

## **An Analysis on the use of Code Switching in Teaching English to Young Learners: A Case Study at SD IT Auladi**

### **ABSTRACT**

Code switching is an essential and inseparable part in language teaching, so teachers have tended to use code switching in teaching and learning English. The aims of this study were to find out the types of code switching and the factors that make English teacher switched the language when teaching English to young learners. The study was designed in the form of qualitative case study. The participant of this study was English teacher at SD IT Auladi Palembang. The data obtained from observations and interviews were analyzed using thematic analysis. The result of the study indicated that types of code switching used by the teacher when teaching English to young learners were tag switching, inter-sentential switching and intra-sentential switching. Meanwhile, the practices of doing code switching were affected by lack of students' English competency, lack of teacher's English competency, ease of giving instruction and communication, ease of maintaining students' discipline in the classroom and ease of expressing teacher's feeling.

**Keywords:** *EFL, English language teaching, Code switching, Young learners.*

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study.

#### **1.1 Background**

Nowadays mastering English as a foreign language is so much easier for people who want to learn it. Lengkanawati (2004) stated that in almost all countries in the world, English as a foreign language has been taught. In line with Garton et. al. (2011), there are 144 countries from all the continents the education systems of which include English as a school subject in elementary schools. Including in Indonesia, English lesson has been promoted in every school since elementary school, junior high school and even senior high school. However, Putranto (2019) reported that for English lesson in Indonesia will be removed in junior and senior high school curriculum. Minister of Education and Culture (Mendikbud) chaired by Nadiem Makarim together with Indonesian Teachers' Association (IGI) chaired by Muhammad Ramli Rahim which discussed in their meeting, they planned to cut English lesson in junior and senior high school and limit it and focus on English lesson only in elementary school.

The previous information might be implemented and make sense to spend English lesson at elementary school, in line with Muhammad Ramli Rahim as the chairman of the Indonesian Teachers' Association (IGI) said that students in elementary school are considered to have sufficient ability to speak English fluently (Putranto, 2019). In fact, there is a critical age which shows

that children have a big advantage over adults or adolescents in learning second language. Children at a certain age, between four to eleven years old are in the most vital years of their development (Scott & Ytreberg, 1990). Furthermore, Cameron (2001) stated that when children are introduced to a second language at an early age, the opportunity to become more effective and proficient in the language will be higher because their brains are still able to use mechanism that assists such as the first language acquisition. Likewise, Lightbown and Spada (1999) asserted that young learner period is the golden age for creating simultaneous bilingual children due to volume the child's brain is easy to acquire a new language. Therefore, when the process of learning new language happened to students, it can contribute effectively and proficiently to its development, due to the onset factor of early age is one of the determining factors to become proficient faster since the language is introduced earlier so that the brains of young students can still acquire new language easily over adults and adolescents.

However there are pros and cons about the idea of introducing children to a new language. The pro is, by exposing the children naturally to a foreign language at a young age it allows to optimize their learning potential, helping to shape their brain at its most flexible stage (Krashen & Terrel as cited in Akhadiah, 1997). In short, by introducing and exposing with the language at early age to young learners is as easy as learning a first language because young learners are slowly exposed naturally to a new language in their environment. In addition, the con showed that, since make students exposed with the new language, it will give cognitively and linguistically burdensome for children, they have to learn better

and faster if they only learn one language (Genesee, 2008). Because of related to inequality of the structure of the two languages which causes difficulties in the language learning process (Chaer, 2009). Shortly, the cons showed that in introducing and promoting a new language to children, it will make the students difficult to organize and make the sentences properly, because of the difference in the sentence structure of the two languages between first language and second language. Whereas, in this study the researcher is in pro side, because by promoting and exposing a new language to children as early as possible, the researcher believes that it makes it easier for students to acquire simultaneous bilingual language since they are used to being introduced to a new language earlier so that students will get the language input naturally since being exposed a lot to language as early as possible.

Basically applying code switching to younger students class really helps a lot since code-switching as a communicative in English as a second language in helping teacher education in Indonesia. By knowing the application of code switching to L1 as part of communication, Milroy and Gordon (2003) viewed that a code-switching as a manner or form of communication which can support in the language learning environment, such as switching of code acts as a tool to manage and facilitate interaction and learning. So that using code switching by the English teacher is useful as part of communication in the classroom interaction that is the best practice to facilitate learning as new a language for students.

