrich the language and get used to English. So for words that can be understood with English explanations, I will not switch.[AR]

B. Discussion

This section conducted a discussion of the result that was found from the data collection. Based on the data gained about the types of code-switching used by the teacher in bilingual classes. Both biology teachers used different types of code-switching while teaching. It was in accordance with the result of direct observation in two classes. The result showed that teacher NH and teacher AR used all types of code-switching offered by Kavak and Gul (2020), which was the guideline of this research while collecting the data. The types are tag-switching, intra-sentential switching, inter-sentential switching and intra-word switching.

The charts inputted in the previous section indicated that different types of code-switching were used at different frequencies according to the teacher's needs. Language-switching in the type of inter-sentential switching was the most frequently used by teacher NH, reaching 38%. While intra-sentential switching was 31%. Vice versa, intra-sentential switching mostly occurred in class 9A

taught by teacher AR. The percentage was up to 69%, while inter-sentential switching was 21%. It can be concluded that intra-sentential switching and inter-sentential switching were two types commonly used by both teachers in the classroom. Besides, tag-switching used by teacher NH was 25% and teacher AR was 5%. Lastly, intra-word switching was the lowest percentage of the four types of code-switching used by the teachers. This result is relevant to Danaparamita (2016) findings, who found that teachers' dominant types are inter-sentential and intra-sentential switching, while the rarely used was intra-word switching. Furthermore, in the result of Promnath and Tayjasant (2016), teachers advised that code-switching should be done inter-sententially or intra-sententially; instead, switching word for word.

In addition, the function of code-switching used by teachers was also presented in this research. The results indicated that the teacher did language-switching for several of the code-switching functions mentioned by Mattsson and Burenhult (1999); linguistic insecurity, topic switching, affective function, socialising function and repetitive function. From the observation, teacher NH and teacher AR used code-switching only for two functions, affective and repetitive functions. The table in the previous section explained that the percentage of affective functions performed by teachers dominated over repetitive functions. Teacher NH used code-switching for affective function as much as 76% while repetitive used was only 24%. The affective function performed by teacher AR was 63% and 37% for repetitive function. It can be concluded that teachers did more language-switching to build solidarity with students so as not to create a

rigid classroom situation. The finding contrasted the result of previous research, which showed that the highest percentage of code-switching functions that the teacher had used was the repetitive function. The percentage was 79% (Danaparamita, 2016).

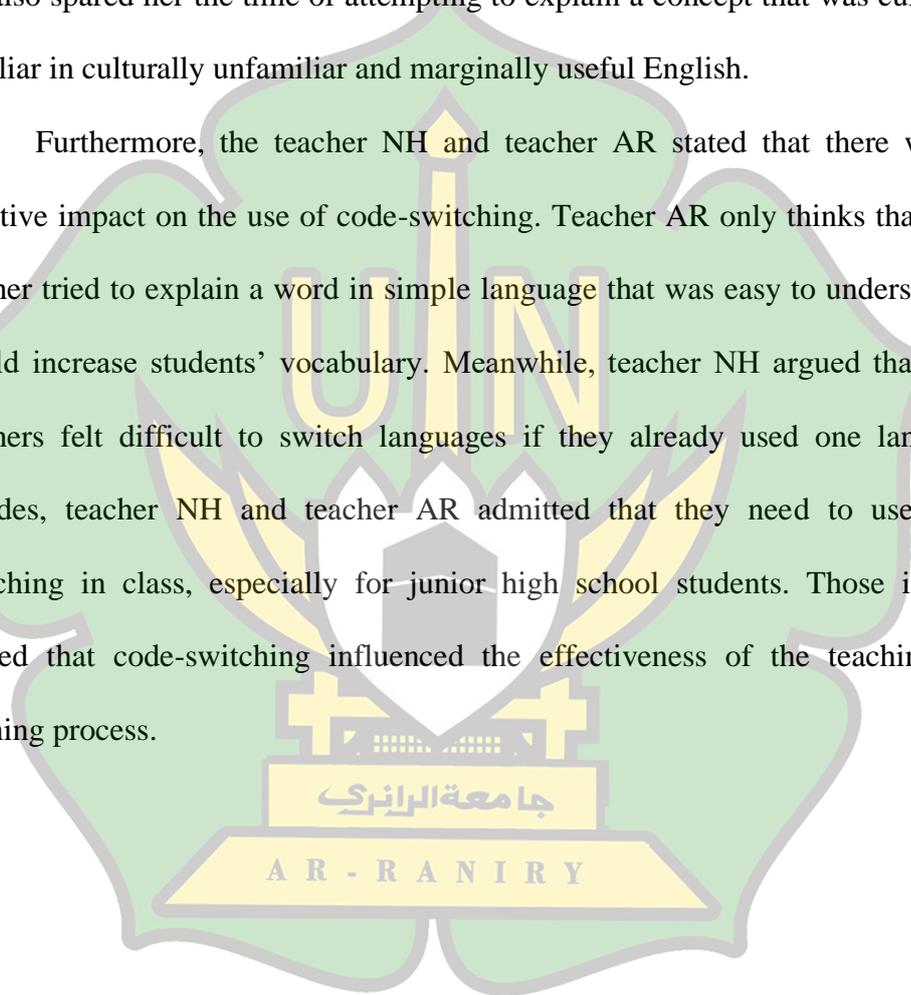
After knowing the types and functions of code-switching used by teachers, this study also discussed the impacts of code-switching on teaching and learning effectiveness which was gained from the interview with teacher NH and teacher AR. From the summary of the interview, there were several positive aspects obtained from the use of code-switching, including content understanding, familiarity with the terms of both languages used, classroom management and achieved learning objectives.

