

# CHAPTER I

## INTRODUCTION

### A. 1. Background of the Research

Communication is a key instrument in the socialization of humans. Individuals can communicate with their environment and convey their feelings and opinions. Communication can be defined as the process of creating, exchanging, and making meaning of information, which must be bidirectional. Communication is the work of providing understanding between people through verbal or nonverbal techniques (Gokalp, Akbasli, & Dis, 2021). The above is a part of communication, from process to visible impact. However, some factors need to be studied from the communication process on human life, one of which is through an ecolinguistic perspective. Dash (2019) stated that ecolinguistics investigates the function of language in the life-sustaining interactions of humans, other species, and the physical environment. The first goal is to establish language theories that understand humans not only as part of society but also as part of the larger ecosystems in which they live. It depends on the second goal, which is to demonstrate how linguistics can address critical ecological issues. The issues range from climate change and biodiversity loss to environmental justice.

The International Ecolinguistics Association suggests a definition below to give direction for further studies.

*Ecolinguistics explores the role of language in the life-sustaining interactions of humans, other species, and the physical environment. The first aim is to develop linguistic theories that see humans as part of society and part of the larger ecosystems that life depends on. The second aim is to show how linguistics can be used to address key ecological issues, from climate change and biodiversity loss to environmental justice. (<http://ecolinguistics-association.org/>)*

The term ecology serves as a symbol for the same idea as the learning environment, focusing on their interactions rather than just their language characteristics. The classroom environment in a community or institutional setting

serves as the learning "ecology" for students studying English as a foreign language. In the context of pedagogy, for example, teachers are aware of the relationships between the students' backgrounds, cultures, customs, learned languages, and other psychological and sociological elements of the environment (Novawan, Tosalem, Walker, Ismailia, & Budi, 2021). So, Ecolinguistics is related to sociolinguistics because it deals with society. According to Meyerhoff (2019) in her book, *Third Edition Introduction Sociolinguistics*, sociolinguistics pays attention to differences in how individuals say things and how people from different places say things. They try to relate what they have noticed to big-picture problems, like the fact that people think that speakers who say things one way are smarter, more attractive, or more trustworthy than speakers who say the same thing differently.

Humans require communication to exist, one of which is employing language as a mode of communication for social meaning to be exchanged. According to Piaget, language is inherently a social factor partly because of the conventional nature of words, and this conventional nature of words is crucial for conceptual development. In addition, Wardhaugh (2010, p. 36) that language is recognized in each case. The current study looks into the importance of bilingualism in language lessons and how a learner might be exposed to two or more languages at a very basic level while beginning to learn a new language (Kumar, Nukapangu, & Hassan, 2021). The alternation of two or more languages is becoming more common among bilinguals and multilingual, and it is a powerful aspect of informal communication.

The modern era of globalization demands that we use English to communicate with people in different countries (Ningsih, 2021). To compete in this modern era, countries that do not use English as their mother tongue or second language must learn English, including those living in Indonesia. However, it cannot be denied that speaking English is not easy because it is not our mother tongue. These problems also happen in English learning classrooms, which might make the two-way communication in English between the teacher and the students is not going well (Ningsih, 2021). English is a foreign language that is now a

learning material in schools. Where the background of students here uses Javanese as the mother tongue and Indonesian as the national language. Because English is not the mother tongue, it is difficult for students to understand when the teacher conveys material using full English. For the benefit of education in learning English, the solution that can be reached is to collaborate using the mother tongue or national language. The growing demand for English has resulted in numerous studies addressing challenges linked to its teaching and learning. Code-switching is one of these problems (Mahdi & Almalki, 2019)

Code Switching (CS) is a circumstance in which a person switches languages, typically one's first and second languages, for different purposes (Alang & Idris, 2018). Because it is part of the development processes and the use of several languages (i.e., bilingualism and multilingualism), it has become an attractive topic to investigate. CS is a technique employed by bilingual and multilingual speakers (Fachriyah, 2017). This process of switching or changing the language can be used in the teaching and learning process to help the students comprehend the subject more easily. Unintentionally moving between Indonesian and English or English and Indonesian helps students understand the subject and is used by many English teachers in Indonesia (Yana & Nugraha, 2019).

Ferguson (2003) also states that CS in the classroom is not a dysfunctional form of speech behaviour but is instead an important, even necessary, communicative resource for the management of learning, especially for students with limited abilities in formal instructional media with abilities that are limited in formal instructional media. In particular, what students learn from CS classes mostly unintentionally, how two or more codes can alternate in the service of communication, and how language switching can register different identities that speakers choose to emphasize over time.

