

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Currently, many individuals in various countries master several languages that are utilized in everyday life. This ability is known as bilingualism (proficiency in two languages) or multilingualism (proficiency in more than two languages). In everyday conversations, bilingual or multilingual speakers often switch the language they speak. This event is called code-switching. Code switching is the process of switching between languages during conversation, often occurring within one utterance or between utterances. This event is common among bilingual or multilingual speakers, depending on the situation, purpose of communication, or social context. This statement is in line with Johansson (2013) who mentions that code switching is an event that usually occurs in bilingual or multilingual communities. For example, someone who is proficient in both Indonesian and English can switch between the two languages depending on their conversation partner or the context of the discussion. Code-switching can also reflect a person's social and cultural identity. Poplack (1980) states that the replacement of language from one language to another in one conversation or utterance leads to the event of code-switching. In addition, Gumperz (1982) emphasized that code switching is not just a language transition but also a tool for conveying particular social meanings and purposes. Hymes, as quoted by Chaer & Agustina (2010), stated that code switching does not only occur between one language and another, but also in various variations or styles of language. Meanwhile, language switching can function as a strategy to establish relationships with certain groups (Wardhaugh, 1992). Regarding to the definitions from the experts, we know that code-switching is a event where an individual switches between two or more languages to communicate, and often uses this strategy to stay connected to a particular group. Code-switching is not just a change of language, but also a communication strategy that has social meaning and specific functions. This event is influenced by several factors, including the context of the situation, conversation partners, discussion themes, and social identity.

The event of code-switching remains prevalent, especially in Indonesia. This is due to the importance of learning foreign languages, particularly English, in the country. Ideally, English should be taught entirely in the target language; however, not all students have sufficient proficiency. In such situations, teachers often use Indonesian to help students better understand the lesson (Elmiani et al., 2019). The alternation of languages by teachers or students during the learning process leads to code-switching. For instance, in bilingual classrooms in Indonesia, where students' first language is Indonesian and English is the target language, they naturally shift between the two languages when communicating. This view is reinforced by Maulida (2023) who states that code switching is something that normally occurs in interactions among individuals in educational environments. For example, when an English teacher conducts a lesson, instructions and materials are ideally delivered in English. However, due to students' limited language skills, not all of them can fully grasp the lesson. As a result, teachers may switch from English to Indonesian or students' native language to facilitate comprehension (Elmiani et al., 2019). Moreover, Sert (2005) highlights that code-switching serves as a means of self-expression and a language adjustment strategy regarding to individual needs. This event can also have positive effects, particularly in foreign language learning. When teachers or students switch from their language 1 (L1) to the language 2 (L2) or the target language, It can improve the efficiency of the learning process.

Nowadays, English is one of the languages that is widely studied and utilized in various continents. This aligns with Panjaitan (2022), who states that English is considered an international language due to its extensive use in communication, especially among individuals with different linguistic backgrounds. English has become a global lingua franca, enabling people to communicate in various daily activities at an international level. Therefore, English plays a crucial role as a tool for cross-cultural communication and social interaction. In Indonesia, English was officially designated as a foreign language during the Teachers' Conference in 1955 (Lauder, 2008). Recognizing its importance, the Indonesian government has made English a mandatory subject in schools. According to Law No. 2 of 1989, Chapter IX, Article 39, English must be taught at the junior high school (SMP) level by qualified educators (Harahap et al., 2023).

