Chapter One

Introduction

This chapter presents the introduction of the research. This chapter explains several important points mentioned in this chapter. This chapter one provides background of study, problem statement, and limitation of research, research question, research objective, and research significance. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Study

Everyone has their own language, and there are many people who speak different languages. When people meet other people in different languages, they will use the language understood by the speakers and listeners. Regarding the statement mentioned, language is one of significant aspects which cannot be separated from humans. Besides, language seems as a unifying force and similarity between the various people where effective communication is carried out. Language has an important part in human life, and it has several uses for humans as a means of communication and interaction in human life. According to Fitria (2014), language comes as a key to communication in connecting people, and without effective use of language, the majority of people will not be able to express their thoughts, ideas, and feelings so that they will not be able to share their own knowledge.

Some countries have languages which are more than one language such as in Indonesia. This phenomenon is called as multilingualism which is a term used to describe the state of the language use towards more than one language by individuals, groups, or communities. Diamond (2010) stated that multilingualism is an ability to speak with several languages. For more precisely in the description of a speaker who masters more than two languages, those can be three languages or four even five languages at a time.

In Indonesia uses more than two languages such as Javanese, Indonesian and English. The phenomenon of using more than two languages in a conversation is called Code Switching. According to Puspawati (2018), using Code-Switching in English as a foreign language class (EFL) cannot be avoided especially in Indonesia because Indonesia is a multilingual and multicultural country where people can speak more than one language. Myres and Scotton (2006) stated that the most general definition of code switching is the use of two language varieties in the same conversation. Besides, code-switching can be distinguished from other language contact phenomena such as loan translation (calques), borrowing, pidgins and creoles, and transfer or interference (Myres &Scotton, 2006). Henceforth, the definition of Code-Switching (CS) is an individual's use of two or more language varieties.

The use of CS can also be found in classroom contexts especially in classroom activities consisting of bilingual or even multilingual speakers such as foreign language classes (L2). Many Indonesian students find various difficulties to learn English. Besides, Indonesian students rarely practice and speak English in the teaching and learning process as well as in their daily activities. When the teachers use English to explain the lesson, students sometimes do not understand what the teachers say to them. Therefore, some teachers do CS to help students in understand the material. Warsono, and Mujiyanto (2015) asserted that most of the schools use English for English classes, but the first language cannot be avoided.

In addition, Code Switching is useful process of teaching and learning English. Code switching can be considered as a teaching strategy to help the students with low skills in order to gain better understanding especially when giving procedures in class. Widya (2015) said that the teacher believes that the students' understanding will increase if they use Code Switching. Code switching is a careful strategy used by teachers. Due to the lack of students' ability to understand

the meaning of the teacher's words, the teacher sometimes changes the language in a certain pattern. However, a professional teacher must try to use the target language in the class to stimulate students to do so. According to Nursanti (2016), teaching the students using understandable language is crucial in learning a new language. As the reason, if the students do not understand what the teacher has explained to them about the target language, they will not get the learning outcomes. Therefore, Greggio and Gil as cited in Bensen (2013) emphasized that code switching has an important role in the teaching and learning process in the classroom. Code-Switching comes as crucial learning aspect to improve students' ability to understand the material.

Based on the experience of the researcher during her study in a private university in Yogyakarta, the researcher was taught by the teachers who used code switching in class. Code switching occurs on many occasions, whether in the EFL class or ESL class. Puspawati (2018) stated that the teacher uses Code-Switching to provide introducing knowledge such as new introduction, new vocabulary, new language expressions, explanation of grammar points, and content delivery. Usually, the teachers tend to switch languages from English to Indonesian or Javanese when they teach English in class. Regarding the statement mentioned, this study focuses on exploring code switching in the EFL class. Besides, the teachers sometimes explain the materials using English, but there is one student who does not understand the material explanation, so the teachers immediately switch the code into Indonesian even though the teachers also use Javanese to switch the code in the teaching and learning context. Irawan (2013) said that the teacher facilitate the learning process of teaching English to use Indonesian mixed with Javanese as a local language. The researcher also believes that teachers who use Indonesian can gain the positive results in teaching. Therefore, the researcher is interested in investigating

this research regarding the phenomena mentioned previously that the teachers use Javanese, Indonesia and English in the classroom activity.

Problem Statement

In Indonesia, the language used in daily life is Indonesia (L1). L1 is used as a medium of teaching in educational institutions from low-level to high-level universities. Many English classes are still delivered Indonesian language and English with code-switching. As a foreign language, English (L2) is considered as difficult language to understand for some Indonesian students. From the statement mentioned, using Code-Switching in learning can ease the students to understand the material. In other words, using code-switching in English classes is useful. The phenomenon of using code-switching in learning English also occurs in English Language Education Department (ELED) which the material delivery and discussion should be conducted in full English teaching-learning context. Using code-switching in English classrooms raises the questions about whether it is true or not, and it is beneficial for students or not. Therefore, it is important to know the teachers' perceptions on the use of Code-Switching in language learning classroom.

Delimitation of the Research

In this study, the researcher only focuses on exploring teachers' perceptions on the use of Code Switching especially in EFL classes. Teachers' perceptions focus on the advantages and disadvantages on the use of Code-Switching in Language Classes especially at ELED of a private university in Yogyakarta. Besides, the researcher limits the problem only to explore the use of partial Code-Switching adopted by the ELED teachers to teach English classroom activities in this study. As the purpose of this study, the restricted languages are Indonesian and English.

Research Questions

This research is intended to answer the following questions:

1. What are teachers' perceptions of the advantages on the use of Code-Switching in the EFL classroom?

2. What are teachers' perceptions of the disadvantages on the use of Code-Switching in the EFL classroom?

Research Objectives

Based on the research questions, the objectives of the research are:

1. To know the teachers' perceptions on the advantages of using Code-Switching in EFL classroom.

2. To investigate the teachers' perceptions on the disadvantages of using Code-Switching in EFL classroom.

Research Significances

This study provides some information on the use of Code-Switching in the EFL classroom. This research is expected to give some benefits for students, teachers, and other researchers.

For the students. The researcher hopes that students can understand more about Code-Switching in the EFL classroom after reading this research. Then, the students may have a better perception of teachers who use code-switching that they only want to help students understand.

For the teachers. The researcher hopes the results of this study can provide the advantages and the disadvantages of using Code-Switching in EFL classroom. Besides, the advantages and disadvantages of using Code-Switching based on teachers' perceptions in this study can be used as a consideration when they teach in the classroom.

For other researchers. This research can be used as theoretical overviews of further research on the same topic in researching topics about using Code-Switching especially in EFL classrooms. Besides, the results of this study can be used as basic information guidelines for further research. Henceforth, other researchers can also use these research findings as comparison with their researches.

Outline of the Research

This research consists of five chapters which explain an overview of each research chapter. The outline of the research paper begins with Chapter one, introduction. This chapter one introduces problems and reasons for the study. In this chapter, it consists of research background, problem statement, research questions, research objectives, research significance, and outline of the research. The chapter two describes the literature review of this study. In this chapter two, it provides the basis research theories related to code switching. The chapter three focuses on research methodology used by researcher. In this chapter three, it consists of design of research methodologies, research setting, research participants, data collection technique, data collection procedure, and data analysis. Chapter four discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.