

CHAPTER I

INTRODUCTION

This chapter explain the introduction part of the study, which consist of: a) background of the problem, b) problem identification, c) problem limitation, d) research questions, e) research objectives, and f) research significances.

1.1 Background of the Problem

English is one of languages that is learned as foreign language in Indonesia. English as a foreign language have been taught from elementary school level. Padmadewi et al. (2020) said that it is important to introduce English since elementary school because young learner would be easily absorbing information in language learning, especially in English language learning through media assistance. It means, in an English learning start from elementary school level, the learning resource, method, and strategy becomes the factor the influence the process of language acquisition. According to Dewantara et al. (2024), limited resource be the factor that influenced the ineffectiveness of language learning in school. In addition, learning strategy also becomes a common thing in language learning that is already known by language educators and learners. One of those common strategies is called code-switching. This strategy is considered similar to code-mixing. However, those two strategies have some characteristics that make them different. It can be seen from the definition of each of them. Code-switching has been defined by some different expert on their studies (e.g. Poplack, 2001; Waris, 2012). According to Poplack (2001), code-switching refers to mixing, by bilinguals or multi-linguals, of two or more languages in discourse, often with no change of interlocutor or topic. While Waris (2012)define code-switching as a practice of alternating between two or more languages or language varieties in a conversation. Meanwhile, code-mixing is defined as the use of lexical items and grammatical structures from different languages in one sentence by Poplack & Walker (2003).

Apart from the definition of those strategies, this research will focus on the use of code-switching, rather than the use of code-mixing. Based on the pre-

observation done by researcher in Ganesha University of Education, code-switching is frequently used in a formal situation rather than code-mixing. Meanwhile, code-mixing is commonly used in informal situation. Since the researcher will investigated the learning process in a formal situation, code-switching be the focus of this research. This assists the researcher to gain more various information which will be appropriate to the situation in which the research will be held in English class at Ganesha University of Education.

Considering the focus of this research, some previous studies have been reviewed and learned by the researcher in order to provide wider representation and information related to the topic and problem. Based on the previous studies, researcher found that some researches that had been done are mostly focus on benefits of the application of code-switching in language learning, types of code-switching, and the reason and purpose of the educator and learner using code-switching in language learning process (e.g. Suhardianto&Afriana, 2022; Nashruddin et al., 2024; Kasim et al., 2019; Fachriyah, 2017). For example, Fachriyah (2017) presented a study that has been done at a university in Banten Indonesia, which shows that English teacher in this university perceived that code-switching is a helpful strategy to promote engagement and learning in the classroom. Fachriyah (2017) found that there are numerous reasons had been given by the English teacher who employed code-switching in their class. The reasons including highlighting linguistic components, clarification, repetition, explanation, questioning, translation, assessing comprehension, drawing conclusions, giving feedback, expanding vocabulary, talking about student assignments, helping with memorization, class management, and general communication.

In addition, Nashruddin et al. (2024) also showed that there are three types of code-switching that was employed in an English classroom, namely inter-sentential switching, intra-sentential switching, and tag switching. On this research, five purposes of the teacher using code-switching are also highlighted by the researcher. Those five purposes include translation, grammatical explanation, vocabulary introduction, student motivation, and comprehension confirmation. This research was supported by another research that has similar focus. That research was done by Kasim et al. (2019) at Banda Aceh, Indonesia. The study identified the three

types of code-switching and the function of code-switching. The types that presented by Kasim et al. (2019) are similar to Nashruddin et al. (2024). Meanwhile, the functions of code-switching are different. Kasim et al. (2019) highlight ten functions of code-switching, including addresses specification, interjections, loanwords, message qualifications, transfer of subconscious markers, proper names, quotations, message reiteration, personalization versus objectification, and distinctive characteristics of Islamic terms.

Furthermore, Bonyadi et al. (2021) investigated how English tutor thought about and employed code-switching in their classroom. The result showed that both of English tutors and English learners were using code-switching both within and between sentences. It also has been shown that the learners doing so more often than the tutor. In addition, this study also highlights how crucial it is to comprehend how educators view their methods in order to promote long-term educational growth. Meanwhile, Ganesha University of Education has a study program namely English for Education. This study program focuses on learning how to be an English teacher. The students who are affiliated on this study program are taught to be a good English teacher. They learn how to teach English to other people, instead of learning English itself. Therefore, the learning strategy such as code-switching have to be taught and emphasized since it is perceived as one of the effective learning strategies that can be used to teach English.

