DOES THE TEACHER USE CODE SWITCHING IN VOCATIONAL HIGH SCHOOL, MAJORING IN HEALTH?

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Introduction

Background of the study

- **Code Switching** (Salzmann, 2003)

    Codeswitching, alternatively referred to as code-mixing, has the potential to transpire either between different speakers' turns or within a single speaker's turn. There are:

    Inter-sentential and intra-sentential

- **Code Switching** (Kasim et al., 2019).
    - ➢ Intra-sentential switching creates the perception that speakers lack sufficient proficiency in a language to effectively express their intended message.
    - ➢ Inter-sentential switching refers to the occurrence of a language switch at the boundary between clauses or sentences, where each clause or phrase is in a different language

Research Question

1. What types of code switching used by the teacher?
2. Why do the teachers use code switching in the learning process?

Methods

- ## Design

  This research using qualitative research methods

- ## Setting

  This research conduct at SMK Dian Indonesia AND SMK Sepuluh Nopember

- ## Data and Source Data

  Data and data sources are written data observation in the classroom Include (transcription) and interview with English teacher of 10th Grade

Methods

- **Data Collection Technique**

  For first research question:

➢ `Observation

➢ Record learning activities that occur in class in the form of voice and video messages.

➢ Transcript of mixed English code in learning

➢ selecting data that refers to research.

  For Second Question:

➢ Do Interview with several question related with my research question

Methods

- **Data Analysis**

➢ Data Review: The author intends to conduct an analysis of the gathered data in order to discern recurring patterns and thematic elements.

➢ Analysis and Classification of Code Switching Instances: This section will elucidate the methodology employed for identifying instances of code switching and thereafter categorize the observed forms of code switching.

➢ Presentation the data: In this section, the author will sequentially provide the data and results acquired in accordance with the research questions.

➢ Formulate Conclusions: The author will provide a concise overview of the results obtained from the analysis, while also establishing a connection between the author's conclusions and the initial research questions.

The forthcoming conclusion will encompass the primary discoveries derived from the author's comprehensive investigation, along with their consequential ramifications for enhancing comprehension of code switching within the realm of pedagogy. The subsequent section entails an analysis of the constraints inherent in the author's research, as well as proposed directions for future research.

Findings And Discussion

1. **Type of code switching teacher used**

   ➢ Code switching is a prevalent occurrence in multilingual environments, such classrooms, where individuals alternate between two or more languages or linguistic variants during discourse. This study investigates the many forms of code switching employed by a teacher in a Vocational classroom, utilizing an audio recording and its corresponding transcript. The results are classified into two types of code switching: intra-sentential and inter-sentential.

   ➢ Both Teacher are used Both types of code switching which are used strategically by teachers to facilitate understanding and engagement in a vocational educational context. Inter-sentential code switching helps in clear separation of instructions or explanations in different languages, while intra-sentential code switching integrates key terms or phrases from another language within the main language, enhancing vocabulary and contextual understanding without breaking the flow of communication.

Findings And Discussion

2. The necessity of using code switching by teachers

➢ The interview findings reveal that the instructor's issue is due to the students' lack of comprehension when the teacher uses English exclusively. Therefore, the teacher requires code switching to facilitate understanding between themselves and their students.

➢ teachers employ code-switching during English lectures, such as ensuring comprehension, managing classroom dynamics, and adapting to students' linguistic backgrounds.

➢ Based on the findings, it is evident that code switching can be beneficial or effective for strategies that are still useful or employed by teachers, as demonstrated by the results of this study.

Benefits of Research

Based on what has been found, it shows that code switching can be useful or effective for strategies which are still useful or still used for teachers as has been shown by the results of this study that teachers still like to use code switching and in fact they use this regularly. And the types used by the teachers are inter-sentential and intra-sentential as the first finding has shown.

When looking at the reset results it turns out that in Indonesia in the context of this Vocational School which uses code switching as a strategy or tool for them in dealing with difficulties such as weak student abilities and student understanding, especially for schools that have special majors, such as those in this article, namely health majors.

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