

CHAPTER I

INTRODUCTION

1.1 Research Background

In the backdrop of globalisation, English has emerged as a crucial worldwide language, particularly in domains like communication, technology, commerce, and education. English instruction is required in Indonesian schools, especially Vocational High Schools (SMK). At the SMK educational level, emphasis is placed on teaching technical and practical skills that are extremely applicable to the industrial sector. However, even though English is an important international language, teaching it in SMK may be very challenging, especially when it comes to pupils' varying levels of language proficiency.

Most students at SMK concentrate on developing technical proficiency in their fields of specialisation, which include mechanical engineering, accounting, tourism, and other related areas. Consequently, they tend to pay less attention to learn English than to things that is related to their interest in which concerning their proficiency. Additionally, most SMK students proceed based on social contexts in which speaking regional languages or Indonesian is prized in daily interactions. Because of this, many students find it difficult to understand English-language subject when it is presented in a foreign language.

Since English teachers have to explain concepts to students who most probably have an insufficient active command of the language, they encounter significant challenges. One solution to this issue is to use code switching and code mixing during the training phase. A common language phenomenon in everyday conversation, particularly in multilingual nations like Indonesia, is code swapping. According to Gumperz (1982),

it is the act of alternating between two or more languages in a sentence or conversation. Since teachers frequently employ code switching to make difficult-to-understand material more approachable, it is extremely important to the setting of teaching English in SMK. For instance, lecturers usually

switch to Indonesian to make sure students fully understand a complex idea being delivered in English.

Even though code switching may improve teachers and students' interaction, there is an ongoing discussion related to the broad area of the phenomena which should be applied to language practices. Code flipping can happen for a number of social reasons, including speaker and audience adjustment. Other than that, cognitive reasons including the speaker's beliefs to the way how to convey an idea or a concept is better to be delivered using their language is also one of the social reasons of the phenomena according to Myers-Scotton's (1993) hypothesis. One useful method for teaching topic in English schools is code flipping. However, it must be used carefully to avoid denying children the chance to practice speaking the language in its entirety.

For instance, although the terms "receptionist" and "concierge" may have similar English connotations, teachers might use code flipping to clarify particular duties and responsibilities in a hospitality setting. Increasingly, code switching could be necessary for students to comprehend increasingly complex information. Code switching might not be as essential for students who speak English more fluently. They can learn English words and concepts immediately. However, code switching is particularly beneficial for pupils who have weak English proficiency.

However, Poplack (1980) notes that code switching is more frequently utilised in casual interactions as a more effective means of communicating ideas, notably when one language lacks an exact word counterpart. By connecting new words to those they already know in Indonesian, code-switching can also be utilised to introduce new vocabulary to

students learning English at SMK. Code switching can also make it easier for students to learn new English vocabulary, according to Setiawan (2015). English words can occasionally have many meanings. In the context of hospitality, code switching aids students in comprehending the precise meaning.

Notwithstanding the benefits of these occurrences in terms of comprehension, Gumperz (1982) cautions that an overabundance of code switching in instruction may impair students' capacity for thorough English practice. Students may become more comfortable speaking their native tongue if they frequently switch to Indonesian, which could limit their opportunities to practice speaking English, the target language. Additionally, Wardhaugh (2010) emphasises that code flipping should be carefully evaluated when is used in language instruction, as although it can facilitate communication, overemphasizing students' mother tongue escalate their process of learning new language to be difficult.

Code switching for SMK Students' English sessions becomes more applicable in research because English learning in SMK necessitates a very resilient approach. English learning at SMK places a strong emphasis on developing professional communication skills in addition to teaching language proficiency. Understanding the different kinds of code switching used by teachers and the variables affecting its use in English lessons is therefore essential. According to preliminary results from student interviews conducted at SMK N 2 Kubu, code switching at the area commonly occur during English language teaching in the classroom. Because of the relatively short learning period, which aids pupils in rapidly accepting and understanding the material, teachers are encouraged to employ code flipping more frequently. Occasionally, when teaching, teachers switch between regional or Indonesian languages and English. The phenomena of code switching that takes place during classroom instruction can have an impact on students'

understanding of the subject matter. The majority of students struggle with English vocabulary, grammar, and pronunciation, which makes it difficult for them to understand the subject.

The use of the code-switching phenomena by teachers in teaching English as a second language has been demonstrated by earlier researchers. According to Liu's (2010) research, code switching is commonly employed in EFL classes and improves the teaching and learning process. According to

Suganda et al. (2018), teachers' use of code switching as a teaching strategy is a natural phenomena that demonstrates sociocultural and communicative characteristics that adjust to student competencies. Because of the previously mentioned research and preliminary findings, researchers are keen to do a similar study on teachers' use of code switching. The study's primary focus is on the kind of code flipping and its intended application. The purpose of this study is to examine and to identify the types of code switching and the factors that influence code switching to be used in language teaching at SMK N 2 Kubu. These factors could include the students' sociocultural backgrounds, language skills, and the teaching methods used by the instructors to improve learning results.

