

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents the background of the research, statements of the problem, objectives of the research, significances of the research, scopes of the research, and operational definitions.

#### **1.1 Background of the Research**

Code-switching is a common phenomenon in multilingual countries and also occurs in social contexts. Code switching conveys information about the identities of different speakers, and in a bilingual country, people in society always use code switching in their conversations (Mauliddiyah et al., 2020). Examples of code-switching in social contexts are the use of code-switching in Facebook social media and the use of code-switching as normal, intuitive verbal communication. In the social context, Facebook social media user status and active conversations of his users (Tasnim, 2018).

Apart from being in a social context, code switching also occurs in a class context. Instead, code is never separate from language and class communication. Language plays an important role in communication. Through language, a person can express his feelings and thoughts. Language is also used as a means of communication between countries in the world (Galuh Tantr et al., 2023). The existence of code switching in class activities can increase students' courage in class, especially when they do not want or have difficulty using English in communicating. Most live in bilingual communities. This greatly affects our ability to communicate our thoughts, feelings and ideas with those around us. In fact, Indonesians switch from Indonesian to other languages. In class conditions, students and teachers exchange words, phrases, sentences or expressions in English, Indonesian and other languages in their conversations (Mauliddiyah et al., 2020).

In the world of education, teachers have a full contribution to achieving goals in English. Students learn English through their teacher's statements and resources. English teachers instruct and encourage students to use English in

their daily conversations (Siddiq et al., 2020). The researcher chose SMA N 1 Mejobo Kudus as an object in the study. According to the informal interview with the teacher, the English teacher at SMA N 1 Mejobo Kudus used a code-switching approach when teaching English to his students. If the teacher didn't use code-switching, the students were mostly silent during class. By using code switching in the classroom, teachers can reduce and avoid student misunderstandings when accepting materials.

Several research related to this research are research conducted by Agung & Purnama (2020) regarding Code-switching in Teaching English Subject for EFL Students. This research discusses the types and function of code switching in the learning process. The second previous research by Murtiningsih et al., (2022) was about Code-Switching in EFL Classrooms: Factors Influencing Teachers to Use Code-Switching and its Types Used in the Classrooms. From this research, three different forms of code-switching were seen being employed in EFL teachers' classrooms. The results show that teachers employed inter-sentential switching more frequently than other CS types.

The third previous researcher by Puspawati (2018) was about Teachers' Use of Code Switching in EFL Classroom and its Functions. From this research, it is stated that the function of teachers' CS included knowledge construction and transmission, classroom management, and developing relationships with the students. The teachers have made thoughtful choices regarding their pedagogy, particularly with the use of CS as a teaching strategy to aid in students' learning. Both studies have the same problem as this study, but do not describe the form of code switching. Therefore, researcher would like to know the form of code switching is used in learning English.

In this study, researcher is interested in investigating the use of code switching by language phenomena in schools. In this phenomenon, students who are not good at English try to use code-switching for communication between English and Indonesian while learning English in class. When learning is done with the teacher using full English, students have a harder time

understanding what the teacher is explaining. Teachers therefore use switch languages in the teaching and learning process so that students can understand what is being conveyed by the teacher. The researcher chose SMA N 1 Mejobo Kudus to study because the researcher saw the use of code switching in the learning process. Based on several facts and previous research on teaching English, the writer is interested in knowing the forms of code use by teachers in learning English and what their functions are.

## **1.2 Statement of the Problem**

1. What are the forms of code switching used by teacher in the English learning process at the tenth grade of SMA N 1 Mejobo Kudus?
2. What are the functions of code switching used by teacher in the English learning process at the tenth grade of SMA N 1 Mejobo Kudus?

## **1.3 Objective of the Research**

1. To find the forms of code switching used by teacher in the English learning process.
2. To analyze the functions of code switching used by teacher in the English learning process.

## **1.4 Significance of the Research**

The researcher expected that this research will be beneficial in theoretically and practically.

### **1. Theoretically**

The researcher expected that the result of this research can provide information and become a reference for future researcher who want to research code switching in the EFL classroom.

### **2. Practically**

The result of this research hoped can be useful for the readers and will increase teachers and students' insight into the use of code switching in

the EFL classroom, so that the teachers can consider the use of code switching in their English classrooms.

### **1.5 Scopes of the Research**

The researcher only focused on the discussion of code switching used by teachers in the EFL classroom of the 10th grade of SMA N 1 Mejobo Kudus in the academic year of 2023/2024. Researcher focus only on teacher code-switching seen during classroom teaching and learning processes. In this research, researcher use one class for one meeting at X-6 periode 21<sup>th</sup> August 2024.

### **1.6 Operational Definition**

In this research there are some operational definitions. The operational definition of the research is as follows:

1. Code switching is changing one language to another language in a conversation to help the teacher communicate with students.
2. English teacher is a teacher that teaches English lessons at 10<sup>th</sup> grade SMA N 1 Mejobo Kudus in the academic year of 2023/2024.
3. Teaching and learning process is the process of delivering knowledge to students of SMA N 1 Mejobo Kudus.