

## **Chapter One**

### **Introduction**

In this chapter, the researcher highlights several points such as the background of the study where the researcher explains the ideas and the problems. Then, the statement of the problem contains the problems that would be appeared in this study. The next is the delimitation of the study contains about what the topic will be focused on. There are two research questions, the purpose of the study and the significant of the study.

#### **Background of the Study**

There are many types of language used by society in this world. People make use of language to interact with others. Language is a tool to communicate with each other, including group society. Besides, language as a key to mark the identity of a person. Asfira (2017) mentioned that language is an element that is highly important in one's interaction with others. She also added that language also makes people get closer. Other than that, many countries in this world have a cooperative relationship with other countries. Thus, language plays a significant role to interact and communicate among the countries. However, in the use of language still having some barriers, one of them is their language differences. Misaki (2017) mentioned that language barriers mostly happened when two people who speak different languages cannot understand one another, and there is a breakdown in language and communication. Therefore, language differences can

cause misunderstanding. As mentioned by Morris (2002), the language barrier frequently become resistance and cause misunderstanding. Therefore, this world agrees that English becomes an international language that can unite these differences.

In today's world, the importance of English cannot be denied since English becomes the greatest common language spoken universally. Many people from various countries are trying to learn English as mentioned by Habeeb (2017), "More people are trying to learn English than any other language in the world" (p. 2). While, Derakhshan and Shirmohammali (2015), "Learning English improves the individual's status and opportunities in education, technology, global trades, and business" (p. 103). However, the English language position in each country has different levels such as English as the First Language (L1), English as a Second Language (ESL), English as a Foreign Language (EFL), and so on. However, this study focused on English as a Foreign Language where English only learned as a subject in school from Elementary school until College.

In Indonesia or in most Asian countries whose English position is English as a Foreign Language, teaching English for a student is a big challenge for the teacher. Sulistiyo (2016), English language teaching and learning in Indonesia presents particular challenges that are not faced in countries where English is commonly used in daily life. Therefore, most of the teachers' use of their first language to face the challenge of English teaching and learning. For example, in Indonesia teachers' use of their first language or mother tongue to teach English in the classroom. Yulia (2013) found that most teachers are

involving Bahasa Indonesia during English teaching and learning. The teachers claimed that it can help students in understanding the material that has been taught.

Purnomo and Suryadi (2016) stated in their study that a hundred percent of EFL teachers' use the First language (L1) when they teach a foreign language such as English, so that phenomenon is called code-switching (CS). Puspawati (2018) mentioned that "as a multilingual and multicultural country where people speak more than one language and dialects, the use of CS in English as a foreign language (EFL) classes is inevitable" (p. 43). Mujiono (2013) also showed that some Asian countries such as Indonesia are commonly using code-switching where multilingual used, as well as other foreign languages (EFL), are combined in an utterance.

Most of the teachers' use of code-switching does not mean they do not have competency as mentioned by Kustati (2014), "some social stigmas have been attributed to this mode of communication" (p. 174). However, they have specific reasons whether in formal or informal situations. Braga ( as cited in Greggio and Gill, 2007) stated that one of the reasons the teachers' use of code-switching is to create a relaxed atmosphere in the classroom by doing a humorous situation. Then, the other reason is the teacher believes that students will more understand if the teacher code switches. There will be various reasons that would be discussed in this study related to why almost all EFL teachers do code-switching.

In the English Language Education Department (ELED) of a private university where the researcher experienced about code-switching, the researcher

noticed that some of the college teachers' use code-switching when they taught in the classroom. While, there are pros and cons viewed related to code-switching as told by Nurhamidah, Fauziati, and Supriyadi (2018), "Code-switching as a debatable phenomenon can be viewed based on pro and cons side". Peregoy and Boyle (as cited in Nurhamidah et al., 2013, p.79) also mentioned that the use of code-switching in EFL class facilities both students and teachers such a good environment, self-confidence, motivation, and achieved teaching and learning purposes. On the other hand, Sridhar argued (as cited in Nurhamidah et al., 1996, p.79), the negative side believes that the use of code-switching or L1 in EFL learning can drive both teachers and students in laziness, low motivated, slovenliness, and any other weaknesses during the process of teaching and learning.

The researcher is very interested to conduct this topic because the pros and cons of code-switching are frequently being debated. The researcher felt this topic is one important topic to be discussed because there will be many pre-service teachers in the future that will join in the educational field, and they probably use code-switching unconsciously when they teach English in the class. The researcher hopes for the pre-service teachers in the future to be more understand why code-switching is holding a major role in English education study, and at least they get a bit of when and why using code-switching. The last, the researcher wants to conduct this study to reduce the fears of teachers using code-switching in the classroom.

## **Statement of the Problem**

Code-switching has been implemented in every element in school, one of them is the ELED of a private university in Yogyakarta. Here, the researcher faced when the researcher still being an active student in the English Language Education Department (ELED) of a private university in Yogyakarta, the researcher faced most of the teachers' use of code-switching when they teach English in the classroom. However, before the teachers get their position in the university, they have been tested by some sort of tests based on university standards which means the teachers are of course have good English fluency and have good English skills. Even though, when the teachers' use of code-switching, the students will assume the lecturers do not have a skill in teaching. This kind of assumption will appear as misperception by the students.

## **Delimitation of the Study**

This study focused on the education field and conducted in the English Language Education Department of a private university in Yogyakarta. The researcher focused on the teachers to collect several data. Those kinds of data were gathered by the qualitative approach. The researcher focused on the data such as why do EFL teachers' use of code-switching in the classroom. It can be the reasons or aims. Then, the researcher also gathered the data related to what types of code-switching used by EFL teachers when they teach in the classroom.

## **Research Questions**

Based on the background of the study, the researcher formulated two research questions. The research questions are:

1. Why do EFL teachers' use of code-switching in the classroom?
2. What types of code-switching used by EFL teacher when they teach in the classroom?

## **The Purpose of Research**

Based on the research questions, the purposes of this study are:

1. To find out why do EFL teachers' use of code-switching in the classroom.
2. To find out the types of code-switching used by the EFL teacher when they teach in the classroom.

## **Significance of the Study**

Hopefully, the finding of this study will have a lot of benefits for the teachers, students, and other researchers.

**For the teachers.** The researcher expected this study can reflect the teachers of using code-switching in the classroom. The researcher is also expected this study could reduce fears of teachers using code-switching during English teaching and learning in the classroom. The last, the researcher hopes that the reasons of use code-switching can be used by them as references in EFL teaching and learning by using code-switching.

**For the students.** The researcher is expected that this study can support their belief and understanding related to the reason why their teachers' use of code-switching when they teach EFL students in the classroom. The researcher is also expected that this study can motivate students to learn English does not depend on teachers using code-switching in the classroom.

**For the other researchers.** The researcher expected that this study can be used by the other researchers as references to conduct their studies related to code-switching. Hopefully, this study can support their understanding related to this topic. The last is the researcher expected that this study can guide the other researchers to conduct their study.