CS is a communicative instrument for pedagogical tools in multilingual environments, particularly in situations when students find it challenging to acquire a foreign language that is technically the official language of instruction while also struggling to comprehend complex subject matter (Ferguson, 2009). The defined

pedagogical functions are diverse and have different labels based on the subject matter of the lessons that are being reported. To make it easier to conduct research, Ferguson classifies pedagogic functions into three broad functions categories: curriculum access, management classroom discourse, and interpersonal relations. Basically, category curriculum access for constructing and transmitting knowledge. This included pedagogical functions, annotation of key L2 technical terms, and understanding the meaning of L2 textbooks. In category management classroom discourse, this would cover CS to signal a shift of footing from lesson content to management of pupil behaviour. The last category is interpersonal relations, which covers CS to humanize the classroom environment and to index and negotiate various teacher identities (e.g., teacher as didact, teacher as an authority figure, and teacher as a community member).

Different forms of CS can be seen from several points of view, one of which is the type of CS used. According to Saleh and Mahmudah (2006), they divided type of CS into two types. First, internal CS is when a speaker switches between dialects of the same regional language between different types and style within a dialect or various national languages while changing his language. Second, external CS is the speaker changes his language from one language to another that is not related (foreign language). Another types of CS based on Poplack (1980), She categorizes into three types of CS. There are tag switching, inter-sentential switching and intra-sentential switching. Tag switching is the intention of showrt tags or phrases in one language into an utterance. Inter-sentential switching is the speaker switches from one language to another in a different utterance or after the turn-taking with another speaker. Intra-sentential switching is the speaker inserted phrases and clauses from another language into the same utterances.

According to Moore, CS serves several purposes in language learning. When a lecturer has a problem pronouncing a specific term or phrase in a language, he can switch to another language that the student can also understand. Second, changing the language can attract students' attention, which means the constant use of foreign languages can make students lose concentration. Therefore, lecturers

sometimes need to change the language to attract the attention of students (Ningsih, 2021). Moving code has always been a topic of debate among educators. Although some teaching approaches assume the benefits of mother tongue interference, some argue it should be prohibited as it can hinder the acquisition of foreign languages used in Indonesia (Alang & Idris, 2018).

In addition to these factors, the language ecosystem influences a community to make a language switch. Because an ecosystem does not only build one language, and there are many languages in it in a certain situation, someone needs to switch languages, especially in the object of teaching and learning in the classroom. Thus, code-switching is practised not only to establish constructive social relationships and maintain control over the classroom environment but also to communicate complex meanings to ensure that understanding is highly achieved. Code-switching is also advantageous, especially when a classroom is the main or only source of students' exposure to the target language, and students aim to use the language mainly in monolingual target language situations. The language ecosystem environment in the classroom plays an important role in shaping students' language development. The building blocks of a solid learning ecosystem, which teachers can utilize to improve the quality of their teaching. In addition, the neighbourhood environment, including factors such as friends and the length of time spent in the neighbourhood, significantly affects the language development process. The family environment is particularly influential, as shown by the amount of vocabulary acquired in the neighbourhood. Thus, these factors can be the reason for teachers to code-switch due to the students' lack of vocabulary acquisition capacity.

Other research conducted in nations where English is used as a second or foreign language provides context for CS. The study conducted in Mauritius showed that CS serves as an important help in a mathematics classroom. Both teachers and students in a Malaysian English as a Second Language classroom think that CS exercise is an excellent technique for the teaching and learning process. Furthermore, learners in the Philippines value CS practice when professors may help students understand difficult ideas by describing rare vocabulary in their

mother tongue. According to the results of a different study done at a Korean university, CS assisted in fostering efficient learning in contexts where English is spoken as a second or foreign language (Maluleke, 2019); (Alang & Idris, 2018).

Nevertheless, CS is still a lot done in classrooms worldwide, especially where foreign languages such as English are used as teaching media in the classroom. The phenomenon occurred in the case of several teachers using CS in the school. The fact is that the conditions in the school use multilingualism in daily communication. It is also inevitable that English teachers use CS in Javanese and Indonesian in English classes. Based on observations that, ideally, English classes use English to develop the acquisition of English vocabulary, but in practice, the teacher uses CS. So, students are able to understand the information conveyed by the teacher. This makes researchers interested in the functions and reasons for code-switching in the english teaching-learning process. The researcher also wants to know the language ecosystem used in English classes for renewal. Hence, with that phenomenon, the researcher would like to publish the thesis entitled *THE USE OF TEACHERS' CODE SWITCHING IN ENGLISH TEACHING LEARNING PROCESS AT VOCATIONAL SCHOOL (Ecolinguistic Perspective)*

## A. 2. Problem of the Research

Based on the background research explained by the researcher, this research proposes the main problem as follows:

1. What are the functions of code-switching in the English teaching-learning process at *SMK N 1 Purwokerto*?
2. What are the reasons for using code-switching in teaching-learning?
3. How is the ecosystem of language in the english teaching-learning process at *SMK N 1 Purwokerto*?

