<center>**Chapter One**</center>

<center>**Introduction**</center>

This chapter presents the background of the study, the statement of the problem, the delimitation of the study, the formulation of the problem in the research study, the objectives of the research, the significance of the study, and organization of the chapters.

Background of the Study

A language is a tool of communication. Human needs a language to communicate and interact with each other. Communication happens to deliver an idea or to get information. In addition, language is involved in every aspect of human experiences, and it is impossible to imagine living without language. People are doing communication to get the aim of communication itself. Language is an instrument of communication (Hanna & Mahyuni, 2019).

There are many languages in this world and one which used widely is English. English as a global language becomes a trend in linguistic globalization, and in bilingual and multilingual society it has become a common phenomenon in today's world. So, bilingual society used two languages in communication while multilingual society can use two or more languages in their environment. To communicate, speakers switch from one language to another language called code switching.

In Indonesia, the English language is not their first language (L1) used to speak but know as a target language being learned. Code switching phenomenon in Indonesia was different among the society who has spoken the English language as their first language or native speaker. Indonesia is one of the countries that have a multilingual society where they can use two or more languages when they are communicated. It is supported by Cenoz and Gorter (2015), that multilingualism is a common phenomenon encouraged by globalization, technological

advancement, and the mobility of people. Lack of ability to master one language is a sign of code switching. And sometimes that is why code switching is chosen to be one of the strategies used to deal with phenomena like this.

Furthermore, code switching in Indonesia does not only occur in conversation, social media, and networking but it is also used in the education context especially in the classroom during teaching and learning process. This phenomenon is an alternation between languages which is known as code switching. Same as explanation above, actually code switching in Indonesia occurs in many contexts which is code switching also happened in education context. During their teaching practice, the teacher can switch from one language to another language (or vice versa) this practice is called code switching and is intended to encourage interaction between teachers and students in teaching and learning (Leoanak & Amalo, 2018).

Indonesian students do not only speak one language for communication. They can use more than one language based on the need for communication. Students learn and study the English language from many resources. Specifically in school, they mostly learn the English language from their teachers. The English teacher is important in students' understanding of the English learning process. According to Mukti & Ena, (2018) considering the use of code switching as the technique in the English as foreign language (EFL) classes in the argument that code switching can be useful means to acquire Target language (TL) students.

Moreover, the English language is not Indonesian students' first language (L1) or their mother tongue language. According to Dewi (2013), Indonesia cannot separate itself from being bilingual because Indonesia has various local languages. Sometimes, the students feel difficulties in understanding many English words, phrases, and sentences even joke in English because they are lack of vocabularies. In addition, Hakim, Arflida and Satriani (2019) argued that non-native

English teachers also use code switching in the English as Foreign Language (EFL) classroom. When their students are difficult to understand their speech, they can switch or mix their language to make it easier for the students to understand the material. It becomes the teacher's responsibility to make their students understand the materials given related to the lesson or instruction during English teaching and learning process, additionally, the teachers have to make sure that they deliver the information and knowledge as good as possible.

In the English teaching and learning process, especially at the senior high school level, English teachers also perform code switching when they give some instructions, advice, and make jokes with the student. Besides, students' English proficiency levels are varied in the classroom. Some students have different abilities in understanding the learning, some of them are easy to understand the material and some of them need to learn more to understand. According to Alharbi (2015), a common obstacle English as a foreign language (EFL) students encountered is the deficiency of communication skills which does not only happen in public schools but also in the English language.

In this case, it forces the teacher to be creative how to make the students understand and how to achieve the goals. Also, based on the researchers' prior observation, it happens in the English teaching and learning process. When the researcher was in mid semester, the researcher took school observations through an internship program at one senior high school in Yogyakarta. The researcher found that some students were less motivated in learning the English language. They did not understand what the teacher said and most of them were shy to ask for more explanation from the teacher. Sometimes, they did not pay attention to the teacher's explanation. Based on what happened in English teaching and learning process, it becomes a possible reason

for the teacher to do code switching because it is beneficial for both the English teacher and the students.

