STUDENTS' AND LECTURERS' PERSPECTIVE ON CODE-SWITCHING IN ELT CLASSROOM IN FACULTY OF EDUCATION AND VOCATIONAL STUDIES AT UNIVERSITAS LANCANG KUNING

THESIS

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ABSTRACT

Kenan Lee, 2024 : Students' and Lecturers' Perspective on Code-Switching in ELT Classroom in Faculty of Education and Vocational Studies at Universitas Lancang Kuning

Code-switching, the practice of alternating between languages is prevalent in various linguistic communities, including academic contexts. This study explores the perspectives of students and lecturers on code-switching within the English Language Teaching (ELT) classroom context at Lancang Kuning University. Employing a qualitative approach, this research utilized descriptive qualitative methods to delve into the perspective of the participants. Semi-structured interviews, guided by adapted questionnaires, were conducted with three examiner lecturers and four 7th-semester students from the English Education Department. Video recordings supplemented the data collection process. Lecturers strategically employed code-switching to enhance clarity and comprehension, particularly during seminar proposals and result presentations. Students acknowledged its usefulness in aiding understanding, especially in the face of low English proficiency levels. However, concerns were raised regarding potential overuse hindering English language development. Code-switching notably improved students' speaking performance and engagement in ELT classrooms. The study underscores the multifaceted role of code-switching in ELT classrooms, balancing its benefits for comprehension and engagement with concerns about its impact on English proficiency.

Keywords: ELT Classroom, Code-Switching

ABSTRAK

Kenan Lee, 2024 : Perspektif Mahasiswa dan Dosen tentang Percampuran Bahasa di Kelas ELT Fakultas Pendidikan dan Vokasi di Universitas Lancang Kuning

Penelitian ini mengeksplorasi pandangan mahasiswa dan dosen tentang percampuran bahasa dalam konteks kelas Pengajaran Bahasa Inggris (ELT) di Universitas Lancang Kuning. Dengan menggunakan pendekatan kualitatif, penelitian ini menggunakan metode deskriptif kualitatif untuk mendalami pandangan para peserta. Wawancara semi-terstruktur, yang diikuti dengan kuesioner yang disesuaikan, dilakukan dengan tiga dosen penguji dan empat mahasiswa semester tujuh dari Program Studi Pendidikan Bahasa Inggris. Lalu adanya rekaman video yang turut melengkapi proses pengumpulan data. Dosen secara strategis menggunakan percampuran bahasa untuk meningkatkan kejelasan dan pemahaman, terutama selama proposal seminar dan presentasi hasil. Mahasiswa mengakui kegunaannya dalam membantu pemahaman, terutama di tingkat kemampuan Bahasa Inggris yang relatif rendah. Namun, ada kekhawatiran tentang potensi penggunaan berlebihan yang menghambat perkembangan bahasa Inggris. Percampuran juga secara signifikan dapat meningkatkan kinerja berbicara dan partisipasi mahasiswa di kelas ELT. Studi ini menekankan peran multifaset percampuran bahasa dalam kelas ELT, seimbang dengan manfaatnya untuk pemahaman dan keterlibatan dengan kekhawatiran tentang dampaknya terhadap kemampuan bahasa Inggris.

Kata Kunci: Ruang Kelas ELT, Percampuran Bahasa

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PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan bahwa:

a. Karya tulis ini, dengan judul *Students' Code-Switching in ELT Classroom of Faculty in Education and Vocational Studies at Universitas Lancang Kuning*, adalah asli karya saya sendiri dan belum pernah diajukan untukmendapatkan gelar Sarjana Pendidikan (S.Pd) di program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan dan Vokasi Universitas Lancang Kuning.
b. Karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan oleh orang lain kecuali dikutip secara tertulis dengan jelas sesuai dengan aturam pengutipan dan dicantumkan referensi pada halaman daftar pustaka.

Demikianlah pernyataan ini saya buat, apabila ditemukan penyimpangan dan ketidak benaran dari peryataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang yang telah saya peroleh, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

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Pekanbaru, February 2024

The researcher,



Kenan Lee

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CHAPTER I
INTRODUCTION

A. Background of Research

Indonesia is one of the multilingual countries, as its people are capable of speaking various languages, including their mother tongue, the national language, and foreign languages. Understanding language is crucial, especially in the process of learning a new language. Since English is the target language, lecturer in English classes are expected to communicate and provide information more frequently in English. It is anticipated that this would help students better comprehend English lessons (Darma, 2023)

The use of more than one language or code-switching in communication is a common phenomenon in various language communities. This phenomenon occurs not only in everyday conversations but can also be found in academic situations, including proposal and result seminars. Lancang Kuning University, specifically the Faculty of Education and Vocation with its English Education Department, is an interesting place to understand the dynamics of code-switching, both from the perspective of lecturers and students, in the context of these seminar activities (Astuti, 2020). The phenomenon of code-switching in the context of English language education becomes more intriguing because English serves not only as the target language of learning but also as the medium of instruction in academic activities. The success of communication in proposal and result seminars at the English Education Department relies heavily on a profound understanding of code-switching, both from the perspective of lecturers delivering the content and students receiving it (Pogeng, 2023).

In the faculty of Education and Vocational Studies, especially in the English department, Students are expected to speak English within the area of the environment, Code-Switching still play a crucial role in determining effective communication strategies, ensuring material comprehension, and creating a conducive learning in the environment. In this regard, the use of code-switching becomes a question because in the ELT Classroom the students have a target of

30% speaking score in seminar exams. So the research focused on the communication strateges that lecturers may employ to explain specific concepts, provide examples, or respond to students' questions. Therefore, understanding their problem regarding code-switching in ELT Classroom is crucial for comprehending the role of language in the learning process (Suganda, 2021). Meanwhile, students as information receivers also play a significant role. For them, understanding seminar materials, especially the results, is the key to success in their academic journey. How they interpret and respond to the use of code-switching can influence their level of understanding of the materials presented by lecturers. Therefore, understanding students and lecturers perspectives regarding code-switching ELT Classroom would provide valuable insights into its impact on comprehension and learning (Puspawati, 2018). The research gap that was theorized behind this research based on a work by Ahmad & Jusof (2019).