As stated by Elmiani et al. (2019) and Maulida (2023), the event of code-switching frequently occurs in teacher-student interactions within educational settings in Indonesia. In English language teaching, teachers face various challenges in classrooms with diverse student backgrounds. The main obstacles include students' difficulty in understanding complex language concepts, feelings of anxiety, and low self-confidence when communicating in English. Therefore, this makes code-switching or transitioning between language 1 (L1) and language 2 (L2) an important strategy to be implemented during interactions in the EFL classroom. Although code-switching is sometimes perceived as an obstacle in language teaching, numerous studies suggest that its appropriate use can help bridge comprehension gaps and accelerate the learning process. As explained by Levine (2003), Chan (2004), and Jingxia (2010), the utilize of multiple languages in teaching can facilitate target language acquisition. They also emphasize that L1 plays a crucial role in EFL classrooms, and incorporating the first language in foreign language learning can offer significant benefits. Furthermore, according to Peregoy and Boyle (2013), using the first language (L1) can enhance students' confidence, emotional stability, motivation, and social connections in the learning process. Since English has been made a mandatory subject that must be taught at the junior high school (SMP) level, research on teachers' code-switching strategies has become increasingly important. The goal is to identify new approaches to overcoming communication challenges and boosting students' confidence. Therefore, this study is important to identify English teacher to know the types of code-switching and its functions utilized when interacting in EFL classroom. It also aims to provide deeper insights into how code-switching can enhance learning effectiveness, especially for students who struggle due to their limited English proficiency.

Various researchers have investigated the event of code-switching in Indonesia. One such study was conducted by Sistajati & Suputra (2022), which analyzed the types of code-switching and code-mixing utilized by Indonesian YouTubers. While this study provided insights into the utilize of code-switching in a social context, it did not specifically discuss its impact on teaching, particularly in classroom interactions. Meanwhile, Pratama (2022) focutilized on the utilize of code-switching and code-mixing by teachers in online English learning during the COVID-19 pandemic. However, this study primarily examined code-switching in a general sense, without

delving deeper into how it affects the learning process. Additionally, research conducted by Panjaitan (2022) and Harahap et al. (2023) also explored the use of code-switching and code-

mixing in English language teaching, emphasizing the types and reasons behind teachers' code-switching practices. Furthermore, Fahira (2022) investigated the types and effects of teachers' code-switching on students in English language learning. Although this study analyzed the same types of code-switching as previous research, its primary focus was on the impact of this event on students. In a similar context, Maulida (2023) examined the types and functions of code-switching utilized in teacher-student interactions in an EFL classroom at a pesantren (Islamic boarding school) in Banda Aceh. Using classroom observations and interviews, this study provided in-depth insights into the use of code-switching in that setting. While many studies have explored code-switching in various communication contexts, its application in English language teaching remains underexplored, particularly in heterogeneous classrooms. The significance of this research lies in its analysis of how code-switching can be utilized as an effective strategy to bridge the gap between students' language 1 (L1) and language 2 (L2), enhance their comprehension of learning materials, and boost their confidence in communication. Additionally, this study investigates strategies for adapting code-switching to classroom situations and students' individual needs, which is rarely discussed in previous research. Therefore, this research offers a new perspective on how code switching can be utilized as an effective teaching strategy to improve students' comprehension and speaking skills in EFL classrooms. In this research, the topic closely aligns with Maulida (2023), which also aims to identify the types and functions of code-switching utilized by English teachers in EFL classroom interactions. However, the key difference lies in the research subjects and setting; this study focuses exclusively on English teachers and is conducted at SMP Negeri Satu Atap 1 Sukasada. To date, no similar research has specifically examined the code-switching event in this school.

Regarding three initial classroom observations, the event of code-switching by English teacher was identified in seventh, eighth, and ninth-grade classes at SMP Negeri Satu Atap 1 Sukasada. This school is a one-roof school located in Pegayaman Village, Sukasada District, Buleleng Regency. Students face various challenges in learning English, including difficulty



understanding the teacher's speech, difficulty comprehending lesson materials, and struggling to adapt to the target language. Additionally, several other factors influence the learning process, such as low motivation, students' perception of English, limited interaction with native speakers, cultural differences, and diverse linguistic backgrounds. These factors can hinder students' understanding and reduce their effectiveness in acquiring English language skills. Given the challenges students face, this school was chosen as the research site. Besides classroom learning conditions and students' backgrounds, the Indonesian government's policy that designates English as a mandatory subject in junior high schools adds another layer of complexity to the learning process. This makes the study particularly significant at SMP Negeri Satu Atap 1 Sukasada. During classroom observations, it was found that teachers frequently engaged in code-switching between English and Indonesian. The initial findings also revealed several key reasons why teachers utilized code-switching, including helping students understand lesson materials or instructions, capturing students' attention when they lost focus, emphasizing key points, enhancing teacher-student interaction, and various other factors. The implementation of code switching by English teacher is intended to facilitate classroom interactions so that learning objectives can be achieved more effectively. Regarding to recommendations from teachers, this study focuses on seventh-grade students at SMP Negeri Satu Atap 1 Sukasada in the 2023/2024 academic year. The study aims to identify the types and functions of code-switching utilized by English teacher during classroom interactions in EFL instruction, while taking into account the phenomena and challenges previously identified.

