CHAPTER I

INTRODUCTION

1.1 Background of the study

In the world of English education in Indonesia, teachers often face challenges in teaching English to students because English is a foreign language in Indonesia. One strategy often used by English teachers in the classroom is the practice of code-switching, where teachers alternately use Indonesian and English during the learning process. Code-switching or switching between two or more languages in the context of communication has become a phenomenon in English language teaching, especially in multilingual educational environments such as Indonesia. This practice not only highlights language switching but also reflects the social interactions and communication techniques used by teachers during the learning process. Gumperz (1982), noted that code switching allows teachers to explain the meaning of new difficult vocabulary and helps to enhance learning. This implies that by helping students make the connection between the language used on a daily basis and the language they study in class, this practice can speed up the learning process.

One of the skills that difficult to teach is speaking, because students often feel less confident or have difficulty understanding English completely. In situations like this, teachers often use code-switching as a teaching strategy in teaching English to improve students' understanding, especially in speaking skills. In the context of English language learning especially at the Junior High School level, English teachers often use code-switching as a strategy to help students understand what the teacher means (Mauliddiyah et

al., 2020). This study focuses on junior high school English teachers in Muaro Jambi, who teach English to students with a dominant mother tongue background. As a result, it is important to investigate how educators use code-switching to help students improve their English speaking abilities. In this context, code-switching acts as a tool to bridge the language gap between students and teachers. According to Sert (2005), code switching may be used in order to build intimate relations with the students. This suggests that code switching can also help students feel more at ease and less anxious when learning English. This research is important for several reasons. First, the use of code-switching can help students with diverse language backgrounds to better understand the subject matter. In addition, there are various types of code-switching that may occur in the classroom. Similarly, according to Bensen and Cavusoglu (2013), in educational interactions, such as teachers student interaction code switching is utilized to assist students in clarifying misconceptions when performing their target language. Teachers can convey the material more accurately and help students understand the context. Second, code-switching practices in teaching English can also have an impact on the development of students' speaking skills in language learning, especially in developing speaking skills, teachers frequently have to explain new concepts, language patterns, and context of use. By doing code-switching, the teacher can give an explanation that is easier to understand.

Previous studies from Indonesia tend to focus on teachers' and students' perspectives on code-switching such as those conducted by Setyowati (2023), which focus on the use of code-switching in teaching English for Specific Purposes (ESP) at Wijaya Putra University, Surabaya, Indonesia, with an emphasis on the perspectives of students and lecturers. Hakim et, al. (2019), the focus of this study is to explore students'

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perceptions of the use of code-switching in English as a Foreign Language (EFL) classes in Indonesia. Yana and Nugraha (2019), the focus of this study is students' perceptions of code-switching in English classes, especially regarding its benefits for English language learning. However, research from Anggarsari et, al. (2021), investigated the use of code-switching in interactions between teachers and students with varying levels of English proficiency in a secondary school setting in Indonesia. This study highlights how teachers use code switching to facilitate communication and enhance understanding during lessons, and how the students' responses toward teachers code switching.

Previous studies from overseas tend to focus on teachers' and students' perspectives on code switching and the impact of code switching such as those conducted by Kumar et, al. (2021), the focus of this study is to investigate the effectiveness of code switching in language classrooms from the perspective of second language (L2) teachers in India, this study explores how code switching is used in teaching, the effectiveness of code-switching, also discover students reason of employing code switching and examine teacher perception about code-switching used in language classroom. Research from Hazaymeh (2022), explores teachers' perceptions of code switching and how the functions and effects of code switching influence language teaching and learning.

Yildiz and Su Bergil (2021), the focus of this study is to explore students' and teachers' views on the use of code-switching in English as a Foreign Language (EFL) classes in Turkey, as well as to examine students' attitudes towards code-switching and its impact on learning, and how teachers use code-switching to improve comprehension and communication in teaching. However study by Ezeh et, al. (2022), focuses on investigating the positive sides of using code switching and code mixing in teaching English as a second

language. While Shinga and Pillay (2021), focus only on the reasons why code-switching is used in language classes. Studies from Narayan (2023), this study explores whether higher education academics incorporate code-switching and the reasons behind its use.

Most of the studies mentioned (Kumar et al., 2021; Yildiz and Su Bergil, 2021; Hakim et al., 2019; Narayan, 2023) focus on the benefits of code-switching in general in the English language learning process (such as material comprehension, classroom management, or linguistic tasks). Most previous studies (Shinga and Pillay, 2021; Hazaymeh, 2022) have focused on the reasons for using code-switching or its benefits in English language learning. Studies such as Hakim et al. (2019) and Yana and Nugraha (2019) focused on students' perceptions, while other studies such as Ezeh et al. (2022) examined the benefits from the teacher's perspective. However, based on the studies mentioned above this study fills the gap by adding new discussion by exploring the types of code-switching used, and the function of code-switching in a language class and provides a new discussion with a focus on this study specific which is in speaking skills.

1.2 Formulation of the problem

1. What are the types of teachers code switching used in teaching English speaking skills?
2. What are the functions of the teachers code-switching within the class?
3. What is teacher and students perception toward the used of code switching in teaching English speaking skills in class?

1.3 Objectives of the study

1. To determine the types of code-switching used by English teachers.

2. To determine the function of code-switching used by English teachers.

3. To determine teacher and students perception toward the used of code switching in class.

1.4 Significance of the study

The research is prospective to be worthwhile not only for the researcher but also for the reader of this study, English educators, and another researcher.

1. Teacher

   It is expected that this study will be able to assist teachers in resolving issues that students may be having when teaching English speaking, as well as facilitate learning more successfully.

2. Readers

   It is expected that this study will be able to benefit readers, especially the students of Universitas Jambi's English Education Department.

3. Future

   It is expected that future researchers interested in code-switching in English instruction will use this work as a reference.

1.5 Limitation of the Study

This research covers English teachers that use code-switching who teach English speaking class at one junior high school in Muaro Jambi. In doing this research, the researcher had some limitations to limit this study research. This research focused on the

types of code switching that English teachers used in the classroom and the function of code switching itself in the process of teaching in the classroom, also teacher and students perception of code switching.

1.6 Definition of key term

To help the readers get a clear understanding of this study, the following terms are specially defined:

a) Code-switching is defined as the use of lexical items and grammatical features from two languages within the same sentence or across sentence boundaries Cantone (2007).

b) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Brown (2004).

c) Bilingualism is the alternate use of two or more languages by the same individual Mackey (1968) cited in Rahajeng.

d) Multilingualism can be considered as an ability of anindividual,or it can refer to the use of languages in society Cenoz (2013).