Furthermore, based on preliminary observation done by researcher before, the lecturer in Ganesha University of Education have been using code-switching while they give lecture to the college learner. However, the types of code-switching that is used on the lecture are not identified yet. Thus, the students do not able to maximize their learning process as they do not have a good grasp of the learning method used by their lecturer. Meanwhile, applying appropriate learning method and strategy is an essential thing to be considered as it can improve students' achievement and understanding.

Thus, the implementation of code-switching, specifically the types of code-switching that is used in Ganesha University of Education, are crucial to be investigated in order to give information to the students about the learning strategy so that the students can learn effectively. Moreover, related to those issue, the

reasons of applying code-switching that are used in this university are also important to be investigated since it can give detail information of lecturers' and students' perception about code-switching as learning strategy. Thus, the students can adapt to their lecturer's teaching style and strategy which can affect the effectiveness of their learning process and even their English proficiency.

1.2 Problem Identification

Code-switching is a strategy that can be used to teach a new language to the students. This is actually a linguistic phenomenon that usually occurs in a bilingual or multilingual situation. Code-switching perceived as a similar thing with code-mixing. However, those are two different things which have their own characteristics. It can be seen from the definition of them, in which code-switching is defined as the switch of two or more language in the same conversation which is used by two or more speaker. Meanwhile, code-mixing is a linguistic phenomenon where the speakers blend elements from two or more languages within a single conversation, sentence, or even phrase.

In Ganesha University of Education, code-switching is taught in a linguistic course and introduced as a linguistic phenomenon that commonly occurs in bilingual or multilingual situation. It is not taught as a learning strategy that can be used to teach English to the students. Meanwhile, the lecturers in this university usually use this learning strategy to teach English on their class, especially in early semester such as first and second semesters. It was influenced by the bilingualism situation which occurs in Indonesia. According to Adnyani et al. (2022), Indonesia is a country that has various linguistic ecology which affect the situation of bilingualism.

Furthermore, the types of code-switching that is used in Ganesha University of Education are not identified yet. This will give impact to the quality of learning process that was conducted by lecturers. This is caused by mis-matched of the learning strategy used by lecturer and students' learning style. However, Sudana et al. (2025) said that in order to enhance students' practical skill (in this case English communication skill), educator needed to identify the best teaching method that

they applied. Therefore, the types of code-switching that is applied in this university should be investigated, so that the students can adapt to their lecturers' teaching style.

Furthermore, according to Temesgen and Hailu (2022), the purpose of applying code-switching in English learning process is related to the learning quality. In this case, the reason of apply code-switching as a strategy of teaching English at Ganesha University of Education either by the lecturers and students becomes the second focus this study, since it can be essential information for students of English for Education study program in their purpose to adapt and master their lecturer's learning strategy. Therefore, the students can achieve learning goals efficiently and improve their learning achievement, specifically the English proficiency.

1.3 Problem Limitation

This study will focus on what types of code-switching are used English learning process at Ganesha University of Education and why does it apply in English learning process. The information about what kind of types of code-switching is used by the lecturer at this university will be described on this study. Additional information related to why does it applied by the lecturer and students in an English classroom at Ganesha University of Education will also be described on this study. Those two issues are considered important since those can give essential information for students of English for Education study program about the effective learning strategies that is applied in language learning process so that they can adapt to that strategy and achieve learning goals efficiently.

1.4 Research Questions

This research has two main focus that can be seen on the research questions bellow.

1. What types of code-switching are used in English learning process at Ganesha University of Education?

2. What are the reasons of applying code-switching in English learning process at Ganesha University of Education?

1.5 Research Objectives

The purposes of this research are to give information related to the focus of the research which can be seen as follows.

1. To identify the types of code-switching that are used in English learning process at Ganesha University of Education.
2. To analyze the reasons of applying code-switching in English learning process at Ganesha University of Education.

1.6 Research Significances

This research is purposefully done in order to give information for the readers. It seems that this research will be useful for:

1. English Student

This research will give information, representation, and concrete example to the students about types of code-switching that is applied by the lecturers in Ganesha University of Education, in which it can be knowledge for them and do some preparation to assimilate into their lecturer teaching style in order to achieve better understanding while learning a language.

2. Lecturer

The result of this research can give consideration to the lecturers in Ganesha University of Education about the implementation of code-switching as an English language teaching and learning strategy. It can be considered as an additional course that should be added in Teaching English as a Foreign Language (TEFL) course, instead of only introducing at a linguistic course. Thus, besides adapting to lecturer teaching style, the students can also apply it in their class after they mastering the code-switching as learning strategy.

3. Another researcher

This research will give essential information related to code-switching and its used in English Language Teaching (ELT) which can be useful for other researchers who have similar issue as this research. The information about lecturers' and students' reason of using code-switching in ELT will be additional information for other researcher that can enrich the source and information for their studies.

