

Chapter One

Introduction

The following sections make up this chapter: Background of the Research, Problem Identification and Delimitation, Research Question, Research Objective, Research Significance, and Chapter Organization.

Background of the Research

In contemporary times, there is a significant inclination among individuals to acquire proficiency in other languages, with a particular emphasis on the English language. According to Zein et al., (2020), English is the most prevalent language in terms of teaching, reading, and use worldwide. English has significant importance in certain domains, particularly in Indonesia, notably at advanced educational tiers and within the realm of global commerce. Due to the expansion of globalization and advancements in technology, English has gained popularity worldwide, particularly in Indonesia. English is the only language that has been used or communicated in several places for millennia. Consequently, the majority of individuals worldwide acquire proficiency in the English language now. Individuals acquire proficiency in the English language for several objectives, including professional endeavors, educational instruction, and achieving success in academic assessments (Dzul kifli Isadaud, M.Dzikrul Fikri, and Muhammad Imam Bukhari 2022).

English instruction starts at the basic level in Indonesia. Students do not possess an inherent ability to fully acquire English language proficiency without effort and practice. Hence, achieving proficiency in English necessitates a protracted endeavor, including the diligent practice of using accurate phrases and pronunciation. In order to cultivate proficient Indonesian students capable of effective communication in the globalized world, it is imperative for the government to equip them with proficient English language abilities. The government has implemented many measures to enhance the proficiency of Indonesian

students in the English language. One option is selecting English as the primary second language. According to (Astutik and Munir 2022), this language is mandatory for pupils from elementary school to high school.

In addition to official settings like school, Indonesians also use Indonesian as their common language, which is why many become bilingual and even multilingual while studying English. This phenomenon arises when there is a transition from the English language to the respective native languages of both the instructor and the students. Broughton asserts that non-native speakers acquire English mostly for the purpose of conveying ideas, rather than expressing feelings. When it comes to emotional expression, individuals tend to rely on their native language. A valuable principle to note is that intense words and components have little significance for foreign learners, regardless of their frequency. Consequently, foreign languages are regarded in the same manner as other academic courses, including the completion of homework assignments and examinations to get academic grades (Chairunnisa, Ari Masyhuri, and Aulia 2022).

In language lessons, it is important to include languages other than English to facilitate code-switching. Code-switching is a significant mechanism used in bilingualism or multilingualism. Every individual in society has knowledge of many languages and has the ability to communicate in them, selecting the appropriate language based on the given circumstances. Code-switching is used by multilingual individuals to facilitate communication and choose appropriate languages based on the context.

Trousdale defines code-switching as the act of alternating between two different linguistic variants (codes) throughout a discussion with someone who has a comparable language repertoire. Code-switching happens when a person moves between two different languages or dialects during a discussion due to a linguistic scenario that is comparable to their current linguistic environment. According to the definitions provided by experts, code-

switching is a common occurrence in language classroom interactions (Ameliza and Ambalegin 2020).

Code-switching is an inherent occurrence when instructors often alternate or blend many languages. However, this behavior sets an example for children, leading to a lack of proficiency in English language abilities. The excessive use of code-switching in English learning at one of a private university in Yogyakarta has an impact on the low competency students in various English language skills. Students are considered still weak in their ability to speak and write in English. They still have difficulty pronouncing English words correctly. Students also still make many grammar and spelling errors when writing in English. This condition is believed to be caused by the teacher's focus only on understanding the material in general, without emphasis on aspects of productive skills such as speaking and writing. In addition, because teachers often use code-switching rather than English consistently in the classroom, students rarely hear interactions in English. This also has an impact on aspects of receptive skills, namely listening and reading English.

The utilisation of code-switching in the classroom has emerged as a captivating and contentious subject among educators and researchers. Code-switching can be employed by teachers as a means to elucidate intricate ideas, enhance comprehension, or accommodate the varied language backgrounds of students. Nevertheless, the complete comprehension of the effects of code-switching on students' perspectives and academic achievements remains incomplete (Puspawati 2018)

Gaining insight into students' experiences, attitudes, and perspectives regarding code-switching by teachers during the teaching and learning process is crucial. According to Avendano and Belanio (2016), the act of teachers switching between languages during instruction might enhance student engagement in the process of acquiring a new language. In a study conducted by Haryanti et al., (2018), it was discovered that code-switching had a

beneficial impact on students' comprehension of vocabulary. Nevertheless, as stated by Salsabila (2022), an excessive utilisation of code-switching can impede the progress of students' linguistic abilities. This research seeks to elucidate students' perspectives and interpretations of code-switching in the classroom by conducting an exploration of their opinions. The objective is to comprehend their attitudes, preferences, and the influence of code-switching on their language acquisition encounters.

Identification of the Problem

The practice of code-switching which is often carried out by English lecturers in one of a private university classes is thought to contribute to students' low English proficiency in speaking, writing, reading, and listening skills. However, the motivations, perceptions, and actual impacts surrounding this phenomenon need to be further analyzed through research.

Delimitation of the Problem

The practice of code-switching which is often carried out by English lecturers in one of a private university classes is thought to contribute to students' low English proficiency in speaking, writing, reading, and listening skills. However, the motivations, perceptions, and actual impacts surrounding this phenomenon need to be further analyzed through research.

Research Question

The formulation of research is formulated into the research question as follows:

1. What are the underlying factors of teachers' code-switching?
2. What are the advantages of using code-switching?

Objectives of The Research

There are two objectives of this research as follows:

1. Analyze and describe the factors underlying the occurrence of code-switching by teachers
2. Analyze and describe the advantages of using code-switching

Significance Of The Research

There are two significant points of this research that provide the contribution to the teachers and students.

For teachers. This research aims to provide teachers with valuable insights on the types and functions of code-switching in the classroom. Armed with this knowledge, teachers can make informed decisions on how to minimize code-switching when teaching English.

For students. The result of this research targeting the student demographic. This research is anticipated to be beneficial for students in enhancing their understanding of the nature and purpose of code-switching in English language instruction.

Outline of The Research

There are five chapters in this research. The first chapter provides a description of the research. This chapter describes the background of the research, identification of the problem, delimitation of the problem, the research questions, the research objectives, the significances of the research, and the outline of the research. Chapter two discusses about literature review, there are definition teachers' perceptions, perceptions indicators, perceptions factors, sociolinguistics, bilingualism and multilingualism, and code switching. Chapter three describes the methodology. This chapter includes research design, population and research samples, methodology and data analysis. Chapter four is about finding and discussion. This chapter describes the results of the search results and discusses the results to answer the research questions. The last chapter contains conclusions and recommendations.