CODE SWITCHING USED BY ENGLISH LECTURERS IN INTERACTING WITH EFL STUDENTS

SKRIPSI

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Code Switching Used by English Lecturers in Interacting with EFL Students

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 16 Oktober2023
Saya yang membuat pernyataan,

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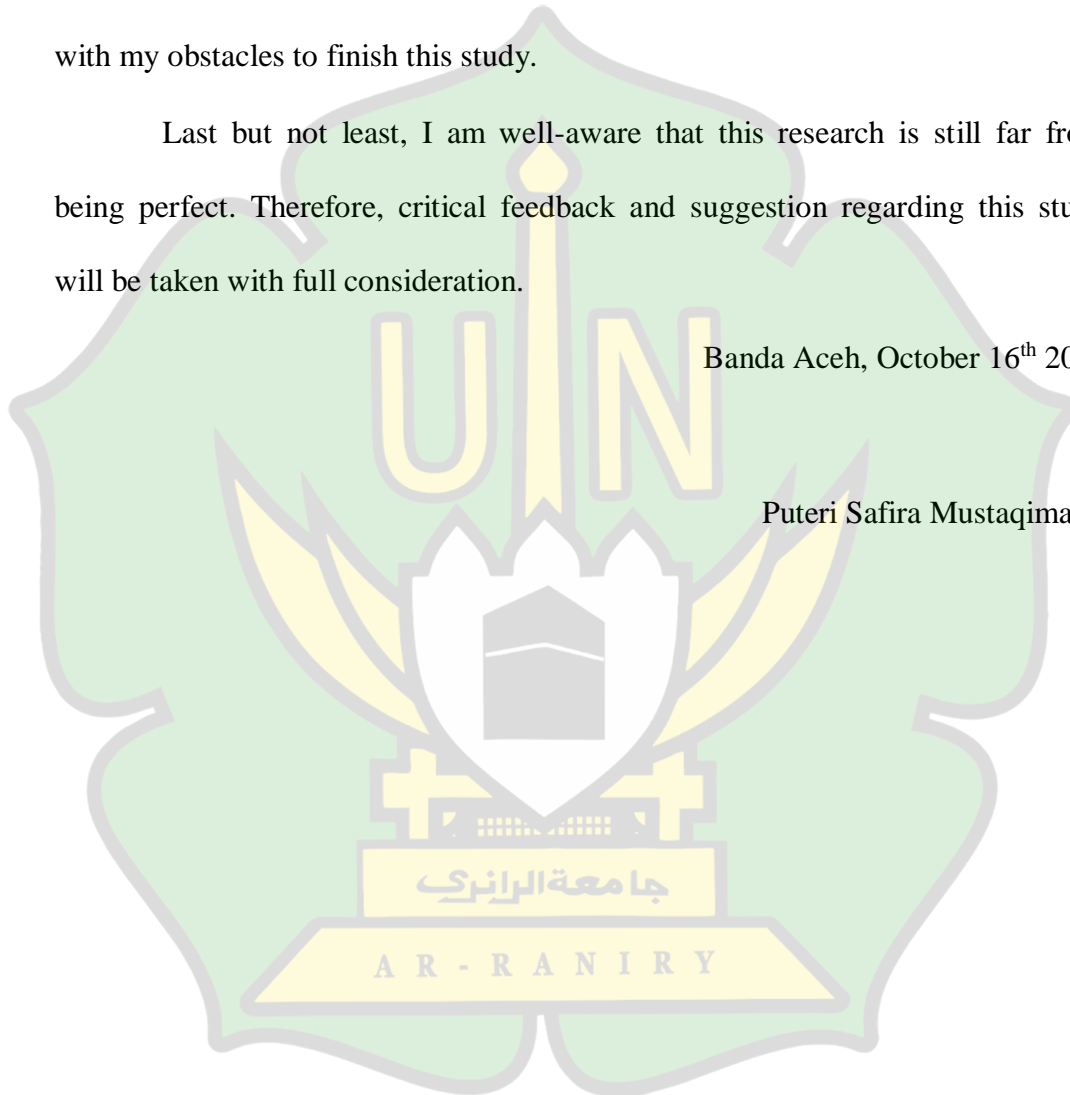
ABSTRACT

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Skripsi Title   : Code Switching Used by English Lecturers in Interacting
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Code switching has been used as a teaching strategy in EFL classroom to provide students' comprehension of target language and its effects on students in learning English is still being discussed by experts and researchers. This research was conducted to investigate code switching used by English lecturers at Department of English Education at UIN Ar-raniry. The aim of this research is to determine the factors influencing lecturers to use of code switching in teaching EFL and also the effects of code switching on students in learning English. This research employed observation and questionnaires as the research instruments and the data were obtained from 2 English lecturers and 52 students. The study's findings indicated six factors that influence the use of code switching in EFL classroom, including translation, quotation, comprehension check, classroom management, clarification and asking students' participation. The present study also revealed that the use of code switching upgrades the lesson more understandable, improves students' vocabulary and increases motivation to participate in classroom activities. This study concludes that code switching can be a highly useful method in order to improve the effectiveness and enjoyment of teaching and learning in an EFL classroom.

