Chapter One

Introduction

In this chapter, the researcher presents several points of this study. The first point is about the background of the study. This part explains the reasons the researcher chose this topic. Secondly, the researcher explains the statement of the problem. The statement of the problems appears when the researcher study about this topic, whether in a common or specific context. Third, the researcher explains the delimitation of the study. Next is the research questions, which contain the questions related to this topic. Afterward, the objectives of the study contain the aims of why the research conducts this study. Also, there is the significance of the study that contains about which parties the results of this study provide the benefits. The last is the organization of the chapter.

Background of the Study

The importance of English cannot be denied since English has become an international language in this world. English is used as a communication tool among countries to build cooperative relationships in any sector. For example, business, education, science, agriculture, tourism, etc. Almost all countries are trying to make their people master English well. Many countries do various ways to provide opportunities for their people to learn English. For example, the school added English as a subject, provides English courses, and provides free English apps on a smartphone. Those all aim to obtain the human resources that can compete internationally.

However, it is not that easy when English is not used in daily conversation. The position of English in every county is different; for example, in Indonesia, the English position is as a

foreign language, where it is only learned as a subject in school. Besides, there are a lot of local languages used by people in Indonesia as their daily language communication. According to Marcellino (2018), the linguistic situations and conditions in Indonesia are complex in their natures as more than seven hundred vernaculars with various accent from many ethnic groups have been used as a communication tool thus that makes teaching and learning English would be more challenges.

In the educational field, English is taught as a subject in school, at least from the secondary school until college. According to Lie (2009), English is officially taught at every secondary school and university level in Indonesia; however, she also mentioned that competency in this foreign language among high school and college graduates is primarily low. It is certainly affected by many factors such as classroom environments, school resources, quality of teachers, and students' motivation. As supported by Tornqvist (2018), some factors influence students' English skills during the classroom process. For example, a comfortable atmosphere, students' self-esteem, support from the teacher, and students' motivation. Besides, according to Souriyavongsa (2013), most Asian countries such as Indonesia found that factors influenced students' language weakness because of their habits, cultures, and structure of language. Regarding those factors, the teachers are trying to find ways to teach English in fun and easy ways. One of their ways is teaching English in the classroom by using code-switching.

Based on the researcher's experiences when the researcher was studying in the English Language Education Department of a private university in Yogyakarta, most teachers used code-switching in the process of teaching and learning. Teachers usually switch their code from English to Bahasa Indonesia. Teachers used code-switching randomly in the classroom; sometimes, they used it to discuss the topic; however, in some moments, code-switching is used

for discussion, where the topic is not related to the main subject of the learning process to make students more relaxed. Many students find it helpful of the occurrences of code-switching during teaching and learning, nevertheless few students, such as students who excel in academics, do not expect the existence of code-switching. As mentioned by Macaro (2005) students expected their teachers to do code-switching with their first language to facilitate their understanding, many indicated that they could not learn if they could not understand their teacher, except for a small group of academically inclined students (as cited in Jingxia, 2010, p. 12).

Even though code-switching helps both students and teachers in foreign language teaching and learning, some advantages and disadvantages occur in the classroom. Rios and Campos (2013) mentioned that using code-switching in important conversations can help students keep participating and interacting and lead them to increase their confidence and learn more quickly. While Khutso (2012) also mentioned that code-switching involves self-confidence, self-esteem, and identity, the advantages of code-switching also increase the student's motivation and creativity in class. However, there are some disadvantages of using code-switching in the classroom. According to Promnath and Tayjasanant (2016), the use of code-switching in class is demotivating for talented students. They also mentioned that teachers often switch their code, making students have no effort to use the target language. Students tend to get used to code-switching in class. Fareed, Humayun, and Akhtar (2016) found in their study that some students may be disturbed by teachers' code-switching in the classroom. Some students assume code-switching affects the thinking ability who should learn English rather than L1; thus, the researcher is interested in studying this topic.

Code-switching has been studied by many researchers, (Herediati, 2016; Puspawati, 2018; Abigail, 2019; Munawaroh, 2020; Yuddi, 2020; Pratama, 2020), but studies about code-

switching are still relatively low in Indonesia, especially for the use of code-switching in university education. Thus, the researcher wants to conduct code-switching to understand the advantages and disadvantages of students' perceptions. The researcher finds that the use of code-switching in the classroom is very important because code-switching can be a way to make the teaching and learning process easy and fun. The researcher also learns about the disadvantages of code-switching, then figures out how to minimize the disadvantages.

