CHAPTER I

INTRODUCTION

This chapter presents a brief description of the study that the researcher conducts. In this chapter, there are six subtitles. They are (1) The Background of the Research, (2) The Research Questions, (3) The Objectives of the Research, (4) The Significant of the Research, (5) The Definition of Key Terms, and (6) The Limitation of the Research

1.1   The Background of the Research

Language is people's ability to communicate with other people using signs, such as words and movements. The scientific study of language is called linguistics. According to Muliastuti, linguistics is the science of language in general or is not bound to one language only (Muliastuti, 2014). Therefore, sometimes this science is also called general linguistics. However, according to Chaer in Muliastuti, based on the breadth of the object of study, linguistics can be divided into ingenerallic and particular linguistics (Muliastuti, 2014). It can be guessed that detailed linguistics means focusing its investigations on just one language. About the object of this linguistic study, the intended language does not focus on a specific language but on the general language used to communicate among speakers of the language, in a sense.

The study of language is significant because language is a communication tool. In everyday life, people always use language to communicate. Language importance has become essential to be known and learning, and most Indonesian people are multilingual. A multilingual society causes people to use more than one language to communicate, best known as multilingual speakers. According to Zarobe, multilingualism is a phenomenon that has always existed; current multilingualism differs from that of the past, the fundamental distinction being that multilingualism today affects society as a whole (Zarobe & Zarobe, 2015).

Indonesia is a multilingual country where people predominantly use the national language (Bahasa Indonesia) and the international language (English) for

educational and formal purposes. In contrast, vernacular languages (such as Javanese) are used for everyday spoken use (Cahyani, Courcy, & Barnet, 2016). English proficiency is essential in the age of globalization. The ability to speak English is an added value. Many countries use English to communicate and convey a message or idea to others. It is an international language that must be mastered to know the information in the different countries worldwide.

In Indonesia, English is considered the first foreign language and has become a compulsory subject learned by all students from elementary school to university level. People must realize that mastering English is no longer an obligation to pass a test or get a good rank at school but rather to survive the increasingly challenging globalization; sometimes, the information people need to solve a problem is unavailable in Indonesian journals. People need to make English the language people need so that all the learning processes feel smooth and exciting. English is used for instrumental functions across the country but is only sometimes used for naturalistic communication outside the classroom (Cahyani, Courcy, & Barnet, 2016).

If English is taught to students whose first language is not English, it is referred to as a foreign language. EFL teachers prepare and teach language lessons and activities, set up learning resources, and encourage talking among their students to boost their language abilities in English (Kambanaros, Giannikas, & Theodorou, 2020). Nevertheless, most Indonesian students require language assistance due to various variables, including the method, facilities, and teaching skills. Sometimes, the students need more vocabulary to understand English words, phrases, and sentences. As a result, even after years of study, many Indonesian students need help to master English or speak the language successfully fully. It becomes the teachers' responsibility to make students understand the materials given.

As multilingual, the teacher uses English and Indonesian during the learning process in the class. The teacher uses a language code-switching strategy. Code-switching is usually used by people who speak more than one language and can be in formal and informal communication situations. According to Rosa, codeswitching is when a speaker changes his language from one language to

another. He also proposes two kinds of code-switching: situational codeswitching and metaphorical code-switching. The first type occurs when the language used by the speaker changes according to the situation, while the other type occurs when the topic of the conversation requires a change in the language used (Rosa, 2008).

Myres and Scotton in Alaiyed write that the most common understanding of code-switching is using two varieties or variations (codes) of language in the same conversation (Alaiyed, 2020). Code-switching is different from borrowing, transferring, and interference. Context is one of many factors behind speakers to do code-switching. Social identity, education, and other special intentions encourage speakers to implement code-switching. Therefore, according to Kamwalamangu in Hornberger, code-switching is straight speaking, the characteristic feature of the linguistic behaviors of bilingual speakers. English teachers teach code-switching to students with some vocabulary, especially young English students. Furthermore, Code-switching is a good strategy for efficiency in foreign language teaching (Hornberger, 2010).

From pre-observations conducted by researchers at MTs. Yaspira Ngambon, researchers found that teachers use code-switching because students face several problems. The students need more motivation to learn English because they cannot respond to the teacher simulations, such as simple expressions in the teaching-learning process. The students need help understanding the meaning of the teacher's utterance. The teacher and the students occasionally use English when interacting in class.

In the English teaching and learning process, teachers and students need good interaction in class to reach the aim of learning English in Secondary school. The students must understand what the teacher says to catch the lesson that the teacher gives students of MTs. Yaspira Ngambon expressed their opinion that when the teacher uses the code-switching learning strategy in the learning process, it helps them understand the material provided by the teacher. This was proven by the results of the pre-observation carried out by the researcher on January 28, 2023. In this pre-observation, the researcher asked several questions about using the teacher's code-switching learning strategy.