The importance of understanding students and lecturers perspective of code-switching in ELT Classroom lies in the fact that a profound comprehension of this phenomenon can serve as a foundation for developing more effective learning strategies in higher education settings. Therefore, this research aims to dive deep into students and lecturers perspective code-switching in ELT Classroom Context at the English Education Department, Faculty of Education and Vocation.

B. Identification of the Research

Based on the background of the problems described above, the following identification of the research are:

a. Students are expected to speak in English while in ELT Classroom with at least 30% threshold.

b. Understanding the perspective about Students and Lecturers Code-Switching in ELT Classroom context.

C. Limitations of the Research

The scope of this research is limited to examining the factors of lecturers and students regarding the use of code-switching in ELT Classroom in the Department of English Education, Faculty of Education and Vocation, Lancang Kuning University. The study does not extensively explore aspects of code-switching beyond the context of ELT Classroom context. Additionally, the research confines itself to a specific department, namely the Department of English Education 7th Semester Results Exam Seminar Participants from curriculum year 2020, limiting the direct applicability of findings to other departments or programs within the university. It is important to acknowledge that the analysis does not encompass the influence of culture or social context on the use of code-switching, and this limitation should be recognized when interpreting the research findings. Lastly, the research does not delve into the impact of code-switching on academic outcomes or student achievement; rather, it primarily focuses on the perspectives and perceptions of the subjects regarding this phenomenon.

D. Formulation of the Research

The problem of research can be formulated as the following inquiry, which stemmed from the background of the study:

1. How are the perspectives of Lecturers' and Students' about Code-Switching in ELT Classroom in the Faculty of Education and Vocational Studies

at Universitas Lancang Kuning?

E. Purpose of the Research

Based on the formulation of the research above, this research aims to narrate ”Students’ and Lecturers’ Perspective on Code-Switching in ELT Classroom in Faculty of Education and Vocational Studies at Universitas Lancang Kuning”

F. Significance of the Research

After investigating students' and lecturers' perspectives on code switching practise, the researchers suggest that the findings can be useful in contributing to :

1. For Lecturers

This research can provide new insights and knowledge regarding the importance of implementing code-switching during proposal and result seminars. It can help improve students' understanding of lecturer instructions, encourage active participation, and create a supportive learning environment. Additionally, lecturers can enhance communication with students.

2. For Students

This research can enhance students' ability to understand instructions from lecturers, enabling them to learn more effectively. Additionally, it can enrich communication.

3. For Future Researchers

The researcher’s hope the findings of this study are used as a benchmark for researchers in the future. examining the same topic from various perspectives.

G. Definition of the Key Terms

In accordance with the title of this research, the operational definition of this study is as follows:

a. Student perspective can be interpreted as the point of view or outlook

held by students regarding a particular issue, concept, experience, or situation. This encompasses the understanding, assessment, and personal views of students on that matter (Hellberg, 2023). Lecturer's perspective refers to the viewpoint or outlook held by a lecturer regarding a particular issue, conecept, policy, or situation. This encompasses the understanding, assessment, and personal views of the lecturer on that matter (Chen, 2020).

b. Code-switching is a linguistic phenomenon in which an individual switches between two use of online resources. or more languages or linguistic codes during a conversation or communication. This can occur naturally and is often triggered by social, situational, or even individual feelings (Junaidi, 2019).

c. ELT (English Language Teaching) classroom is a learning environment specifically designed for the instruction and practice of English language skills. It typically involves a teacher facilitating activities and exercises aimed at developing students' abilities in listening, speaking, reading, and writing in English. ELT classrooms can vary in size, resources, and teaching methodologies, but they share the common goal of helping students improve their proficiency in the English language (Pradikto, 2023).

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, both lecturers and students acknowledged the usefulness of code-switching as a communication tool in classrooms, especially where English proficiency is low. It enhances clarity and comprehension, with lecturers strategically using it to explain complex topics and students recognizing its role in aiding understanding. However, there's concern among students about potential overuse hindering English proficiency. The prevalence of code-switching in 7th Semester ELT classrooms in 2020 is attributed to low English proficiency levels, emphasizing the need for supportive learning environments. While lecturers are encouraged to prioritize English, code-switching remains valuable for comprehension and engagement. The diverse cultural backgrounds of students highlight the complex relationship between linguistic diversity and code-switching. Despite challenges, code-switching notably improves students' speaking performance, showcasing its multifaceted role in language education.

However, there are a few weaknesses in this research which are, the limitation is that doesn't include the entirety of 7th semester students from the English department of the Faculty of Education and Vocational studies who can provide additional data to give a more accurate picture of how Code-Switching is viewed in ELT Classroom Context. Hopefully this research can inspire other researchers to conduct similar research with a larger sample size and a variety of data methodsto solve some of the limitations highlighted in this paper.

B. Suggestion

Based on the research results and conclusions above, the suggestions that can be given are as follows:

1. Lecturers should develop teaching strategies in the current era that require students to engage more in Target Language than in L1.
2. Code-Switching should not be avoided as it can pull more engagement and promote better speaking performance.
3. Cultural and linguistic diversity in classrooms should be embraced by using Code-Switching.
4. For future researchers it is hoped that future researchers can conduct further research on the cultural aspects of Code-Switching in learning.

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