Identification of the Problem

According to the researcher's experiences in the English Language Education Department of a private university in Yogyakarta, most lecturers switched their code during the teaching and learning process, whether English to Indonesian or Indonesian to English. However, some students have different English capabilities, such as low, medium, and high. Thus, for students with low and medium English levels, code-switching would be a great experience because it helps students understand the materials well. However, on the other hand, students with a high level of English would be annoyed just because they are hoping to get the best English exposure they can get in the classroom.

In addition, teachers' use of code-switching with a large portion can make students dependent on the teacher; as mentioned by Sakaria and Priyana (2018), teachers' use of code-switching extensively makes students become dependent learners. In addition, teachers' use of code-switching frequently may prevent students from becoming autonomous learners, as Bensen and Çavuşoğlu (2013) mentioned, who explained that students become dependent on the teachers' use of code-switching, thus might prevent them from becoming autonomous learners.

Therefore, from that kind of phenomenon, the researcher would like to explore the advantages and disadvantages of using code-switching in the classroom's English language teaching and learning process.

Delimitation of the Study

This study focused on the advantages and disadvantages of using code-switching in the classroom's English language teaching and learning process. This study was conducted in the English Language Education Department of a private university in Yogyakarta. This study focused on students' perspectives on the advantages and disadvantages of code-switching. This study used a qualitative approach. This study also used an interview as a data collection method.

Research Questions

1. What are the advantages of teachers' use of code-switching in the English language teaching and learning process?
2. What are the disadvantages of teachers' use of code-switching in the English language teaching and learning process?

The Objectives of the study

1. To find out the advantages of teachers' use of code-switching in the English language teaching and learning process?
2. To find out the disadvantages of teachers' use of using code-switching in the English language teaching and learning process?

Significance of the Study

The researcher aimed the finding of this study to give benefits for the teachers, students, and other researchers. The generalization of this study would be a great contribution to the vast knowledge of teaching and learning processes in English language classes. Furthermore, the results of this investigation could be highly significant and beneficial for the following:

For Institution. The researcher hopes that this study can be used as a reference to evaluate the policy of teaching and learning related to code-switching; thus, the advantages of code-switching during teaching and learning can be maximized as well, while the disadvantages of code-switching during teaching and learning can be minimized as much as possible.

For the teachers. The researcher hopes this study could be one of the teachers' reflections on code-switching used in the classroom. The researcher also hopes this study could give more understanding of the advantages and disadvantages of using code-switching in the English language teaching and learning process of the classroom.

For the students. The researcher hopes this study could add more knowledge for the students related to the advantages and disadvantages of using code-switching in the classroom's English language teaching and learning process. The researcher also hopes that this study could motivate students in learning English and not depend on teachers using code-switching in the classroom after they know its disadvantages.

For the next researchers. The researcher hopes this study could give more understanding of the advantages and disadvantages of using code-switching in the English

language teaching and learning process of the classroom. The researcher is also expected to use this study can be used by the next researcher as references related to the topic.

Organization of the Research

In chapter one, the researcher discussed the introduction which consists of the background of the study, identification of the problem, research questions and objectives, and significance of the study. In the introduction, the researcher will discuss the advantages and disadvantages of using code-switching in the English language teaching and learning process.

In chapter two, the researcher discussed the literature review which provides information based on the theory of previous studies. The information about the definition of code, the definition of code-switching, teacher's use of code-switching in EFL teaching and learning, the advantages of teacher's use of code-switching, the disadvantages of teacher's use of code-switching, and a review of related studies.

In chapter three, the researcher discussed the research methodology including research design, research setting, research participants, research instrument, data collection method, and data analysis of this study.

In chapter four, the researcher discussed the research findings and discussion. The research findings are mainly discuss about the analysis of the research done by the researcher, and the discussion is about the result of the study and explain the correlation between this study with the previous studies.

In chapter five, the researcher explained the conclusion of the study, and the suggestions and implications of the study.