## A. 3. Objective of the Research

Based on the research problems explained by the researcher, objectives can be formulated as follows:

1. To find out and classify the functions of code-switching in the english teaching-learning process at *SMK N 1 Purwokerto*
2. To analyse the reasons for using code-switching in the teaching-learning process
3. To know the language ecosystem used in the english teaching-learning process at *SMK N 1 Purwokerto*

## A. 4. Significance of the Research

The analysis gives some significance to the readers. The significance can be formulated as follows:

### 1. Theoretically

Based on the research objectives mentioned above, the researcher hopes that CS research will add to applied linguistic theories by providing a deeper understanding of how learners explore and develop various linguistic systems. This study also contributes to language acquisition and development ideas, especially for bilingual and multilingual contexts.

## 2. Practically

As a result of this study, language educators or teachers can build pedagogical approaches that recognize and use students' current CS talents, allowing for more effective language learning. The researcher was needed to support English teachers in assessing their students' needs and language competency. As a result, they can switch from their native language to a foreign language without fear that their students will struggle to follow the teacher's explanation.

### A. 5. Limitation of the Research

In this study, the researcher focuses on the functions of CS utilized by the community during the teaching and learning process at SMK N 1 Purwokerto, even though they also want to know why teachers employ CS in the classroom. The researcher uses sociolinguistics, especially in the codes approach, but in the ecolinguistic perspective.

The researcher conducted the study at *SMK N 1 Purwokerto*, especially in two majors, business management and information technology, which also have different ecosystem languages. According to a quick conversation with one of the teachers, several EFL teachers still used CS rather than full English interaction with their students. It could possibly argue that the locations and objects I use are appropriate because the teacher employs CS while teaching, and there are more than one CS. As a result, researchers have to observe how frequently teachers CS and the reasons that encourage them to do so. Because English is a foreign language utilized as a learning medium in Indonesian schools, this study promotes language acquisition and development, particularly in bilingual and multilingual environments.

## A. 6. Definition of Key Terms

To minimize misunderstandings regarding the use of the terminology, it is essential for the researcher to provide the appropriate definition of the main terms; such terms are described as follows:

### 1. Ecolinguistics

Ecolinguistics links the study of language with ecology or environment, so by using the ecolinguistics approach, students learn English to represent the nature or environment they deal with daily. Students are trained by employing instructional materials that relate them to their language skills competencies to improve and expose them to their everyday environment, both naturally and culturally (Luardini & Sujiyani, 2018). To incorporate ecolinguistics into an EFL course, teachers' innovation in developing instructional materials or conducting experience and assignment-relevant learning that draws on students' real-life experiences and situations in classroom routines is required. The information should be consistent with the syllabus of the vocational high school level, especially in *SMK N 1 Purwokerto*.

### 2. Sociolinguistics

Wardhaugh (2010, p. 13) states sociolinguistics is the branch of linguistics that only analyses features of language and languages that require social, including contextual, elements to be explained. Furthermore, sociolinguistics that consciously refrains from reaching conclusions about society appears to be overly restricted, just as restrictive as sociology of language that purposefully overlooks language findings produced during sociological research.

### 3. Code Switching

CS is a verbal method used to build, provoke, or change interpersonal relationships with their rights and obligations and to develop, cross, or destroy group borders. Furthermore, CS can be described as using more than one language, "The first is primarily based on the concept of CS,

that is the use of more than one language by a single speaker." (Yana & Nugraha, 2019).

#### **4. Teaching Learning**

Teacher learning is crucial to the process and outcome of integrating information technology in the learning and teaching process in schools.

#### **5. Teacher**

Teacher is a professional education with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in formal education, primary education, and secondary education. Teachers are the most important component in the event education of students.

#### **6. Student**

The student is a person formally engaged in learning, especially one enrolled in a school or college.

### **A. 7. Organization of the research**

The researcher writes some chapters with some explanation of each chapter as follows:

#### **A. 7. 1 Chapter I: Introduction**

Chapter I of this research contains a discussion of the introduction, which consists of the research background, the problem of research, the objective of the research, the limitation of the research, the significance of the research, the definition of the key terms, and the last is an organization of the research.

#### **A. 7. 2 Chapter II: Review of Literature**

Chapter II consists of a review of the literature and theoretical framework. This chapter deals with the related theories and is used to analyse and review related research.

### **A. 7. 3 Chapter III: Research Method**

Chapter III deals with research methodology, which consists of the type of research, data, and source of the data, the method of collecting data, the technique of collecting data, and the last method of analysing the data.

### **A. 7. 4 Chapter IV: Data Analysis**

Chapter 4 consists of data description, data analysis, and discussion. This chapter elaborates and discusses the topic of the research. The topic of this research that was analysed is *THE USE OF TEACHERS' CODE SWITCHING IN ENGLISH TEACHING LEARNING PROCESS AT VOCATIONAL SCHOOL (Ecolinguistic Perspective)*.

### **A. 7. 5 Chapter V: Conclusion and Suggestion**

Chapter V is the last chapter and consists of a conclusion and suggestions. This final chapter aims to summarise the entire discussion and analysis. It consists of the conclusion of the whole research and a few suggestions about the analysis.