Nevertheless, when it comes to learning foreign language teaching English to children is different from teaching it to adults. As the English teacher must

know and think about the proportion in using English fully or need to switch languages to teach young learners. Because of generally first language is very different from English in terms of language rules, speech, and spelling. Therefore, the low of students' mastery has become reason (Holmes, 2001). Hence, in teaching English, English teacher must pay attention of students' mastery of the language that teacher must know well, so that the teacher knows how much proportional English will be used for teaching when students learn English.

Teachers also need to know when the ideal situation is to switch languages to their mother tongue. The ideal proportion of English as a medium of instruction for learning English to young learners does not really need using full English, instead teachers can use code switching to make them easier. The reason is, according to Gabusi (2009), in the situation code-switching can be a good tool to underline the importance of particular piece of information, whether it is name of terms, a grammar rule, an order or repetition of learning. Consequently, by knowing the situation for the importance of particular information, teacher through code switching, gives the gap by giving chance to do code switching into L1 for the importance of certain information situation so both teacher and student connect.

Attributing the existing phenomenon above was also faced by English teacher in the school which became site of the research. The researcher did the preliminary study at SD IT Auladi about code switching used by the English teacher. Through the informal interview with the English teacher, the interview showed that the English teacher at SD IT Auladi himself made a code switching

on the teaching English to his students. Since if the English teacher did not apply a code-switching, the students were mostly silent in the class so that by applying code switching by the teacher in the class it could reduce and avoid students' lack of understanding in accepting lessons (A.R. Personal Communication, November 11<sup>th</sup>, 2020). Consequently, the result of the preliminary study about the use of code switching used by English teacher becomes the main concern of this research.

In addition, there were three studies who have conducted the use of code switching. First research was conducted by Greggio and Gil (2007). The result showed code switching in teacher and learner interaction may have an important function in facilitating interaction among classroom participants as well as in facilitating foreign language learning process. There was an interactive communication exchange between the teachers and the learners when applying code-switching in the foreign language learning. Second research was conducted by Suganda et. al. (2018). The finding showed that by switching the language English and Indonesia it became a tool to show the cultural, social and communicative aspects of each language for maintaining good communication between teachers and students. So that they had positive attitude towards the use of code switching in English class because it contributes to the smooth flow of class interaction. Lastly, research by Hoffman (1991) showed that the reasons of doing code switching, namely: (1) to talk about certain topic to emphasize the discussed topic, (2) to quote somebody's words, (3) to be emphatic about something, (4) the essential of using interjection, (5) to do repetition for

clarification. This means that many of experts have conducted research about teachers' code switching in teaching English to young learners.

As the result, this issue made the researcher interested in conducting a similar research. Because of English lesson has been promoted in Indonesia even though the curriculum is still positioned as a local content, it leads the researcher to find out whether or not the English teacher really code-switched during the teaching and learning process and what factors conducting the teacher to do code switching. Therefore, the researcher conducted the research entitled **“An Analysis on the use of Code Switching in Teaching English to Young Learners: A Case Study at SD IT Auladi”**.

### **1.2 Research Problems**

Based on the discussions in the background before. This study is designed to answer the following question:

1. What were the types of code switching used by the teacher in teaching English to young learners at SD IT Auladi?
2. What were the factors that made the teacher switch the language in teaching English to young learners at SD IT Auladi?

### **1.3. Research Objectives**

Based on problems that were formulated before, the objectives of this study are as followings:

1. To analyze the types of code switching were used by the teacher in teaching English to young learners at SD IT Auladi.

2. To analyze the factors that made English teacher switch the language in teaching English to young learners at SD IT Auladi.

#### **1.4 Significance of the Study**

By doing this research it was expected that the results of this study were useful and gave positive contribution to the students, the teacher, and other researchers. For the students, it is hoped that the use of code switching by the teacher as a bridge to student if they have misunderstanding about the lesson when the teacher used English. For the teachers, the researcher hoped that the results of this research could give benefits to the other teachers in order to take more information, knowledge and insight about the commonly factors that affect the English teacher when applying code switching and the type of code-switching he/she usually used in teaching English to the students. For other researchers, this result of this study is expected to be useful as reference to support the information for others who want to conduct the same study in different site.