Teachers sometimes explain the material to students using unfamiliar words only the teacher can understand. Thus, the students needed help to catch what the teacher meant. How the teacher explains to the students will determine students' understanding of the material. The class situation will only be enjoyable when the students can capture what the teacher tells them. The students prefer chatting with their friends to listening to the teacher's explanation. Furthermore, if this situation happens in the classroom, it will bother other students who want to follow the lesson.

Sometimes, when the students need clarification with the teacher's explanation, the teacher has to find other sentences to explain the lesson. The teacher often uses Indonesian as an alternative language when the teacher has difficulties finding similar meanings in clarifying the word of the study. Furthermore, there must be correct choices of words that will make the students understand the material. From this problem, the teacher can use code-switching so the students can understand the material that the teacher explains. In other words, code-switching is also more important for junior high school because the students have a limited vocabulary. It is a way to improve their comprehension of the material.

Related to the abovementioned situation, this research explores the purpose of code-switching most used by the teacher and the most significant advantage of code-switching for students. The researcher chose this topic because the researcher is interested in finding out the purpose and advantage of code-switching used by an English teacher in the classroom. After all, in previous studies, more is needed to examine the purposes and advantages of using code-switching in secondary schools.

1.2   The Research Questions

Based on the background of the research above, the research questions are:

1. What are the purposes of code-switching most used by the teacher in secondary school?
2. What are the most significant advantages of code-switching for students in secondary school?

1.3   The Objectives of the Research

Concerning the problem above, the objectives of this research are to find out the following:

1. To find out the purposes of code-switching most used by secondary school teachers.
2. To find out the most significant advantage of code-switching for students in secondary schools.

1.4   The Significance of the Research

After conducting the research, the researcher hopes that this research can help for learning English. This research has two advantages in this research as follows:

1.4.1   Theoretically

This study describes the purposes of code-switching most used by the teacher and the most significant advantages of code-switching for students in secondary school. This study's results are expected to provide a deeper understanding of the purpose and advantage of code-switching and become a helpful and valuable reference to the following research.

1.4.2   Practically

1. For the researchers, it can add insight and direct experience on properly using code-switching in the classroom.

2. For the teachers, it can add insight more about code-switching and to know the purposes of code-switching most used and the most significant advantages of code-switching for students in the learning process in class. Thus, the learning process becomes more enjoyable.

3. For the students, it can add insight about the most significant advantages of code-switching for students in the learning process in class which students are not aware of. Thus, the students know the cause of learning process becomes more enjoyable.

1.5 Definition of Key Terms

The researcher wants to clarify and explain the terms of the title to make obvious meaning. They are the following:

1.5.1 Code-Switching

Using different languages or dialects in communication is called "code-switching" in linguistics. Code-switching is a method of speaking two or more foreign languages simultaneously. Utilizing alternating two or more languages, dialects of a language, or even styles of speech is known as "code-switching." To make the interlocutor understand them, bilingual speakers sometimes exceed help conversing with other bilinguals. As a result, people switch from one excessive language to another when constructing sentences. People may do it repeatedly and sometimes with the same language background.

Code-switching is a technique that students learning a foreign language in a classroom can use to improve their English language abilities. The teacher explains the topic in the target language before returning to Indonesian to ensure the students understand at the beginning of the class. While trying to speak as much in the target language as possible, the student occasionally switches to their native tongue to complete sentences.

1.5.2   Secondary School

An establishment providing a secondary education beyond primary school is known as a secondary or high school in Indonesia. Most nations need students to complete secondary education to prepare students for higher education in the future.

The typical secondary school student is 13 years old and will finish their secondary education at 17 or 18 before beginning their pre-university studies. The terms that describe Indonesia's secondary education include lower secondary and general upper secondary education. The average lower-secondary program lasts three years, so students begin in 7th grade and graduate in 9th grade.

1.5.3   The Purpose of Code-Switching

The purpose of code-switching is the goal to be achieved by speakers with their utterances. The researcher uses the word purpose because the synonym of the word function is purpose. Thus, the researcher defines purpose as function. The researcher concludes that the purpose of code-switching in this study is similar to the purpose of language. A speaker does code-switch to achieve a particular purpose. For example, a speaker intends to express attitudes toward the interlocutor, influence the interlocutor, establish relationships with the interlocutor, and so on.

1.5.4   The Advantage of Code-Switching

The advantage of code-switching is the benefit that speakers get with their speech. From the above understanding, it can be said that the advantage obtained will certainly cause changes to a specific function in an institution. The researcher uses the word advantage as a substitute for the word benefit because the synonym for benefit is an advantage. A speaker uses code-switching to get certain advantages. For example, a speaker uses code-switching in a conversation in class; they use it to gain advantages to improve their speaking skills.

1.6   The Limitation of the Research

Based on the background that underlies development research, so that this research is more directed and focused on the expected goals and targets, the researcher focuses on the limitations of this development research as follows.

1. Researchers examine the purposes of code-switching most used by the teacher at MTs Yaspira Ngambon.
2. Researchers examine the most significant advantages of code-switching for students at MTs Yaspira Ngambon.