

Chapter One

Introduction

This chapter discusses the introduction of research such as background of the research and statement of the problem. This study contains one research question that answer the problem as well as the objective of the research. Moreover, this chapter also contains limitation of the research. In addition, significance of the research and research outline are explained below.

Background of the Research

English is a global language, and a lot of people use it to communicate with others in various contexts and purposes. Abrar et al., (2018) stated that it is widely known that English is an international language all over the world. In fact, English has now become the most important language and is used to communicate between individuals and states around the world. Furthermore, English should be mastered as it has played an important role in various fields (Moghadam, Samad, & Shahraki, 2012)

Bilingual communities occasionally use first and second languages based on situations to communicate, tell stories, exchange ideas, and other purposes. This method is popularly known as Code-switching (CS). Afriani (2020) stated that from a sociolinguistic point of view, CS is considered as a special tool owned by individuals who are bilingual and multilingual. Using CS in a discussion is not a random phenomenon and it is even deemed an effective tool. Martin-Jones (as cited in Cheng, 2013) stated that CS explains further about the social meaning of

language from one language to another using minority languages from bilingual groups. Bilingual codes are more likely to be the majority language spoken by speakers with groups from outside their communities. Bilingual or multilingual will use CS in certain situations. In that situation, the speaker will see whether to use CS. Ibrahim, Shah, and Armia (2013) stated that situational CS can be considered as a change in language usage decision due to speakers' environment. He further explains that situational CS may occur at school, work, or public gatherings where the use of language occurs.

The use of CS for teaching and learning helps students when teachers are explaining learning materials in class. Some students prefer teachers to use CS because they can understand the materials better and they find it difficult when teachers continue to use second language. Horasan (2014) stated that students' interest is high when teachers use CS when they are teaching. Students generally have no problem when the teacher uses second language, but they occasionally complain that they do not understand when teachers only use English. Students show that they use code-switching during learning activities in class because CS is useful for sharing identity, providing responses, and seeking clarifications.

The use of CS by teachers in English as a Foreign Language (EFL) classes is not categorized as new teaching methodology. For example, when an individual can speak more than two languages, they will accidentally use another language so that people understand what they are talking about. Puspawati (2018) asserted that a lot of teachers believe that CS can facilitate learning process better and become an effective teaching tool. Teachers can use CS to explain learning materials.

Teachers believe that CS can be beneficial in certain contexts or specific purposes, such as in preparation for certain language proficiency tests (Bensen, 2013).

Bensen indicated that teachers argue that CS is only performed while explaining grammar points with the aim of ensuring that students can understand and apply them correctly.

Other research examined the use of code-switching in EFL classes from teachers' and students' perspectives. Some of these studies explored the discourse functions of CS used by students and teachers (Horasan, 2014), the difference between high proficiency students and low proficiency students in perceiving the teachers' instructions (Sari & Sari, 2019), benefits of CS among EFL high school students (Husaen, Saed, & Haider, 2020), the motives behind using CS in the second grade of senior high school (Novitasari & Mardiana, 2019), and students' attitudes and perceptions of teachers' CS method (Karakaya & Dikilitas, 2020). This research differs from previous studies in several aspects. First, previous studies were conducted at secondary school level while this research was conducted at university level. Second, previous research discussed the perceptions of students and teachers while this study discussed teacher's motives and students' responses on the use of CS. This topic was selected because some teachers in English Language Education Department (ELED) utilize CS during classes. The use of code-switching during class has been observed among teachers and students at one of the Private University in Yogyakarta. As a result, an interest in exploring the motives behind the use of code-switching during class, and how the benefits are responded by students has led to this research.

Identification of Problems

CS is the process of switching from first language to second language and vice versa. There are some issues that seem to occur when students are studying a foreign language, English in particular. First, students do not have the same comprehension level of English. Some have difficulties especially when they have to speak using English. They occasionally switch to their first language when they have to present an assignment or answer a question.

Second, some students are not fluent in English. Some have different English learning background and do not seem to obtain a lot of exposure in English. In class, they seem nervous and frequently resort to switch to their first language.

Third, students have limited vocabularies. Students seem to use CS to express themselves better using first language for words that they are not familiar with in English. Students also seem to use CS as an alternative to translate sentences, seek clarifications, and provide responses. By doing so, CS can provide convenience during communication or learning.

Fourth, teachers try to avoid creating a misunderstanding when they deliver learning materials by using CS in the classroom. Teachers use CS as a tool to ensure that students understand what they are describing in classroom. Sometimes, teachers use CS to give instructions, provide clarifications, and responds to students.

Successful communication between teachers and students is important because it will affect students' enthusiasm, motivation, and success in learning. The fact that CS facilitates better communication between teachers and students necessitates further exploration of the subject.

Delimitation of Problems

This study is limited to examining the perceptions of selected English teachers and students at a private university in Yogyakarta who utilize CS during EFL classes. Several problems occur when students learn foreign languages, especially English. First, students do not have the same level of understanding of English. Second, some students are not fluent in English. Third, students have limited vocabulary. Fourth, the teacher tries to avoid misunderstandings in delivering learning materials using CS. This study focuses on teacher and student perceptions of the use of CS. This study focuses on the conditions of the use of CS by speakers and their interlocutors who are doing CS from Indonesian to Javanese or English to Indonesian. The researcher also focuses on two problems: First, the reason why teachers use CS in EFL classrooms at the university level. Second, students' perceptions of how the use of CS by teachers is beneficial to them.

Research Question

To conduct the study, the research questions are as follows:

1. What are teachers' reasons in using CS in EFL classroom at university level?

2. What are students' perceptions on how teachers' use of CS benefit them?

Objectives of Research

The objectives of the research are as follows:

1. To examine teachers' reason in using CS in EFL classroom at university level.
2. To examine students' perceptions on how teachers' use of CS benefit them.

Significance of Research

This research will be useful for:

Students

It is hoped that this research will be useful for students to understand teachers' reason and students' perceptions on how teachers' use of CS benefit them in classroom. They will be able to learn the benefits examined by this study and will be able to utilize the approach to improve their English vocabulary and skills.

Teachers

It is hoped that this research will provide additional insights and become a useful resource for teachers in understanding the benefits from using CS in the classroom.

Future researchers

It is hoped that the findings of this research will help future researchers, provide ideas in conducting research, and become useful reference for further research on CS.

Organization of the Chapter

This research contains five chapters. The first chapter discusses the background of the study, statement of problems, and limitation of the study. It also explains the research questions, the research objectives, the research significance as well as the research outline.

The second chapter consists of the literature review and conceptual framework of the research where various references on the definition of code-switching, teachers' reason in using CS, as well as students' responses on teachers' use of CS will be provided.

The third chapter explains the methodology of the research where research design, research participant and research setting will be discussed. This chapter will also provide details on data collection method, data collection technique, as well as data analysis.

The fourth chapter discusses the results and discussion of research based on participants' perceptions. There are three findings related to the reasons why teachers use CS in EFL classes, such as code-switching ensures students understand learning materials, code-switching enhances student-teacher camaraderie, code-switching creates a conducive learning atmosphere. Furthermore, there are three findings related to students' perceptions about the use

of CS by teachers as beneficial to them, namely, code-switching helps students understand learning materials, code-switching enhances students' vocabulary. Furthermore, expert opinions are also included to discuss the results and comparisons obtained by the researcher.

The fifth chapter is the conclusions and suggestions. The researcher provides conclusions from the research and provides recommendations. The conclusion and recommendations for EFL teachers who use CS, students, and future researchers.