

CHAPTER I INTRODUCTION

A. Background of the Research

Code-switching is the mechanism through which a speaker transitions from one language to another while speaking. This occurs whenever a bilingual or multilingual speaker transitions from one language to another within the same conversation. It may also happen inside the same speech, such as using two languages or linguistic varieties in the same utterance, within another utterance, or throughout the same dialog Green,(2018).

We can find code-switching anywhere, in the community environment, as well as in non-formal or formal education, including in learning foreign languages, especially English. This phenomenon is found in a university in the Central Java region. Muria Kudus University is a university in Central Java. One of the study programs at Muria Kudus University is the English Education Department.

As one of the EFL students at Muria Kudus University, the researcher found that using entirely English in the classroom can confuse students in understanding the material. Indonesian students in the English department are often passive English speakers, so it takes more time to slowly translate the lecturer's words into Indonesian and then to be able to understand the meaning of the material. It is possible. Therefore, changing the language between her native language and English as lingua franca in the classroom becomes one of the solutions when the lecturer provides English teaching materials in her EFL classroom. For example when the lecturer opens the class “Before we start our class, who is absent today? Ada yang tidak berangkat?” the sentence called code-switching because the lecturer inserted the phrase “Before we start our class, who is absent today?” in one language and then switches to another language “ada yang tidak berangkat?”.

This research needs to be done to find out the types of code-switching used by lecturers in the learning process. The use of code-switching in the

classroom may have an impact on learning outcomes. Therefore, this research aims to find out the types of code-switching used by lecturers as well as to find out why lecturers use code-switching in class.

Previous researchers have explored and investigated the type of code-switching and its functions in various language contexts Fachriyah, (2017) discovered that Code-switching serves several functions that are said in the learning process in lessons. The key issue for code-switching in worldwide world-class studies, according to Muthusamy et al., (2020), is a lack of competency in a sixth language. Other considerations addressed include the absence of English elements, the ease with which one may communicate in one's language, pragmatic reasons while speaking, providing fascinating information, coping with difficulties, and keeping privacy with one another. Nurhamidah, (2018) code-switching study documented and exhibited that code-switching helps students and teachers to communicate in the classroom. They also explain that code-switching in the classroom is very beneficial.

However, much earlier research on code-switching in classrooms focused on functional concerns, reasons for code-switching, and teacher and student views on code-switching. My research focused on the lecturer using Code-Switching in the speaking classroom.

As a result, the goal of this research is to determine the different types and reasons for code-switching conducted by a lecturer in a Survival Speaking class at EED UMK.

B. Statement of the Research

Based on the background of the research above, the statement of the problem can be formulated as follow:

1. What types of Code-switching does the lecturer use in Survival Speaking class?
2. Why does the lecturer use Code-Switching in Survival Speaking class?

C. Objective of the Research

Based on the above-mentioned issue descriptions, this research seeks to:

1. To find the types of Code-Switching the lecturer used in the Survival Speaking class
2. To know the reason why the lecturer used Code-Switching while teaching.

D. Significances of the Research

The researcher expects that by performing this research, the researcher will get practical and theoretical advantages. In theory, this research will be utilized as a reference for future researchers who would do similar research about code-switching in the Survival Speaking class. In practice, I hope that this study will enlighten lecturers and lecturers about the many forms and uses of code-switching that lectures use in Speaking class lessons.

E. Scope of the Research

The focus of the research is on exploring types of code-switching in Survival Speaking and why the lecturer uses code-switching in the classroom. This research participant is the lecturer of the Survival Speaking class English Education at Muria Kudus University.

F. Operational Definition

1. Code-switching is defined as an unavoidable consequence of bilingualism, as anyone who speaks more than one language has the option of using them depending on the situation.
2. Classroom interaction is the process of students and teachers being involved in learning activities, such as writing, reading discussing, or solving problems in a class.

Lecturer EED UMK is a person who teaches student English courses at Muria Kudus University.