THE IMPACT OF USING CODE-SWITCHING ON CLASSROOM INTERACTION

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
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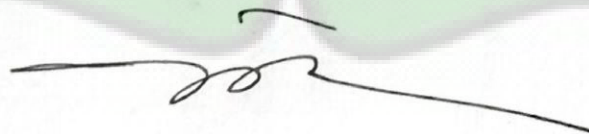Bachelor of Education in English Language Teaching

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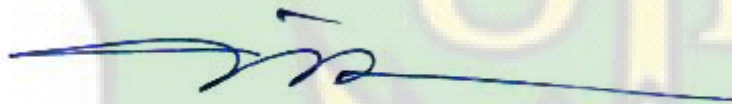
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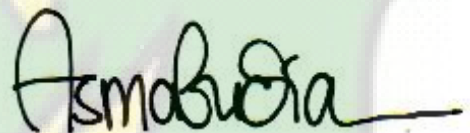
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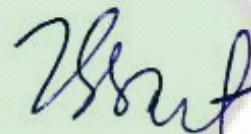Secretary,

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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Impact of Using Code-Switching on Classroom Interaction

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

Banda Aceh, 11 April 2025

Saya yang membuat surat pernyataan

Khairinda Wahyuna

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ABSTRACT

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This study explores the impact of code-switching on classroom interaction in English lesson, with a focus on both teachers' and students' use of multiple languages in the classroom. The research is conducted at MAN Aceh Singkil and employed a qualitative descriptive method, utilizing observations, interviews, and audio documentation to analyze the types and impacts of code-switching during English lessons. The findings reveal that Intra-Sentential Switching is the most frequently used type, followed by Inter-Sentential Switching and Tag-Switching. Student interviews show a generally positive perception of code-switching, indicating that it helps them to better understand lesson content, enhances vocabulary acquisition, and boosts confidence in using English. However, some students particularly male students reported occasional confusion or hesitation when engaging in code-switching. Despite these challenges, code-switching is shown to facilitate a more inclusive and effective learning environment. The study concludes that strategic and mindful application of code-switching can support language acquisition and improve classroom interaction, also highlighting the need for teachers to adapt their teaching to students' diverse linguistic backgrounds.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication used by humans to interact one another. Besides, language is also used to express our opinion, emotions, feelings, etc. Isphording and Otten (2014, as cited in Oviogun & Veerdee, 2020) provides two meanings of language. First, language is a tool used to shape thoughts and feelings, desires and actions, tools which is used to influence and be influenced. Second, language is a clear sign of good and bad personalities, a clear sign of family and nation, a clear sign of human dignity. In his research, Mwakapina (2021) highlights that language is a key human trait essential for communicating and sharing ideas, knowledge, thoughts, and emotions. Although language serves as a tool for interaction, it also has limitations. Each community whether ethnic, national, or otherwise has its own language, which can only be understood by its members.

However, an effective communication requires that both the sender and receiver understand the message and the language being used. To address this challenge and enable an effective communication with people outside of the community, a unifying language should be established. For instance, in Indonesia, where there are numerous ethnic groups each with its own regional language, a common national language Indonesian has been designated. This allows people from diverse ethnic backgrounds to communicate with one another.

In the global community, a common or universal language is recognized to help people from different nations to communicate. English is established as a global language that used by the majority of world's population. A common language, sometimes known as a global language, is established in the worldwide community to help individuals from many nations communicate with one another. English has established itself as a global language since it is the language spoken by a large percentage of people worldwide. Data indicates that around 750 million people speak English as a second language, and over 375 million speak it as their first language. Additionally, English is the first language of the majority of people in 70 nations, but it is an official language in 54 countries where it is not the first language (Rao, 2019). According to those data, English should be regarded as a worldwide language.

According to Luthfiyani (2014), English is being used as the main tool for communication in a variety of contexts, including business, politics, and education. Certain people become fluent in both English and their mother tongue as a result of those factors. These individuals are considered as bilingual. Speaking or writing fluently in two languages is known as bilingual (Kokturk et al., 2016). It indicates that the individual can speak two languages fluently and is equally proficient in them. When speaking in specific contexts, those bilingual communities usually tend to apply code-switching, and they often decide which language to use in particular situation.

The study of the relationship between language and society is known as sociolinguistics. This field focuses on identifying the social functions of language

and how it is utilized to convey social meaning, as well as why people speak differently in various social contexts (Holmes, 2013 as cited in Mutmainnah & Hardiyanti, 2023). Thus, sociolinguistics explains this phenomenon and integrates it into language choice lessons. This phenomenon is known as code-mixing and code-switching in sociolinguistics. According to Muysken (2000, as stated in Wulandari et al., 2021), the process known as "code-mixing" occurs when lexical words and grammar from two or more languages are used in a single sentence. On the other hand, code-switching is when people (particularly multilingual people) should communicate in a certain language and can also choose to mix languages or switch from one language to another one, even if it is just brief utterances (Wardhaugh & Fuller, 2015). Grammatical criteria can be used to differentiate both code-mixing and code-switching. While code-switching involves changing the entire sentence or clause, code-mixing merely involves changing a single word or phrase inside a sentence to a different language (Fasold, 1991). People that frequently mix and switch languages do so for a variety of reasons, including a variety of criteria.