There are many prior studies discussing on this topic. This research study brings several conclusions which are the same, as in the research of Iyitoglu (2016), Yulandari, Muhaimi, and Azis, (2019) and Puspawati, (2018) they found out that code switching can be a successful technique in classroom interaction in the EFL (English as a foreign language) classroom to efficiently transfer the information to the student. The other study conducted by Hanna and Mahyuni (2019) and Bista (2010) discovered that there are some factors of using code switching based on the same theory. On the other hand, Purwanto and Aimah (2019) and Suganda, Loeneto and Zuraida (2018) found the reason or the function used by the lecturer in English as foreign language (EFL) classroom and the types of code switching used by the lecturer. The results of those studies suggest that use code switching can help student easier understand what the lecturer said are. Moreover, Leoanak and Amalo (2018) found that the beliefs and opinions of teachers about the use of the Indonesian language (L1) as their educational tool in teaching English as foreign language (EFL) classrooms as their second language (L2).

In previous studies, there were also those who investigated the factors and types of code switching used by the English teacher. In this study, the researcher examined it in a different context from the previous ones. In previous studies, some researchers outlined that they do more research at the university level. However, the researcher conducted in a different context for teachers at the senior high school level. In previous studies, some researchers investigated the factors between the teachers and students. However, in this study, the researcher added several factors that have not existed in previous research, and the researcher also more focused on the use of code switching on teachers. In previous studies too, some researchers used interviews

when collecting data. Here, the researcher conducted interviews and also observations in data collection. This study investigated the factors of code switching used by the English teachers during the teaching and learning process at the senior high school in Yogyakarta. Besides, the researchers also looked at the process of how code switching occurs, and indeed, there are several factors that influence it so that code switching must be done.

By applying code switching in the learning process, it eases students to understand teachers' explanation. This statement supported Suganda et., al (2018) that switching to a language that learners and teachers are more familiar will helps them understand the concepts and communicate ideas more effectively. Moreover, code switching also helps the teacher to interact with the students. In line with Ahmad and Jusoff (2009) argued that teachers have begun to use code switching as a technique of providing students with opportunities to communicate. They become more enthusiastic and active in classroom activities when the students understand the material given by the teacher. They are not afraid to ask and answer the question. From the explanation mentioned above, the researcher feels enthusiastic to know more about this phenomenon.

This study aims to find out the factors and types of code switching used during the teaching and learning process by English teachers. It is important to look at the process, why, and how this phenomenon happens in our environment. This research also useful to conduce where code switch is not always viewed as bad, and it does not mean that the teacher who does code switching is a teacher who does not have a good proficiency level in English this statement supported by Ahmad and Jusoff (2009) argued that the teachers often to use code switching only make a strategy when dealing with low English proficiency learner. Besides, it can be the way to help facilitating learning in the classroom; also knowing why and how the teachers used code

switching can help in teaching and learning until the goals of learning can be achieved. Moreover, the intensity of code switching done by the teacher can be different according to the class and the situation. Finally, the title of this study is "The Factors of Code Switching Used by the English Teachers during the Teaching and Learning Process at Senior High School in Yogyakarta".

Statement of Problem

Code switching is a phenomenon discussed for several years since code switching is widely used in bilingual and multilingual countries. It is not only happening in daily conversation but also in the classroom interaction. One of them is Indonesia especially in English as a foreign language classroom. Classroom interaction is very important so that the class runs smoothly. The teacher as a facilitator must be able to have good interactions with students because it affects the student's responses to the teacher. The teacher code switching's pedagogical and socio-cultural roles are a significant factor in achieving the dual objectives of content learning and language learning in bilingual classrooms.

