

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the introduction which contains of the research background, reasons of topic selection, research questions, aims of the research, contributions of the research, clarifications of relevant terms.

A. Research Background

Students can explore learning English from many sources, including when learning at school. English teacher plays a critical role in students' understanding of English learning because English is not students' native language. Sometimes, the students need help understanding some English words, phrases, and sentences because of a need for more vocabulary. It becomes the teachers' responsibility to make students understand the materials given. In English teaching and learning, teachers should use straightforward language to deliver information and knowledge to the students. In order to make the students understand, teachers sometimes need to shift from English as a foreign language to the student's first language when teaching the students. The first language is the primary language, the most proficient or comfortable language. On the other hand, the mother tongue is the language a person has spoken from early childhood.

Aktar et al. (2016) stated that code-switching is a transition or substitution between language variants. Code-switching is a change in symptomatic language usage. Code-switching is a change in symptomatic

language usage. Conversely, code-mixing occurs when conversations use both languages to the extent that they change from one language to another in a single utterance (Wardhaugh, 2010). Furthermore, Purwati (2012) stated that transferring linguistic elements from one language into another is code-mixing. It is only partially transferred that those elements mix for communication. In other words, code-mixing is changing one language into another in a sentence without changing the meaning of the sentence.

Code-switching in school classrooms usually refers to bilingual or multilingual settings. In simple terms, code-switching events can be marked when the teacher uses a specific language and then switches to another language. Code-switching can convey various switching languages or dialects and mixing, whether in the same discussion, the same turn, or the exact expression of the same sentence (Fachriyah, 2017). In addition, code switching delivers students with opportunities to express and increase their understanding (Ahmad & Jusoff, 2009). Furthermore, the students understood the teacher's material, they became motivated and active during the class activities. Based on the researcher's experience during the Internship Program (*Pengenalan Lapangan Persekolahan 2*) at *SMP Negeri 1 Kembaran*, the researcher found that most students were not active in the classes. They did not understand what the teacher said when the teacher used full English, and they were shy to ask for more explanation from the teacher. Sometimes, they did not pay attention to the teacher's explanation. Since English was not their mother tongue, it became more challenging for the

English teacher to teach them. This is due to the teacher probably doing less code-switching in the class. Indeed, applying code-switching in learning English helped the students understand the teacher's explanation. Based on the background above, the researcher is interested in doing research under the title "**Code Switching Used by EFL Teachers**".

B. Reasons for Topic Selection

There are some reasons for conducting this research. First, code-switching is essential to teach language at the foundation level, drawing students' interest (Modupeola, 2013). Second, research by Promnath and Tayjasanant (2016) showed that code-switching benefited the students' understanding. Code switching made time more efficient during lessons and made students feel more confident and relaxed. Third, code switching was very functional in the classroom. The students better understand what was being explained and discussed in the classroom (Darung & Sutrisna, 2020). Therefore, English teacher code switching is needed for the teacher in the teaching and learning process. From the three previous studies above, the researcher can conclude that code-switching to get students' better understanding is very important for the teachers in the class to conduct. Hence, investigating the practice of code-switching is needed for this research.

C. Research Questions

The research's problems are:

1. What types of code-switching do EFL teachers at *SMP Negeri 1 Kembaran* conduct?
2. What are the reasons of EFL teachers use code-switching in the teaching and learning process?

D. Aims of the Research

The aims of the study are:

1. To find out the types of code switching used by EFL teachers.
2. To analyse the reasons of code switching used by EFL teachers in the teaching-learning process.

E. Contributions of the Research

By carrying out this study, the researcher hopes that this research will be useful both theoretically and practically.

1. Theoretically, this research is expected to provide a valuable contribution for education practitioners to reflect on their bilingual classes. It can be used to evaluate how well the teachers treat the students in bilingual circumstances. In the future, educational practitioners will find ways to enhance the teaching process.
2. Practically, this research allows teachers to use code switching when teaching in a bilingual situation. In addition, the results of this study will

provide teachers with useful information to assist them in deciding whether or not to use code switching to help students with limited proficiency in a foreign language. The findings of this research are expected to help English teacher in analyzing their students' necessities and language proficiency so that they can shift from their native language to a foreign language without fear that their students will struggle to understanding their explanation.

F. Clarifications of Relevant terms

1. Code switching

Code switching is the alternate use of multiple language codes in a class by one of the class participants (e.g., teacher, students, teacher aide) Lin (2013). Code is regarded as a dialect or language someone decides to employ when two or more people need to communicate (Wardhaugh, 2010). Therefore, language alteration is usually called code-switching.

2. Speaking

Speaking is one of the essential second language learning skills to master and focus on mastering. Numerous academics have highlighted the significance of such abilities in learning a foreign language (Rao, 2019). It is defined as the ability of foreign language learners to represent themselves orally in any situation by being comprehensible, fluent, and accurate (Torky, 2006).