

## **Chapter One**

### **Introduction**

This chapter provides some information about the research description by giving some information, such as background, statement of problem, delimitation of the research, research question, statement of purpose, significant of the study, and organization of the chapter. The information will give a general overview to the readers about the main discussion of the research. Moreover, the general information written in this chapter will ease the readers in understanding the following chapter.

### **Background**

According to Yusuf as quoted by Fachriyah (2017), code-switching usually occurs during foreign language teaching-learning in EFL classroom. English is a foreign language for Indonesian student. Code-switching is one of the strategies that EFL's teacher use in foreign language classes. As an example, the English teacher in Indonesia will explain some of the material by using bahasa Indonesia to make sure that the students understand and get the point of the material. In this case, the teacher who can use code-switching is the teacher who has the same mother tongue with their students or at least they can speak their students' mother tongue well. Fallis, as quoted by Tantra (2008), stated that code-switching is one of teachers' way to help their student receive the material while learning English. It can be code-switching if it includes mixing words, transferring one word to the other.

In a process of teaching and learning program, EFL teacher will find some problems, especially, for a teacher who teaches foreign language and it is 'something new' for the students. Some of them will find it interesting and some of them will find it odd or boring but

the problem can appear from both teachers and students. So, in this study, the researcher focused on problem that appears from the teachers.

English in Indonesia is one of new subjects in their classroom. When the researcher did internship in one of private school in Jogjakarta most of students use their mother tongue (Javanese) in their daily conversation. In fact, they rarely use bahasa Indonesia in their daily conversation. Based on this problem teacher should have strategy about how to deliver the material to make the students interested in learning English. In this research, one of the strategies that that teachers can use is by doing code-switching. Code-switching has good effects toward student learning process. Richard and Rogers (2001) who specialized in foreign language acquisition stated that code-switching can help student to achieve their success. Code-switching has so many benefits in EFL classroom. Teachers' code-switching is beneficial for the teacher to explain the specific material, for example when the teacher talks about other country's culture, the students should imagine how it was. By switching some words into L1, it will make it easier.

Based on the researcher's experience when having insternship program at one of high school in Jogjakarta, teacher usually switches some words when giving instruction while teaching English subject. It comes naturally because the students use their first language in daily conversation. Khnert, Yim, Net, Kan, and Duran (2005) stated that code-switching is an effective communication mode available to bilinguals speaker who speak with other people who share both languages". Teachers' purpose in doing code-switching in this case is to help bilingual kids not to be confused with the target language they learn. This study is held to know what factors causes teachers to decide to do the code-switch and what functions make code-switching in EFL classroom.

## Statement of the Problem

Krajnovic (2002) stated that code-switching is a widespread phenomenon which is easy to notice but hard to explain. Students are not familiar with the target language so teachers should use their first language to introduce what is being learned. One of the difficulties that EFL teacher may find when delivering the material is how the teacher explains the material by using English because the major is English but most of the students do not know what the teacher has said. When teacher explains one sentence by using English and the student did not catch any information, so the teacher may switch some words to bahasa Indonesia so the student will be able to receive the material. However, code-switching is not always good for EFL classroom learner. Sometime most of the students tend to use bahasa Indonesia than the target language.

From the researcher's observation while doing the internship, teachers usually use three languages when teaching English. A teacher usually used code-switching between Indonesia-English and Indonesia-to the local language. In this case, the teacher uses Javanese because Javanese is the first language for both teacher and student. Gayatri, Indriana, Sudiana (2016) stated that "code-switching aims to simplify students in order to understand the material delivered by the teacher" one of the reasons why teacher using code-switching because of the effect of switching language toward students understanding and the effectiveness of code-switching while teaching English in EFL classroom.

Arifin and Husin (2008) said that code-switching is something that EFL teachers can not avoid if the students have limited proficiency in English. Arifin and Husin have investigated the attitudes of teachers and students towards the use of codeswitching in the classroom. Teachers can decide suitable teaching style to their students if the teacher has the

same mother tongue with their student or the teacher are mastering students first language. A teacher can apply bilingual technique while teaching in the classroom. From the statement above the researcher can conclude that if by using the first language helps teachers to explain their material clearly, and while the teachers use their first language student will receive the material easily. This is the reason why the reasercher wants to conduct this research, to find out what is the factor influencing teachers' code-switching and is there any function of teachers' code-switching itself. Heller, as quoted by Fachriyah (2017), said that code-switching is the process of using more than one language in one episode of communication, in the process of bilingual education code-switching becomes one of the tools to manage and facilitate the learning-teaching process.

### **Delimitation of the Problem**

This study is delimited by the use of teachers' code-switching in teaching and learning process in the classroom. This study will only focus on teacher's perception of doing code-switching in their class, what factors that make teachers do teachers' code-switching and what the function is. This research is conducted in one of the Islamic boarding school in Jogjakarta. The findings will only represent the use of code-switching in that school and can not be generalized as an opinion of all Indonesian English's teacher who teaches English as a foreign language.

### **Research Question**

The questions of the research are:

1. What factors make teachers do code-switching in teaching and learning process?
2. What is the function of teachers' code-switching in the classroom?

## Research Purpose

Based on the research question, there are two purposes of this research. The first is to find out what factors that made teachers use code-switching while teaching in EFL classroom. The second is to find the functions of teacher's code-switching in EFL classroom.

## Significance of The Study

**The school.** The findings of the study support the school to improve English in teaching and learning process by doing code-switching. By reading this research, school can evaluate their teachers about the use of code-switching in their classroom because code-switching can be alternative way in English teaching.

**The teacher.** Teachers may find this research useful for improving their teaching skill. Code-switching will help the teacher to find the solution related to the student's vocabulary limitation by applying code-switching.

**The next researchers.** This study will help the next researcher to explore more about how to teach English as a foreign language with appropriate technique and prove some theory that they did not understand in advance as a references.

## Organization of The Chapters

This research study report consists of five chapters. The first chapter will present about introduction including background of the research, statement of problem, delimitations, research question, research purpose, significant of the study, and the last is about organization of the chapter. Second, chapter two will present about literature review including the definition of code-switching, factors influencing teachers code-switching, types of code-

switching, code-switching in teaching and learning process, code-switching in EFL classroom, the function of teachers' code-switching in EFL classroom, and review of related study. Third, chapter three will presented. It covers methodology including research design, setting and participant, data collection instrument, data collection procedures, and data analysis. Fourth, chapter four will present about finding and discussion, factors influencing teachers' code-switching, and the function of teachers' code-switching in EFL classroom. Fifth, in the fifth chapter the summary of the research is presented, it covers the main points of the findings presented in the chapter four.