

# CHAPTER I

## INTRODUCTION

This chapter contains the background of the study, the identification of the problem, formulation of the problem, objective of the study, and significance of the study.

### **1.1. Background of Study**

As English teachers use code-switching in the EFL classroom, it has caused a dilemma in terms of whether or not the functions of code-switching are helpful in classroom communication. As the impact, some teachers have different decision in term of establishing rule in the classroom. Some teachers use code-switching during teaching learning and another teachers do not use code-switching when they teach foreign language. This decision is supported by some scholar statement, for instance Yao (2011) states that some teachers choose to minimize the use of code-switching in the classroom because students seem to fail if the teacher use target language. On the other hand, some teachers sometimes teachers prefer to use full L2 or L1 in EFL classroom because they argue that it is not important for students who learn a foreign language to understand everything that teacher say to them. When teachers switch to the first language in the class, it will weaken the learning process and focus on the target language (Jingxia, 2010). Therefore, teachers' still can use code-switching in the classroom to only facilitate them in classroom communication.

Considering the phenomena above, however, there are some scholars who agree on the benefits of the functions using code-switching for language teaching (Moore, 2002; Adendorff, 1993; Shin, 2010; Memon, Altaf, & Khuwaja, 2016) ). First, code-switching helps teachers and students to communicate in the foreign language. According to Moore (2002) code-switching as a bridge, the gap for teachers and students to talk each other besides code-switching can add new concepts and students become active in part of classroom activities. Second, teachers use

code-switching to build solidarity with the students. The way teachers expressing solidarity by interaction with students when the teacher shares knowledge in the classroom, at the same time teachers gives praise for students when they can answer the question, it makes students enjoy learning foreign languages (Adendorff, 1993). Third, teachers want to make clear the instruction. By teachers using a mother language for clarity about the instruction, perhaps teachers want to make sure that the students understand the instruction that teachers give to them (Memon, Altaf, & Khuwaja, 2016). Fourth, teachers easy to explain the meaning of a difficult word or content the material based on students' ability the target language. Teachers switch from a foreign language into the mother language to transfer the content of the lesson, at the same time teachers adapt students' ability toward target language, it makes all students can participate in learning the English language (Shin, 2010). Hence, the functions of code-switching may help teachers to explain the learning process of English by using their L1.

The use of code-switching has a role in the classroom for teachers or students because code-switching helps to make better communication in the class. Code-switching also may build relationships between teachers and students, and create a good relationship for teachers and students, although they have a different identity (Ferguson, 2003). Adendorff (1993), said that code-switching provides a guide for teachers not only for the academic goal, but also a social relationship with students in the classroom. English as a medium of instruction especially in an academic subject usually need switching language in order to improve both content and English language learning. In Indonesia context, the use of code-switching typically uses in *Bahasa Indonesia* conducted by teachers and students during English lesson. Most of them use code-switching in *Bahasa Indonesia* to communicate over the English lesson because *Bahasa Indonesia* is their official language which used in daily communication. By using *Bahasa Indonesia* as a code-switching the classroom atmosphere more comfortable (Floris, 2013).

Thus, code-switching surely helps teachers to make a good communication and build solidarity with students in the classroom.

On the other side, code-switching is not only used as a bridge communicate by teachers and students but also code switching used to explain the content of lesson and language of instruction in the classroom. Teachers use code-switching from the target language to the native language for transferring a new content which from unknown content to know the content, besides when teachers use code-switching is more efficient in manage class (Canagarajah, 1995). In addition, teachers use code-switching when explaining the grammar or translate a new vocabulary. If teachers use the full target language to explain grammatical in a complicated structure, it makes teacher may take a more time to explain and also makes students understanding in trouble. Likewise, code-switching may help teachers to find easier words and make teachers more effective in helping students in the classroom (Jingxia, 2010).

Code-switching helps teachers and students in the way learn a foreign language in the classroom, but this study focuses on the function of code-switching in the classroom. According to Canagarajah (1995) said that the functions of code-switching divide into two function macro (social function) which the use of code-switching between teacher and students in interpersonal relationship during learning foreign language. Micro functions (classroom management and explain content) which the use of code-switching in classroom management to manage students behavior in the classroom. The use of code-switching in content transmission to help teachers in the effective communication of the lesson content. By using code-switching teacher not only explain content the lesson but also teacher transfer a new knowledge. Canagarajah (1995) stated that by using L1 in the class is more flexible because code-switching can be a bridge between students' cultural knowledge and academic knowledge in the class, not only that code-switching makes the lesson more focus in content by making some source of knowledge.

Concerning the initial review on code-switching practice studies in EFL context, it is still debatable on whether the use of code-switching supports classroom activities or it defects the English learning process instead. The use of L1, L2, or the switch of L1 to L2, or L2 to L1 are still debatable. Thus, this study is aimed at adding more practice study on the code-switching use, especially by observing not merely the types but more on the functions of the code-switching in EFL classroom. This study is expected at answering to which environment is code-switching better in the classroom.

## **1.2. Identification of The Problem**

Considering the background of the research study there is positive and negative opinion toward code-switching of the teachers in a foreign language. Ahmad (2009) said that code switching helps teacher as a facilitator to flow of classroom instruction. Thus, the teachers do not have to spend so much time to explain to the students and teacher can easily find a simple word to clarify students' confusion in the learning process.

In terms teacher practically codes switching, when teachers implement full English in the classroom the students feel oppressed because they do not know what teacher say and do not understand what point the teacher speaks. There are only a few students who can understand and respond to the teacher in the English language. The English language is not usually used in daily communication, so the teacher chooses to use Indonesia language or code-switching when explaining the materials or communicate with students in the classroom.

There are some positive and negative the use of code-switching, the positive of the use of code-switching in a teacher-student relationship is teachers can express their affection to students which make the students comfortable during learning English in the class. The negative of the use of code-switching it seems to distract the students focus on learning English when teachers switch from the target language into to the first language. In MAN 3 Yogyakarta

the use of code-switching seems to help the teacher to build a good relationship with the students. The teacher uses code-switching to avoid students feeling shy when they ask the meaning in front of the class because the teacher did not want to students feel uncomfortable when they learn English. However, when teachers use code-switching the students choice using *Bahasa Indonesia* although the teacher had already tried to encourage students to use English in the class.

### **1.3. Limitation of The Problem**

This study is limited to some of the variables. In term focus, this study is limited to the English classroom at X grade in MAN 3 Sleman, this study focus on the implementation of the use of code-switching and the reason of code-switching in the English classroom.

### **1.4. Formulation of The Problem**

1. How is the implementation of the use of code-switching in English classroom of MAN 3 Sleman at X Social 2 and X Social 3?
2. To what extant does the teacher use code-switching in the English classroom of MAN 3 Sleman at X Social 2 and X Social 3?

### **1.5. Objective of the Study**

This study is aimed to explain the implementation of the use of code-switching and to describe the reasons for teacher uses code-switching in the English classroom of Man 3 Sleman.

## **1.6. Significance of The Study**

This result of this research gives contribute to teachers, students of English Language Education, and researchers.

### **1. For Teachers**

The researcher hopes that the result of this research study will be useful for the English teachers. They can get new knowledge and information about the implementation of macro and micro function code-switching in English classroom.

### **2. For Students of English Language Education**

The researcher hopes that the result of this research study will help students of English Language Education Department to develop further research about the implementation of macro and micro functions code-switching in English classroom.

### **3. For others researchers**

The researcher hopes that this research study can be a reference for other researchers who did similar research about code-switching at others school or different aspects of code-switching.