LIST OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking more than one language is not uncommon in many places of the world. People speak multiple languages in various situations, for various purposes, and in different situations. Since it is simply a natural part of daily life, the ability to speak two languages can be learned easily and without self-consciousness, and switch from one language to another are made without hesitation. However, when someone interact with others and since it is important to understand what other people are saying, there is a demand for persons to understand another language. As a result, many people were motivated to learn foreign languages.

Indonesia is classified as a multicultural society which indicates that the people can speak more than one language. There are a lot of people in Indonesia that are capable to speak multiple languages, specifically, their mother tongue, Indonesian as national language, and foreign language. People typically communicate effectively in their mother tongue or native language. To communicate with their families and society, the majority of them start by speaking in their native language. Therefore, the ability to speak two or more languages can create the phenomenon of code switching. Code switching, according to Lin (2013), is the employment of two languages in a classroom context by either teachers or students. Hence, during the teaching and learning

1

process, communication built by teachers to students or students to teachers is bridged by language so that when there is interference, code switching becomes the option.

In the 1980s, code switching gained recognition as a unique phenomenon and teaching method for foreign languages. Since then, there has been a strong argument between different views over whether switching between the native language and the target language while learning a foreign language is advantageous or disadvantageous.

Advocates of using code switching as a teaching strategy agree that the utilization of the first language can massively expand the target language (Creese & Blackledge, 2010; Jamshidi & Navebrahim, 2013; Jingxia, 2010; Staylianou, 2015). Qian, Tian and Wang (2009) found code switching gives positive effects in two categories of methodological as clarification, translation, highlighting and efficiency. Praise, encouragement and disapproval as social functions.

Moreover, as reported by Munawaroh, Hartono and Sakhiyya (2022), code switching gives great impact on increasing students' activeness in participating in classroom activities, assisting students, and providing better feedback supporting the negotiation improvement between teachers and students.

Nurhamidah, Fauziati, and Supriyadi (2018) found code switching offered other advantages, such as making it easy for teachers to explain grammar and describe unknown vocabulary. Moreover, this qualitative study also reported that students support teachers' use of code switching in English teaching because of

their lack of language acquisition. As a result, it is obvious that code switching is beneficial and should be used to help EFL students learn the target language.

On the other hand, debating the positive side of the use of code switching in EFL classrooms, According to Fillmore and Snow (2000), when teachers speak their language, students tend to ignore the target language (L2). Consequently, it can decrease the advantages of the use of L2.

Based on previous researches, there are conflicting findings about the impact of code switching on EFL students. Therefore, it is crucial to conduct a study on the factors and effects of code switching. Since the research subjects are lecturers and students English as a foreign language, there must be a reason for a lecturer to use code switching as a method of teaching EFL, and also the impact of using code switching on students. Thus, the purpose of this study is to figure out the factors influencing lecturers to use code switching and ascertain the affects of code switching on students in learning English as a foreign language at UIN Ar-raniry.

B. Research Question

The present study concentrates on two following research questions:

1. What are the factors influencing lecturers to use code switching in teaching EFL students at the English department of UIN Ar-raniry?

2. What are the effects of code switching on students in learning English as Foreign Language at the English department of UIN Ar-raniry?

C. Research Objective

There are two objectives of this research:

1. To find out the factors of lecturers' code switching in teaching EFL students at the English department of UIN Ar-raniry.

2. To determine what are the affects of code switching on students in learning English as Foreign Language.

D. Research Significances

1 For researcher, it is hoped that this research will be able to broaden references to the use of code and serve as motivation for those who are interested in this topic.

2 In terms of application, this study is anticipated to offer advice and feedback on the use of the Indonesian language by lecturers when teaching English Students at UIN Ar-Raniry.

E. Terminologies

To avoid misunderstandings in this study, the researcher provides two terms related to the topic of this research, they are:

1. Code Switching

Code switching is a situation where someone who has bilingual ability can change language from one language to another. According to Wardhaugh (1998), code switching is the practice of using two or more languages in a single utterance. It implies that when people change languages, they may have a specific goal in mind. In this study, for instance, when a bilingual person speaks Acehnese or Indonesian then immediately changes it to

another language because of any circumstances, either in the same sentence or in a different sentence , it is called code switching.

2. EFL

Salgot (2015:13) states that "English as a Foreign Language (EFL) is an acronym that refers to the teaching of English to students whose first language is not English". Munawaroh, et al. (2022) also share the definition of EFL, learning and utilizing English in a nation that does not speak English, such as Indonesia, is known as English as a foreign language, or EFL.

F. Limitation of Study

The research focused on examining the causes why lecturers use code switching to instruct EFL students and also its effects on students' in understanding English material in EFL classrooms. In this study, the issue of code switching is only addressed in relation to three languages: English, Indonesian, and Acehnese in the learning setting.