Teacher NH and teacher AR had the same opinion about code-switching which has a good influence on students' understanding of the material and students' familiarity with terms of English and Indonesian. They also agreed with language-switching, classroom management and emotional approach with students can also be carried out well. In addition, code-switching also helps students achieved learning objectives because of their understanding of the material delivered.

The impacts mentioned were accordance to the finding in Memory et al. (2018) which one of the teachers interviewed stated that code-switching is appropriate when used for building emotions with students and organizing the class. Speaking English sometimes caught the students' attention, but they paid more attention when the teacher spoke in students L1. In the study by Promnath

and Tayjasanant (2016), teachers frequently use both the students' first language and the target language to help them compare and understand the basic level first, as well as to help them gain contextualized knowledge of the language. Cahyani et al. (2016) added that code-switching not only can be clarified the main concept but also spared her the time of attempting to explain a concept that was culturally familiar in culturally unfamiliar and marginally useful English.

Furthermore, the teacher NH and teacher AR stated that there was no negative impact on the use of code-switching. Teacher AR only thinks that if the teacher tried to explain a word in simple language that was easy to understand, it would increase students' vocabulary. Meanwhile, teacher NH argued that some teachers felt difficult to switch languages if they already used one language. Besides, teacher NH and teacher AR admitted that they need to use code-switching in class, especially for junior high school students. Those impacts proved that code-switching influenced the effectiveness of the teaching and learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

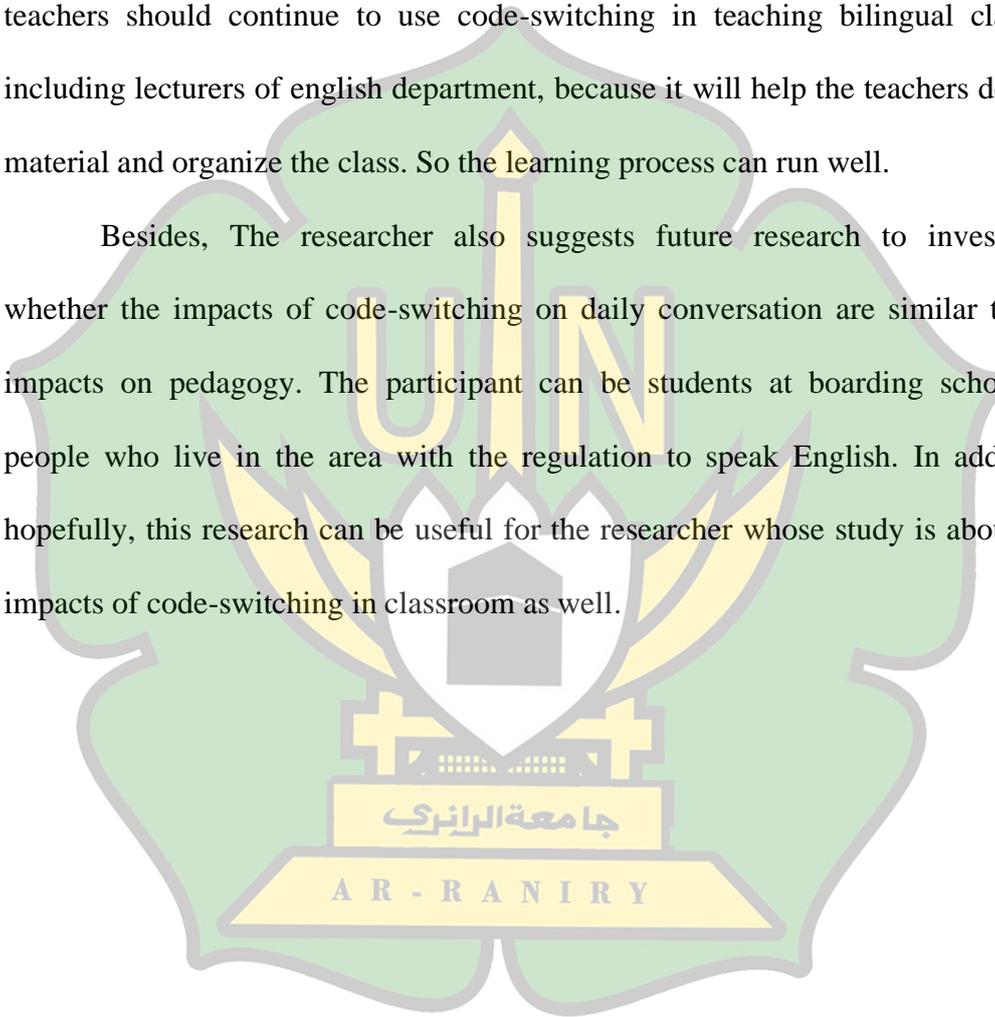
Based on the objectives of this study which investigates how teachers switch languages while teaching in bilingual classes and discovers the impact of using code-switching on teaching and learning effectiveness in bilingual classes, the researcher explained the findings obtained and analyzed in the previous chapter. The results of this study concluded that the biology teachers at SMP Fatih Bilingual School used code-switching with different types; tag-switching, inter-sentential switching, intra-sentential switching and intra-word switching. Intra-switching and inter-switching types are used dominantly. While code-switching for affective function was dominantly used compared to repetitive functions.