## **1.2 Problem Identification**

There are several problems faced by students of SMP Negeri Satu Atap 1 Sukasada related to the code-switching event studied in this research, such as;

First, students do not understand the teacher's utterances. There are several factors that can cause students to have difficulties in understanding the teacher's utterances in English learning. One of the main causes is the limited vocabulary that students have which makes it difficult for them to capture the meaning of the terms utilized by the English teacher. In addition, students' anxiety or lack of confidence to learn English can also hinder their understanding. In addition, the dominance of the mother tongue often hinders students' understanding of the speech delivered by the teacher.

Second, students find it difficult to adjust to learning English. This happens if they are just starting for the first time to learn English. English is considered very different from their mother tongue. One of the things that makes English different from their mother tongue is the more complicated grammatical structure that makes students feel confused in understanding sentences correctly. In addition, there is also a lot of vocabulary that must be memorized, and the pronunciation of vocabulary is quite difficult, often making students feel difficult to adjust to adopting the language they are learning which is very different in use from their mother tongue.

In addition to the previously mentioned challenges, the government policy that designates English as a mandatory subject at the junior high school level presents an additional challenge for students. This policy requires them to learn English without taking into account individual differences in linguistic backgrounds or personal abilities.

Regarding to the results of previous observations, it is evident that the English teacher utilize code-switching as a way to address the challenges mentioned. This event is often done by teachers, both during class opening, core activities, and when the class is closed which aims to avoid the above problems, so that the interaction that occurs between teachers and students can be reconnected, and the learning process can take place smoothly, and learning objectives can be achieved.

### **1.3 Scope of the Study**

This research seeks to examine the various types and functions of code-switching employed by English teachers in EFL classroom interactions, with an emphasis on the teachers' perspective.

### **1.4 Research Question**

1. What are the types of code-switching utilized by English teacher in EFL classroom interactions?
2. What are the functions of code-switching utilized by English teacher in EFL classroom interactions?

## **1.5 Research Objectives**

1. Identifying the types of code -witching utilized by English teachers in EFL classroom interactions.
2. Identifying the functions of code-switching utilized by English teachers in EFL classroom interactions.

## **1.6 Significance of the Study**

This research has significance in contributing to theoretical and practical aspects, as explained in the previous section.

### **1.6.1. Theoretical Significance**

This research aims to enhance theoretical developments regarding code-switching in classroom learning interactions, particularly in the EFL classroom. By analyzing the types and functions of code-switching utilized by English teachers during classroom interactions, this study can enhance existing theories regarding the event of code-switching in language teaching. The findings of this study can broaden the understanding of the types and functions of code-switching utilized by teachers in language teaching contexts, as well as offer new insights into how code-switching can serve as an effective strategy to support students' comprehension and increase student engagement. Moreover, this study can provide valuable information for the development of foreign language teaching theories, especially in culturally diverse contexts, where code-switching acts as a key tool to bridge communication between teachers and students with different language backgrounds.

### **1.6.2 Practical Significance**

1. For English Teachers

The researcher hopes that the results of this study can provide benefits for English teachers because it provides complete information about the importance of code-switching function, and learning strategies utilizing code-switching to improve EFL classroom interaction.

2. Students

The benefit for students is that they will know why English teacher often use two languages in teaching, especially using this code switching so that they know the great impact of using the code. Students will also know their level of competence in

understanding English, especially in listening to the material delivered by the teacher.

### 3. For Further Researchers

The researcher anticipates that this study will be a useful reference for future researchers, especially in providing data for the advancement of further studies.

