

Chapter One

Introduction

This chapter explains the introduction of the research. In the introduction part, several points are explained by the researcher. Firstly, the background of the study explains why the researcher is interested in the topic of the use of code-switching in English language instruction. In addition, this chapter also includes research questions and the objectives of the research as a guide for the analysis. Furthermore, the benefits of carrying out this research for specific people are also listed in this chapter. Finally, an organization of the chapter that aims to explain the contents of each chapter is also described.

Background of the Research

In the context of English teaching and learning, there is a growing appeal in the application of code-switching. Whether it is realized or not, code-switching is a strategy that is widely applied by teachers and students in English language learning in the classroom. Aoyama (2020) found that many students still used Japanese or their L1 in English learning activities. Besides, Narayan (2019) stated that teachers and students tend to use L1 in achieving the effectiveness of teaching and learning activities. It can be concluded that the use of code-switching in the classroom is considered as an effective strategy to achieve learning goals since it involves the first language of the people in the class.

Scholars expressed opinions about the use of code-switching with a negative connotation. Previously, the existence of code-switching is a sign or indicator of the speakers' inability to master the target language so that they use

the first language in their interaction. As said by Nurhamidah (2018) that the use of the first language by both teachers and students is allowed, but many experts assume this action shows their low competence in the target language. Moreover, Adriosh and Razi (2019) found that the use of the first language was not beneficial since that action cause lack of academic material and resource.

However, as time goes by, studies reveal that code-switching is a unique feature that only bilinguals and multilingual have. Even its existence is now very useful in foreign language learning classes. Several studies have found that there are myriad advantages regarding the use of code-switching, especially in foreign language learning. The study conducted by Wijaya, Mety, and Bram (2020) revealed that the implementation of code-switching in class provides a good learning environment for students as long as it is used wisely because the learning instruction becomes more understandable for students than using English only. Additionally, Bhatti, Shamsudin, and Mat Said (2018) found that teachers usually did code-switching before and during class lessons. The teacher uses code-switching to greet students, takes conversation, builds solidarity and friendship, and also accelerates warm-up before the class formally starts. Besides, during the class lesson, the teacher performs code-switching when translating a new word, clarifying challenging ideas, preserving discipline, and getting students' attention. For instance, Nurhamidah, Fauziati, and Supriyadi (2018) discovered that the student in some classes sometimes misunderstood an assignment so the teacher had to use the first language to clarify the assignment instructions. It can be

concluded that code-switching has various roles in English language learning classrooms.

Since the previous studies have almost exclusively focused on teachers' views, therefore, in this research, the researcher will focus on the students' perspective in terms of the use of code-switching by teachers. Code-switching is widely used in language instruction. Moreover, in its application, it is necessary to conduct research to find out its advantages and disadvantages so the implementation of code-switching can be done as effectively as possible.

In its use in the classroom, code-switching is believed to provide advantages for students, including making students able to answer the teacher's questions correctly because they understand the meaning of the teacher's words. Moreover, students become less anxious in answering the teacher's questions because they understand what the teacher means. Besides the advantages, there are disadvantages experienced by students in the use of code-switching in the classroom, including making students just have a little time to get examples of using the target language in the classroom. In addition, code-switching makes students only practice English a little in class because if the teacher uses code-switching, students will definitely follow it.

Furthermore, code-switching is believed to be one of the strategies that are always applied in language classes, including in one of the high schools in Islamic boarding schools in Gunungkidul. In its application, the researcher sees that the teachers in that school are often unconsciously switching from English to *Bahasa Indonesia* to help themselves explain the material to their students. But,

sometimes the *Bahasa Indonesia* is used too much so it makes students lack English input. From that phenomenon, the researcher wants to explore students' opinions about code-switching that teachers do, including the advantages and disadvantages of implementing code-switching in the classroom.

Identification of the Problem

As explained in the background, the use of code-switching is widely applied in English class. The use of code-switching in the classroom is believed to help teachers and students in the learning process such as making learning run smoother. Because of its very widespread use, the researcher indicates that many aspects must be considered so that the use of code-switching as a learning tool runs as expected and improves the quality of the learning carried out.

The use of code-switching in learning can be seen from various sides, for example, from students' perceptions of the application of code-switching which is widely practiced in learning. In detail, it can be seen from the advantages and disadvantages felt by students. This study will explore how the benefits felt by students related to the implementation of code-switching by the teacher in the classroom as well as the disadvantages felt by students so that later the implementation of code-switching can be done as well as possible to minimize losses in its application in the future.

Students' experiences in implementing learning become things that can be used for reflection on future learning. In this case, the application of code-switching, which has been very broad, needs to be reflected so that the learning

objectives can be achieved with the help of code-switching as a tool for improving language learning.

Delimitation of the Research

In this research, the researcher focuses on studying the advantages and disadvantages of using code-switching in class. The use of code-switching in the classroom is widely used, but teachers and students need to be aware of what needs to be improved and maintained in its application. So, to make this research effective, the researcher is only limited to a few points. The first is to find out the advantages that students feel towards the teachers' code-switching. The second is to find out the disadvantages of teacher in implementing code-switching in the classroom in the view of students. Third, the methodology that will be used is a qualitative method to explore the students' perception towards teachers' code-switching in class. Lastly, in terms of participants, there will be six students from one high school in Gunungkidul joining this research.

Research Questions

The researcher has formulated questions in this research. Two research questions will be the guidelines for this research, which can be seen as follows:

1. How do the Senior High School students perceive the advantages of the teachers' use of code-switching in the EFL classroom?
2. How do the Senior High School students perceive the disadvantages of the teachers' use of code-switching in the EFL classroom?

Objectives of the Research

Based on the research questions formulated above, the objectives of this research are:

1. To find out the Senior High School students' perception on the advantages of the teachers' use of code-switching in the EFL classroom
2. To find out the Senior High School students' perception on the disadvantages of the teachers' use of code-switching in the EFL classroom

Significance of the Study

This research offers several benefits to several parts such as:

Students. This research can be used to find out students' opinions about the advantages and disadvantages of code-switching. Through this study, it is hoped that students can realize that code-switching is a beneficial learning tool to their language learning. It is hoped that students can improve their understanding through teachers' code-switching.

Teachers. The results of this study can be used by the teacher as a reference for implementing code-switching in the classroom. Since this study examines the advantages and disadvantages of their code-switching in the classroom perceived by the students, the results of this study can be used as a reflection on the code-switching that implemented.

Institutions. The results of this study can be used by institutions as a reference and it can be used to evaluate the use of code-switching by the teacher in the classroom in the future to give better learning environment to the students in their school.

Future Researchers. The results of this study can be used by researchers who are also interested in studies on the same topic. The results of this study can be used as guidelines and reference for research with different designs and methodology.

Organization of the Research

This research contains five chapters. Chapter one consists of the background of the research, identification of the research, delimitation of the problem, research questions, objectives of the research, and the significance of the research.

Chapter two is the literature review. It provides the definition of code-switching, types of code-switching, the use of code-switching in the classroom, advantages of code-switching, and disadvantages of code-switching. This chapter explains the theory related to the overview of the use of code-switching in English instruction.

Chapter three is the methodology. This chapter explains how the research will be conducted. This chapter discusses the methods, the instruments, the participants, settings, and data gathering techniques. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains the findings of the research. This chapter presents the result of the data analysis.

Chapter five consists of the conclusion and recommendation. This chapter explains the general answers to the research questions and the recommendations are given to teachers, students, and future researchers.