Nowadays, this phenomenon is become a trend in Indonesia. This phenomenon has lately gained popularity in Indonesia. In fact, there has been a bilingual and multilingual population in various Indonesian major cities for a considerable amount of time. In certain large Indonesian cities, the primary causes of the development of a bilingual or multilingual community are mixed marriages and education. In education, several studies related to the use of communication strategies in teaching and learning process in the classroom have administered by

several previous researchers. The teacher is in a crucial position to help students understand the English content in the classroom. The teacher can apply code-switching in order to ensure that students understand the topic being taught. It is in the line with Rukmi and Khasanah (2020), "In certain situations, teachers as bilingual speakers might have to switch or mix their language when communicating with their students".

The author also experienced the cases of using code-switching in learning English that taught by some teachers. At junior high school, the author realized that was hard to study with teacher A, because the teacher used code-switching only when she begins and ends the meeting. On the other situation, the author felt more comfortable and understood the material when learning with teacher B. This is due to the fact that teacher B used code-switching whilst explaining the English material in the classroom.

However, there are downsides to apply code-switching in the classroom. It might hinder learning for students and have negative affect. A teacher who speaks only one language will not be able to code-switching in the classroom. in order for students to be unable to comprehend some ideas that they are unfamiliar with. In order to facilitate more active interactions in the classroom, teachers will need to put in a lot of effort and time (Schaefer et al., 2020). In contrast to a class that speaks English constantly, Jingxia (2010, as stated in Yulandari et al., 2018) contends that excessive code-switching may also have an impact on students' ability to use the language optimally.

Derived from the problem and some theories above, the author wants to know more about code-switching phenomenon in English teaching and learning processes. The author aims to examine and compare the types and the functions of code-switching that used by the teacher in English teaching and learning process.

B. Research Problem

Based on the explanation above, there are several problems that can be identified in this study:

1. Teachers utilize the foreign language more often than the first language when teaching English.

2. Teachers do not pay much attention to their students whether they understand or not what they are saying.

3. There is very little interest among students in studying English.

4. Most of the students do not understand what the teacher is saying.

C. Research Questions

The researcher has formulated two main research questions. These questions help to focus the research and make sure that the study stays clear and organized. The research questions are as follows:

1. What types of code-switching are used by the teacher and students in the classroom?

2. What is students' perception of the impact of code-switching on classroom interaction?

D. Aims of the Research

This research has two main aims. These aims explain what the researcher wants to achieve by doing the study. The aims are explained in detail as follows:

1. To identify the types of code-switching used by the teacher in the classroom.

2. To explore students' perception of the impact of code-switching on classroom interaction

E. Significance of the Research

This research is expected to be used as a reference for those who want to enhance their study of sociolinguistics, especially in code-switching. The results of this study are expected to give some significance not only theoretically but also practically:

1. Teachers

The results of this study can enhance teachers' knowledge of the types and functions of code-switching in order to improve the teaching of English in the classroom.

2. Students

The use of code switching is expected to increase students' participation in learning English and improve the classroom interaction.

3. Future researchers

This study can be used as an additional reference by future researchers who will do some research about code-switching.

F. Terminology

In order not to be confused the readers, the researcher would like to explain some terminologies used in this thesis.

1. **Code-Switching**

Code-switching refers to the practice of alternating between two or more languages or language varieties within a single conversation. In line with Sukaraja (2020), code-switching is a change by a speaker or writer from one language or language variety to another. Moreover, code-switching is when people (particularly multilingual people) should communicate in a certain language and can also choose to mix languages or switch from one language to another one, even if it is just brief utterances (Wardhaugh & Fuller, 2015). In educational contexts, it often occurs when bilingual or multilingual speakers switch from their native language to a second language (e.g., English) and vice versa, depending on the communicative situation, audience, or topic. This phenomenon can serve various purposes, such as emphasizing a point, clarifying meaning, or expressing identity.

2. **Classroom Interaction**

Classroom interaction can be described as a two-way process between the participants in the learning process, in which the teacher influences the students and vice versa. In line with Richards (2008), classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom. Interaction can proceed pleasantly or it can be full with tension. Learning a language in the classroom

is a consequence of the exposure of the students to the linguistic environment manifested in the interaction between the participants in that context. Therefore, the interaction in the classroom is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play as important a part as language does. Classroom interaction differs in form and function from casual conversation and other institutional varieties of talk which occur in different institutions such as hospitals, court rooms, etc.