

# **CHAPTER I**

## **INTRODUCTION**

This chapter shows the research background, problem identification, the research problem, the objective of the study, the scope of the study and the significance of the study.

### **1.1 Research Background**

English is the language with the most speakers in the world. The influence of English globally has a significant impact on language development. In this era, English has an important role in various aspects of human life such as business, economics, politics, tourism, especially for education. People all around the world are learning English as a second or foreign language as a result of this enthusiasm (McKay, 2003). One of them is Indonesia, where English is taught in the official education system as a foreign language from elementary to college level. Referring to the background of the Indonesian people who are mostly bilingual, learning English directly encourages students to become multilingual. Holmes, (2001) states that mastery of more than one language triggers the phenomenon of language switching in various contexts. This language switching phenomenon is known as code-switching.

The process of switching from one language to another in the middle of a discussion while both participants can understand the same language is known as code-switching (Cook, 2001). Moreover, according to Gumperz (1982) code-switching refers to the of two different grammatical system or subsystem in the same speech. The code-switching phenomenon occurs when words, phrases and

sentences from two distinct language system cross sentence borders in the same utterance (Bokamba, 1989). Baker & Jones (1998) support the definition, that code-switching is a language change in the course of speech at the level of words, phrases, and sentences or speech blocks, which occurs between bilinguals in the same speech. In simple terms, code-switching can define as a switch from one language to another that crosses sentence boundaries in the same utterance or conversation.

The phenomenon of code-switching is commonly found in communication between bilinguals in a society where they can switch from one language to another depending on the situation in a conversation. The phenomenon of switching the language not only occur in non-formal communication, but also occurs in formal communication especially in the world of education. In the teaching and learning process, code-switching is often found at all levels of school to university level in Indonesia in English subjects, where teachers often switch from Indonesian to English or vice versa in delivering subject matter. Code-switching is often used by teachers as a method of teaching language in the classroom which is considered a natural phenomenon. According to Sert (2005), the teachers do not always employ code-switching consciously, implying that teachers are not always aware of the purposes and effects of utilizing code-switching in the classroom to learn English. This phenomenon might be regarded of as an automatic an unconscious activity in some situation. The emergence of code-switching in teaching, consciously or not, must fulfill basic functions that may have benefits in a language learning environment. This becomes a kind of

effort made by the teacher to cover the difficulties experienced by students in understanding the instructions or learning topics discussed.

The use of code-switching in English learning cannot be separated from the bilingual interaction between teachers and students. Based on research conducted by (Wirhayati & Safitry, 2020) and (Benu, 2018) related to the phenomenon of code-switching in classroom learning, indicate that teachers use code-switching in the teaching and learning process due to situational factors that occur in the classroom, one of which is the problems and difficulties experienced by students in learning English. According to Wirhayati & Safitry (2020), there are two common problems faced by students. The first is the characteristic of English is different from Indonesian which is the first language. Most students are not familiar with English forms and systems which make it difficult for students to understand the material described, resulting in miss information. The second is students do not have sufficient knowledge of linguistics and non-linguistics of English, which makes it difficult for students to understand the meaning of what the teacher explains.

Fathimah (2016) shared the same perception that the code-switching phenomenon in educational reasons aims to facilitate student with low English proficiency. Benu (2018), supports the previous statement, that most students have difficulty understanding vocabulary, grammatical, and pronunciation which have a significant influence on the final learning outcome. Such classroom situations encourage teachers to code-switch to assist the teaching process and improve students' understanding of the material or teaching materials so that learning objectives can be achieved.

Currently, the widespread use of code-switching by teachers in the teaching and learning process of EFL tends to show high intensity. This raises a debate among researchers regarding the pros and cons of using code-switching in EFL class. Lightbown (2001) states that the teacher as the only linguistic model of students must be able to create a pure foreign language environment in the classroom. Sometimes code-switching is considered a lack of competence. The use of the first language with high intensity in learning English as a foreign language is seen as being able to inhibit students' cognitive abilities in acquiring a second language. On the other hand, some researchers have the view that code-switching can be a bridge in students' language switching process. Liu (2010) in his research views that the first language can promote the target language and deserves attention in English classes as a foreign language. Metila (2009) supports the previous statement that code-switching is justified in its use in classroom teaching based on pedagogic and communicative functions, especially in foreign language learning. This debate gave rise to many studies being conducted to provide empirical evidence regarding the use of code-switching in the teaching of EFL.

In the teaching and learning process, the use of code-switching in classroom interactions can connect the communication gap between teachers and students. This means that code-switching is not always considered as a speaker's inability to express himself but as a tool in transferring new knowledge to students. code-switching can bridge the need to provide explanations and accommodation for students who have low English language skills (H.D. Brown, 2001). In the pedagogical function, code-switching is implemented in delivering

challenging learning materials so that they can be easily understood by students, such as explaining abstract learning contexts or defining difficult terms. In addition, the use of the first language in foreign language learning can be a reference base that helps students receive English lessons by orienting the target language through the first language or connecting the target language and first language phenomena. According to Cook (2001), teachers can use code-switching if the use of the target language is inefficient and creates problems for students, such as explanations that are too difficult, which takes time for students to process and understand learning. This means that the use of code-switching in the learning process is an important strategy to facilitate language learning.