In addition, all the participants agreed that code-switching had several impacts on the effectiveness of learning biology in bilingual schools. These impacts included content understanding, familiarity with the terms of both languages used, classroom management and achieved learning objectives. The impact proved that code-switching had several positive impacts that influenced learning effectiveness. Therefore, code-switching is a good strategy to be implemented in teaching bilingual classes because it can facilitate interaction between students and teachers in classroom.

B. Suggestion

This research is focused on the types and functions of code-switching used by the teacher and its impacts on teaching and learning effectiveness in bilingual classes. According to the result of the research, the researcher suggests that teachers should continue to use code-switching in teaching bilingual classes, including lecturers of english department, because it will help the teachers deliver material and organize the class. So the learning process can run well.

Besides, The researcher also suggests future research to investigate whether the impacts of code-switching on daily conversation are similar to the impacts on pedagogy. The participant can be students at boarding school or people who live in the area with the regulation to speak English. In addition, hopefully, this research can be useful for the researcher whose study is about the impacts of code-switching in classroom as well.



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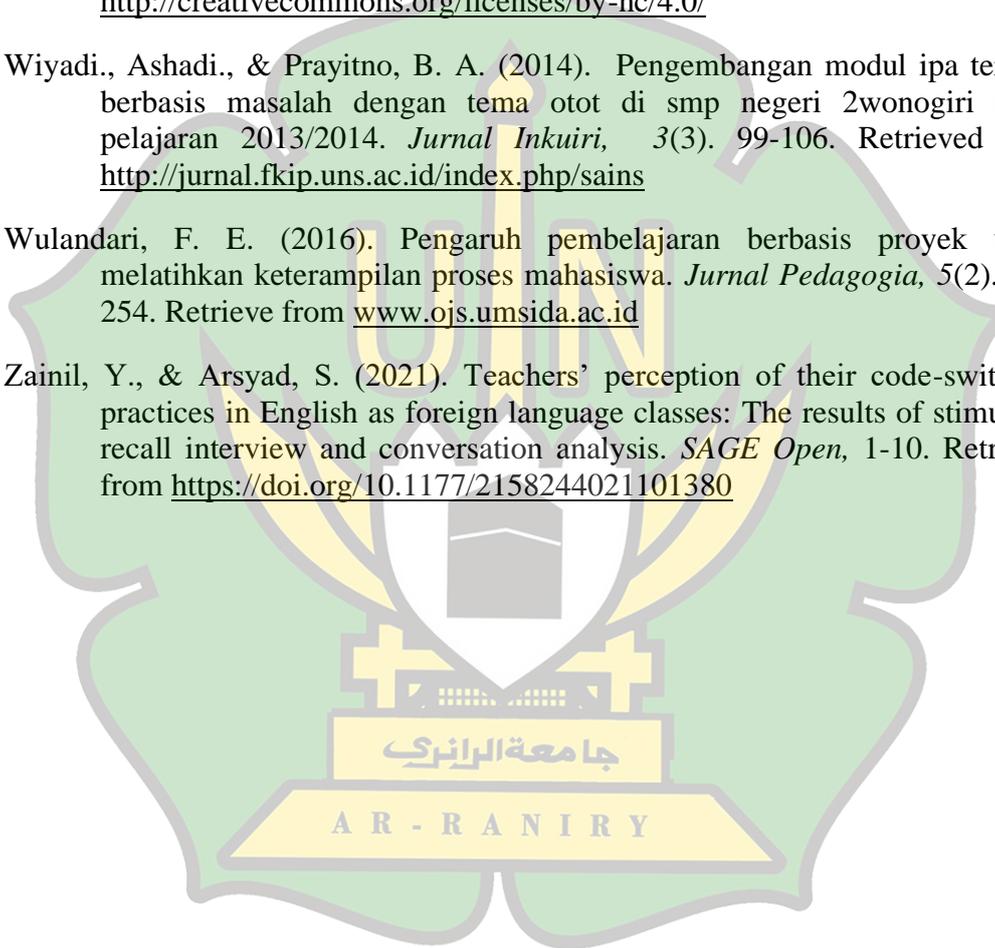
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APPENDICES