Sometimes students find many obstacles in learning the English language itself. This might cause differences in the English level proficiency and abilities of students. Some students are fluent in English, but there are still students who are less knowledge of how to use good and correct English. This will affect how each student learns in the classroom. By applying code switching in the learning process, it helps the student understand the teacher's interpretation more easily and it is also helped the teacher to interact with the learner. When the student understands the teacher's information, they become more motivated and active in the activities of the class. They are not afraid to ask the question and respond. Based on the result of interview and observation in one of senior high school in Yogyakarta found that students are facing a lot of

problem during learning English. Understand what the teachers are said or explained was one of the most difficulties during learning English. Finally, the researcher believes that often in use code switching is one of the best strategies can be used by the English teacher to solve this problem.

Delimitation of the Research

This study aims to discuss the use of code switching by an English teacher at one senior high school in Yogyakarta during teaching English in the classroom. It involves code switch between English languages to students' official language. The focus of this study will be on the code switching in English language conversation in the use of Indonesian language.

Research Questions

In this study, the researcher addresses two questions related to the use of code switching by an English teacher in the teaching-learning process at one senior high school in Yogyakarta. The research questions are:

1. What are the factors considered by the senior high school English teachers in doing code switching during the teaching and learning process?

2. What types of code switching used by the English teachers at senior high school during their teaching and learning English language process?

Objective of the Research

This research focuses on code switching used by the English teacher in the classroom while teaching and learning process. The aims of this study are presented below:

1. To identify the factors with causes considered by the senior high school English teachers in doing code switching during the teaching and learning process.

2. To find out the types of code switching used by English teachers at senior high school in learning and teaching the English language.

Significance of the Study

The researcher hopes that this can give some benefits to some parties such as the teachers, the students, and the other researchers. The explanation is presented below:

For the teachers. By reading this research, the researcher hopes that the finding of this study can be as input information data for the teacher to know more about the factors and the types of used code switching during the learning activities. Therefore, by implementing code switching, the teacher will be able to discover a solution to the student's lows ability to balance the teaching and learning process. Besides that, teachers can see the general factors that cause students to have difficulty in class when the teacher always uses full English. Thus, the teacher should use code switching during English teaching and learning process, especially when students get difficulty in understanding English materials.

For the students. The students can also take advantages from this study. By reading this study, the students can understand the factors of code switching and the types of code switching used in the classroom. Besides, they can have new or wider knowledge about the process of using code switching in the teaching and learning process. The students will get some benefits from understanding code switching, such as the types and factors that affect use in the classroom.

For other future researchers. The researcher expects that any findings of this study can be beneficial for the next researchers to give ideas to do further research and can contribute to further researches to elaborate more about code switching. All of the research questions are useful in many terms of studies. Other researchers might consider the findings of this study as a

reference for implementing the factors and the types of code switching used by English teacher during the teaching and learning process.

Organization of the Chapter

This research consists of five chapters. The first chapter is the introduction. This chapter is talking about the background of this research. In this chapter, the researcher explains about the background of the study, statement of the problem, delimitation of the problem, research questions, and the objective of the study and the significance of the study. The second chapter of this research is provides the theories related to this research. The researcher provides the theories related to the factors of code switching used by the English teacher during the teaching and learning process. The researcher also provides information about some study that has been done previously and related with this research. The last, the researcher also provides conceptual framework that the researcher used in this research.

The third chapter talks about the research methodology. In this chapter, the researcher provides some information related to the design of this research, where the researcher does this research and when the researcher does this research. The participants of this research and the research instrument also explained in this chapter. Moreover, the data collection method and the data analysis will be explained by the researcher in this chapter. The fourth chapter discusses the result of this research. The researcher provides the factors of code switching used by the English teacher during the teaching and learning process in senior high school in Yogyakarta. The researchers also add the discussion of each result. The last chapter is a conclusion and suggestion. This chapter provides the summary of the research, including the background of the research, the research methodology and the finding of the research. Other than that, the

researcher also provides some suggestions for the related person, such as the teacher, the student, and the other researcher.