In the situation of the COVID-19 pandemic, the world of education is one of the affected. The issuance of covid-19 provides a major change in the pattern of teaching and learning activities from direct conventional learning to online learning or limited face to face learning. In online learning, teachers and students carry out the teaching and learning process through video conferences, social media, and other learning media that allow for effective learning. On the other hand, in the implementation of learning during the Covid-19 pandemic, schools in Indonesia also can conduct limited face-to-face learning with a number of adjustments imposed. In this case, the teaching and learning process is carried out face-to-face with a limited duration of teaching time.

Based on preliminary observations conducted through interviews with students at SMA N 3 Singaraja, the phenomenon of code-switching is also often found in SMA N 3 Singaraja when the teachers teach English in class. The relatively short learning duration encourages teachers to code-switching with a



higher intensity so that the material presented can be accepted and understood by students quickly. In delivering learning, teachers sometimes switch languages from English to Indonesian or regional languages. The code-switching phenomenon that occurs in a teaching interaction in the classroom can affect the level of students' understanding of the material, where most students have difficulty to understand the material explained because of the students' inability to understand vocabulary, grammatical, and pronunciation in English.

Previous researchers showed how the code-switching phenomenon is used by teachers in teaching English as a foreign language. Liu (2010) in her research, found that code-switching is a common phenomenon in EFL classrooms and has a positive role in the teaching and learning process. Research conducted by Suganda et al., (2018), also shows the results that the use of code-switching by teachers is a natural phenomenon as a learning tool in showing socio-cultural and communicative aspects that adapt to student competencies. Based on previous research above and preliminary observation, researchers are interested in conducting the same research regarding the use of code-switching by teachers. The research focuses on the type of code-switching and what function of code-switching is used.

This research was conducted at SMA N 3 Singaraja. Researchers chose this research setting because SMA N 3 Singaraja is one of the favorite schools in Buleleng Regency. SMA N 3 Singaraja has three majors, there are Language major, Social Sciences major, and Natural Sciences major. From these three majors, language is one of the favorite majors with many enthusiasts where this department focuses on developing students' knowledge in the fields of language

and culture such as Indonesian, English, Japanese, and anthropology. Based on the applied learning curriculum, in addition to focusing on English subjects in the major, there are English as a mandatory subject for all students to take, especially in language major classes. It can be concluded that the intensity of English lessons taken by students in language major is relatively high. However, the phenomenon of code-switching in the teaching and learning process of English as a foreign language is still often found, especially what is done by teachers in guiding the teaching process in the classroom. In addition, research on code-switching at the senior high school level, especially in the language major has never been done. Therefore, the purpose of this study is to analyze more deeply and enrich research related to the use of code-switching by teachers in teaching English as a foreign language.

## **1.2 Problem Identification**

Based on the background of the problem, it can be identified that the phenomenon of code-switching is often found in the process of learning English as a foreign language at SMA N 3 Singaraja. With the relatively high intensity of learning English in the classroom, this phenomenon is still often done by the teachers in explaining the subject matter. Various possibilities can be assumed as the teacher's reason for code-switching. The learning situation in EFL class where the inability of students to understand English is one of the reasons teachers use code-switching. In addition, the function of using code-switching is considered to be able to assist teachers in providing instructions and teaching materials because it makes it easier for students to understand the instructions and materials explained. However, the use of code-switching that is not always done

consciously in the teaching process sometimes makes teachers not care about the functions and outcomes of using code-switching in the classroom so that the code-switching function is rarely clearly defined and adapted to the needs of the EFL class in particular Students in language major at SMA N 3 Singaraja. Therefore, researchers are interested in conduct the research to find out more about the use of code-switching by teachers in teaching English as a foreigner by analyzing the types and functions of code-switching used.

### **1.3 Research Problem**

The research questions of this study based on the background were formulated as follow:

1. What are the types of Code-Switching used by the teacher in teaching English at SMA N 3 Singaraja?
2. What are the functions of Code-Switching used by the teacher in teaching English at SMA N 3 Singaraja?

### **1.4 Objectives of the Study**

Based on the problem, the objectives of this study were formulated as follow:

1. To analyze the type of Code-Switching used by the teacher in teaching English at SMA N 3 Singaraja.
2. To analyze the function of Code-Switching used by the teacher in teaching English at SMA N 3 Singaraja.



### 1.5 Scope of the Study

Based on the formulation of the problems mentioned before, this study focused on code-switching carried out by teachers in teaching English as a foreign language at SMA n 3 Singaraja, especially in the language major class. This research focuses on two points, there are the type of code-switching and the function of code-switching used.

### 1.6 Significance of the Study

Based on the problems and the purposes, this study provided theoretical and practical significance. The theoretical and practical the significances are formulated as follow:

#### 1. Theoretical significant

The theoretical is to analyze the use of code-switching in the teaching and learning process of English as a foreign language so that the result of this study are expected to be a reference to improve the quality of the teaching and learning process to achieve the learning objectives.

#### 2. Practical Significance

##### a. For teacher

This study is expected to be a reflection for the teachers and provide information about the types and functions of code-switching used in the teaching and learning process to increase teacher knowledge in applying code-switching in teaching English as a foreign language.

##### b. For reader

This study is expected to provide knowledge to readers or lay people regarding the types and functions of code-switching that are often used in learning English in the classroom.

c. For the Next Researcher

This study is expected to be a source of reference for the other researchers who want to conduct the research in sociolinguistic field, especially regarding the phenomenon of code-switching used in the teaching English process.