Appendix A Appoinmnet Letter of Supervisor


SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14358/Un.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-14083/Un.08/FTK/KP.07.6/10/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022

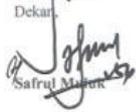
MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-14083/Un.08/FTK/KP.07.6/10/2022** tanggal **21 Oktober 2022**

KEDUA : Menunjuk Saudara:
جامعة الرانيري
1. Dr. Syarifah Dahliana, M. Ed. Sebagai Pembimbing Pertama
2. Yuni Setia Ningsih, S. Ag., M. Ag. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : Dara Iainatussyifah
NIM : 180203046
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Impact of Using Code-Switching on Teaching and Learning Effectiveness in Bilingual Class**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 November 2022
Dekan,

Saiful Mujib

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Sycikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-9816/Un.08/FTK.1/TL.00/08/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Sekolah Fatih Bilingual School
2. Guru Mata Pelajaran Biology

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DARA LAINATUSSYIFAH / 180203046**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lamgugop, Kec. Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***The Impact of Using Code Switching on Teaching and Learning Effectiveness in Bilingual Class : Case Study of Biology Teacher***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Agustus 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 09 September
2022

Dr. M. Chalis, M.Ag.

Appendix C

The Observation Checklist of Code Switching Cases Occured in The Classroom

Day/date :

Time :

Class :

Material :

Observer : Dara Lainatussyifah

Teacher :

Code switching cases	Context	Types of code switching				Function				
		TS	IA	IR	IW	LI	TS	AF	SF	RF

Abbreviation:

TS : Tag-switching
 IA : Intra Switching
 IR : Inter Switching
 IW : Intra-word switching

LI: Linguistic Insecurity
 TW: Topic Switch
 AF: Affective Function
 SF: Socialising Function
 RF: Repetitive Function

Appendix D

Interview Question

Day/date:

Time:

Place:

Interviewer: Dara Lainatussyifah

Interviewee:

1. Do you think learning using English as media of instruction is good for indonesia students?
2. As a biology teacher, do you have difficulties while teaching using English?
3. Do you think code switching is a good strategy to overcome the difficulties while teaching biology in bilingual class? why?
4. Do you think that code switching can help teacherin delivering material using English?
5. What is the purpose of switching languages?
6. How often do you use code switching in class?
7. When do the teachers need to switch the language?
8. Do you think that switching the languages leads students easier to understand the subject matter?
9. Are you having trouble switching languages?
10. Do code switching gives positive impact on teaching and learning effectiveness?
11. Is there negative impact of using code switching on learning process?
12. Do students achieve the learning objectives?
13. Are there any developments get in students' language competence while using code switching as a learning strategy in bilingual class?
14. In your opinion, do code switching improve school integrity

AUTOBIOGRAPHY

Name : Dara Lainatussyifah
Student's Number : 180203046
Place/Date of Birth : Lhokseumawe, 13rd February 2001
Sex : Female
Religion : Islam
Nationality : Indonesian/Acehnness
Marital Status : Single
Occupation : Student

Parents

Father's Name : Abdullah Majid
Mother's Name : Rosdiana
Father's Occupation : Entrepreneur
Mother's Occupation : House Wife

Educational Background

Elementary School : SDN 1 Banda Sakti, Lhokseumawe (2006-2012)
Junior High School : MTsS Ulumuddin, Lhokseumawe (2012-2015)
Senior High School : MAS Ulumuddin, Lhokseumawe (2015-2018)
University : English Education Department, UIN Ar-Raniry