PRACTICAL TEACHER'S PERCEPTION TOWARDS CODE-SWITCHING IN THE ENGLISH LANGUAGE CLASSROOM

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FULFILLMENT FOR THE DEGREE OF BACHELOR OF

EDUCATION (HONOURS) IN THE TEACHING OF

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FACULTY OF EDUCATION

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ENGLISH LANGUAGE CLASSROOM**

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**LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI
SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH SARJANA
MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA INGGERIS SEBAGAI
BAHASA KEDUA (TESL) DENGAN KEPUJIAN**

_____   _____

PUAN GERALDINE DE MELLO   **TARIKH**

(PENYELIA)

_____   _____

PUAN AIDA AZLINA BT MOHD. BEE   **TARIKH**

(KOORDINATOR PROGRAM)

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DECLARATION

"I hereby declare that the work of this exercise is mine except for the

quotations and summaries that have been duly acknowledged."

_____   _____

DATE   **NAME: MOHD HASREN B. YUSUF**

STUDENT ID: 2007297774

PENGAKUAN

"Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan

dan ringkasan yang setiap satunya telah saya nyatakan sumbernya."

_____   _____

TARIKH   **NAMA: MOHD HASREN B. YUSUF**

NO PELAJAR: 2007297774

ABSTRACT

This study sets out to learn more about the perception of practical teachers towards Code Switching in the English language classrooms. The study investigated 55 practical teachers from Universiti Teknologi MARA Melaka, who are TESL students doing their three months practicum in schools in Melaka. They experienced teaching different levels of students' proficiency and this led them to code switch. A set of questionnaire containing 20 items using the 5-points Likert-type scale was administered to measure the presence of code-switching in classrooms, the affective support and the learning success. The study proposed two hypotheses which were tested using Pearson product moment correlation analyses. The study found that practical teachers perceived code-switching as a positive strategy due to the various functions it has. There are significant relationships between teachers' code-switching and learners' affective support and teachers' code-switching and learners' learning success. Teachers also showed a favourable support for future code-switching in the English classrooms. It is strongly believed that code-switching is an effective teaching strategy when dealing with low English proficient learners.