The investigation was conducted at Kubu's SMK N 2. Researchers selected SMK N 2 Kubu as their study site because it is a well-known school in Kubu and near a popular tourist attraction. SMK N 2 Kubu offers two majors: hospitality and culinary arts. The department of hospitality, which focuses on improving students' comprehension of many tourism-related subjects, is one of the most popular of these degrees among many students.

In today's interconnected and multilingual culture, it is becoming more and more crucial to comprehend how people switch between languages, especially when it comes to schooling. Understanding the complexities and effectiveness of using two or more languages, such English and Indonesian, in a single learning session is the aim of SMK's research on code switching in English language training. The pattern of code switching, its causes, how and why teachers use it, and its consequences on students' vocabulary, understanding, and English communication skills are all fascinating questions raised by these phenomena. Research looks at a number of subjects, starting with switching patterns that are impacted by syntax, pragmatics, or social environment.

The second goal of code flipping is to boost coherent understanding related to concepts, to provide related instances or to build familiarity; the third goal of the idea is purposed to ensure the influences of learning and comprehension of English learning. Further research related to the factors that

affect code switching including social, cultural, and cognitive is expected to be needed to find how successful English curricula and teaching strategy is affected. In a nutshell, the understanding to the concept of code flipping in English instruction to SMK offers deeper insight related to cognitive processes, language acquisition dynamics, and student culture which becoming more and more global.

Furthermore, it was shown that because students range in their aptitude and motivation, teachers commonly use code flipping in their lessons, as seen by early teacher and student interviews. Students with higher levels of English proficiency easily understand the concepts, while those with lower levels find it difficult to do. Additionally, different students have different motivation levels; enthusiastic students are eager to learn new vocabulary, whilst less motivated students are more likely to listen passively. Code flipping is often utilized in the hospitality sector, where the language is frequently more complex than English, to improve intelligibility and get students interested in learning the material.

Most students find lessons that is delivered with Indonesian or regional language is more engaged and understandable. Professors who speak in various languages make things easier for students to understand, which increases student participation and engagement. In light of the findings, the researcher's idea is to investigate various types of code flipping that is used by teacher to achieve their objectives.

1.2 Problem Identification

1. Variability in Students's English Proficiency

Language proficiency of each student is complicated which become an issue occur among students is that the English competence of each SMK pupils varies significantly. In their vocational fields, such as tourism, many students prioritise gaining technical skills over learning English. As a result, gaps between language proficiency and

less motivated students to improve their language proficiency does exists.

2. Limited Exposure to English

The majority of SMK students mostly come from institutions that extensively use Indonesian dialects. Their ability to refine and assimilate the dialect is hindered by this requirement to be exposed to English outside of the classroom. As a result, many students struggle to comprehend the English-language materials and concepts presented in class.

3. Teacher's Challenges to Deliver Lessons

English Teachers at SMK frequently struggle to explain English topics to students who don't speak the language well. Teachers often find it challenging to effectively communicate content without modifying their teaching methods due to this mismatch.

4. Use of Code Switching

Many educators employ code switching to help students understand in response to these difficulties. Although these strategies can aid in making the content easier to understand, there is a risk that overusing them will prevent pupils from using and exercising English to its fullest potential. Relying too much on the pupils' native Indonesian language could limit their opportunity to improves students' English language proficiency.

1.3 Research Problem

Given the foregoing context, the research problem is identified as follows:

1. What kinds of code switching do teachers at SMK N 2 Kubu employ in the classroom?
2. What purposes does code switching serve for the English teacher at SMK N 2 Kubu?

1.4 Research Objectives

1. To describe the various forms of code switching that instructors employ in the classroom.
2. To describe how the teacher at SMK N 2 Kubu uses code switching to teach English.

1.5 Research Significant

This research is anticipated to be advantageous for educators, learners, and fellow researchers:

- 1 Enhancing Instructional Strategies. It will shed light on how code switching can enhance English language instruction in SMK by aiding instructors with comprehension issues without compromising their language practice.
- 2 Filling up the Gaps in Language Proficiency which the project will assist to find greater ways to assist students with different language proficiency and limited exposure to English language by analyzing how various techniques affect students' English proficiency.
- 3 Improving Training for Vocational Skills The results could direct how
- 4 English instruction is incorporated into SMK curricula, guaranteeing that students acquire the language and technical abilities required for success in the global workforce.
- 5 Contributing to Educational Policy The study might make suggestions for teacher preparation programs and educational policies that would improve English language instruction.
- 6 Encouragement of Upcoming Studies Additionally, it will contribute to the larger field of multilingual education by laying the foundation for future research on language acquisition in professional contexts.

1.6 Research Scope

The research will focus on English teachers and students at SMK N 2 Kubu. The present study will focus to analyze the utilization of code switching by educators and the impact of these methods on students' comprehension of English language.

