A Thesis

CODE SWITCHING IN ELT CLASSROOM: A CASE STUDY OF ENGLISH ACQUISITION AT SMK BAHARI PARE-PARE

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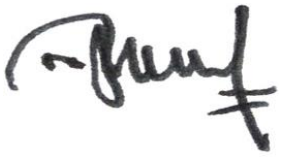
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DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any other university and, to the best of the candidate's knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

If the above-mentioned materials are found in this thesis, I agree that the university can take legal action to cancel the conferment of my degree.

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MOTTO

“(Aku Serahkan Semua urusanku Kepada Allah)”
(Qs. Ghafir 40:44)

“Cukuplah Allah (Menjadi penolong) bagi kami dan Dia sebaik-baik pelindung”
(Qs. Ali Imran 3: Ayat 173)

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Nildasari

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ABSTRACT

Nildasari, 2024. Code Switching in ELT Classroom: A Case Study of English Acquisition at SMK Bahari Parepare. Supervised by Rafi'ah Nur and Ammang Latifa.

This study aims to investigate the role and impact of code-switching in English Language Teaching (ELT) within the classroom setting at SMK Bahari Parepare. The research focuses on identifying the types of code-switching utilized by both teachers and students, its impact on students' English language acquisition, and assessing students' motivation when code-switching is employed during English lessons. The study addresses key issues observed in the classroom, where students often struggle to comprehend and engage with lessons delivered entirely in English.

This research employs a mixed-methods approach, combining both qualitative and quantitative analyses (Exploratory Mixed Design with Three Phases). Data collection involves five instruments: an observation checklist and note-taking to identify the types of code-switching used by teachers and students; a speaking test related to self-introduction for students; and interviews comprising eight questions for teachers and seven questions for students, aimed at determining the impact of code-switching. Additionally, a questionnaire and a 40-item English ability test are administered to assess students' motivation. The sample was selected using purposive sampling, consisting of 12 students from the 11th-grade nursing class at SMK Bahari Parepare.

The findings indicate that code-switching is frequently employed by both teachers and students, particularly in the forms of tag-switching, inter-sentential switching, and intra-sentential switching. The results demonstrate that code-switching significantly enhances students' comprehension and engagement, while also improving their speaking skills by allowing them to express ideas more confidently. Furthermore, the study reveals that students' motivation to learn English increases when code-switching is utilized, as it facilitates better understanding of the material and more interactive participation in the classroom. This research contributes to the understanding of how code-switching can be effectively leveraged in English language teaching to improve learning outcomes.

Keywords: *Case Study, Code-switching, English language acquisition, ELT Classroom*

ABSTRAK

***Nildasar**i, **2024.** Peralihan Kode di Kelas ELT: Studi Kasus Akuisisi Bahasa Inggris di SMK Bahari Parepare. Dibimbing oleh Rafi'ah Nur and Ammang Latifa.*

Penelitian ini bertujuan untuk menyelidiki peran dan dampak alih kode dalam Pengajaran Bahasa Inggris (ELT) di ruang kelas di SMK Bahari Parepare. Penelitian ini berfokus pada mengidentifikasi jenis-jenis alih kode yang digunakan oleh guru dan siswa, dampaknya terhadap penguasaan bahasa Inggris siswa, dan menilai motivasi siswa ketika alih kode digunakan selama pelajaran bahasa Inggris. Penelitian ini membahas masalah-masalah utama yang diamati di kelas, di mana siswa sering kesulitan untuk memahami dan terlibat dengan pelajaran yang disampaikan sepenuhnya dalam bahasa Inggris.

Penelitian ini menggunakan pendekatan metode campuran, yang menggabungkan analisis kualitatif dan kuantitatif (Exploratory Mixed Design (Three phase design). Pengumpulan data meliputi 5 intrsumen: observasi checklist dan pencatatan untuk mengetahui jenis code switching ynag diucapkan oleh guru dan siswa. Kemudian Speaking test untuk siswa terkait dengan perkenalan diri, dan interview 8 nomor untuk guru dan 7 nomor untuk siswa yang bertujuan untuk mengetahui dampak code switching. Selanjutnya questionnaire dan English test ablity berjumlah 40 nomor untuk mengetahui motivasi siswa. then the sample was selecting using purposisve sampling, consisting of 12 siswa dari kelas 11 keperawatan di Smk Bahari Parepare

Temuan menunjukkan bahwa alih kode sering digunakan baik oleh guru maupun siswa, terutama dalam bentuk peralihan tag, peralihan antar kalimat, dan peralihan intra-kalimat. Hasilnya menunjukkan bahwa alih kode secara signifikan meningkatkan pemahaman dan keterlibatan siswa, sekaligus meningkatkan keterampilan berbicara mereka dengan memungkinkan mereka mengekspresikan gagasan dengan lebih percaya diri. Selain itu, penelitian ini menemukan bahwa motivasi siswa untuk belajar bahasa Inggris meningkat ketika alih kode digunakan, karena hal ini memfasilitasi pemahaman materi yang lebih baik dan partisipasi yang lebih interaktif di kelas. Penelitian ini berkontribusi pada pemahaman tentang bagaimana alih kode dapat dimanfaatkan secara efektif dalam pengajaran bahasa Inggris untuk meningkatkan hasil belajar.

***Kata kunci**; Studi kasus, Alih Kode, Pemrolehan Bahasa Inggris, Kelas bahasa Inggris*