

CHAPTER I

INTRODUCTION

This chapter discusses on the background of the study, problem statement, purpose of the study, scope and limitation of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Using two or more languages is called code switching. The most common situation is between the mother tongue and English as international language. Mujiono (2013) stated that code switching is used by the teacher to build better relationship with the students. The teacher can begin the lesson in one language, and then switch into another language. It makes students listen and comprehend about both languages easily.

In the EFL instruction, the use of code switching occurs when the students cannot understand what they are talking about. The teachers often have difficulties to teach English as a foreign language because the students are facing problems in using English language especially in speaking. Therefore, the teachers switch language into their national language to make them understand about the subject. Mujino (2013) underlined that code switching situation is considered as a way to avoid gap in communication as a result from lack of fluency in target language. In this case the true meaning of target language is repeated by the students or the teacher in native language in order to try delivering the message of the target language.

Many researchers argued that code switching can be a useful instrument to help the teachers in EFL learning process (Pei-shi, 2010). Bista (2010) stated that code switching is accepted in the class and may increase the skill in the language that they want to learn. The use of code switching is to give a better English understanding when they do not understand about the meaning of a word or phrase. In another word, code switching is switching from one language into another language can establish the EFL classroom communication. Magid & Mugaddam (2013) explained that the code switching has been criticized for the usage by many literatures although the use of code switching cannot be avoided by the teachers. The teachers tend to use code switching in explaining the meaning of difficult words, giving more interpretations, delivering the topic, explaining about grammatical rules, organizing the classroom, and having interactions with the students.

Furthermore, code switching can help both of teacher and students to transfer their knowledge. Jogede (2012) explained that using one language maybe useful for helping to understand, but using both languages may create a new idea, students' behavior, new thinking, and new adaptation for them. The usage of code switching in the classroom makes the students and the teacher increase their ability to transfer the information each others. The result is that the students feel comfortable during the class and make a better score (Jamshidi & Navehebrahim, 2013).

Fachriyah (2017) stated that code switching of teacher has three kinds of function, that are topic switch, affective function, and repetitive function. Topic switching means that the teachers switch their language according to topic that

they are taught. In affective function, the code switching is used to build relationship between the teacher and the students. In repetitive function, the teachers use the code switching to clarify the meaning of a word for better comprehension.

Code switching can be applied as strategies in teaching to support the teaching method that the teachers use during the classroom. It is really appropriate to use code switching for the learners that have a low ability in studying English to help them achieve better ability and achievement (Ahmad, 2009).

Like other countries, code switching between English and National language (Indonesian) also happened in Indonesia where English has been taught as foreign language. In English as a Foreign Language instruction, the code speaking is used as the communication of both teachers and students. It happens because of some reasons. First, they do not know how to express their idea in English. As the result they use their national language that is Indonesia. Second, the students do not know about the idea of the teacher. So, the teacher here needs to switch the language to make the students get her or his idea. As the result, the teacher repeats the idea by switching into another language.

Code Switching is important for the teacher to be used. Gulzar (2010) highly recommended for the teacher to use code switching. He claimed that code switching can fulfill the need of the students in learning language. Both of the teacher and students can establish the topic suitable for the target language learning need. Ahmad (2009) stated that in language classroom, teacher use code switching to provide the students the opportunities to communicate and increase the students' understanding. Also, code switching helps the teacher to explain to

the learners and did not spend too much time to search for the simple words to clarify the students' confusedness.

As a tool to help the teachers apply their method to teach their students, it needs the right procedure how to use code switching. What the right procedures to make code switching becomes the good choice to help the teachers are needed to be explored, because the good procedures will make the code switching becomes the good tool for the teachers in teaching process. So, it is interesting for the researcher to conduct an observation about the procedures to use code switching in the EFL classroom interactions in Junior High School level.

The researcher chooses MTsN Gresik to conduct the study. MTsN Gresik is the only one States of Islamic Junior High School in Gresik and has many achievements both in academic and non academic. The school also uses K13 curriculum that used in English teaching and learning process. In K13, it has been arranged various types of text that can improve attitudes, knowledge, and skills of students in communicating using English. Also there are many opportunities for the students and the teacher to build interactions in the class (Zulyetti, 2015). That is why, it is a good opportunity to take a study about code switching in the K13 curriculum. Based on the background explanation above, the researcher decided to conduct a study entitled "The Analysis of Procedure to Use Code Switching in EFL Classroom Interaction at MTsN Gresik"

1.2 Problem Statement

According to the situation which teachers usually use code switching in speaking instruction classroom, the problem of the research is formulated into this following question:

- How is the procedure to use Code Switching in EFL teaching and learning process at MTsN Gresik?

1.3 Purpose of the Study

According to the problem statement, this study is aimed to analyze the way teacher uses code-switching in classroom. This study tries to explain about:

- The procedure to use Code Switching in EFL teaching and learning process at MTsN Gresik

1.4 Scope and Limitation of the Study

There are many topics that can be used in talking about code switching such as the factions of code switching, the reasons of teachers to use code switching, the teachers' perceptions about speaking, the students' perceptions about code switching, the use of code switching in classroom and the others. This study is focusing on the usage of code switching in English Speaking as foreign language instruction class especially to know the procedures to use code switching as the tool to help the teachers in the EFL classroom interaction especially in the Junior High School level. This study will be conducted in MTsN Gresik where its students and the teacher will become the subject of this study.

1.5 Significance of the Study

The study is expected to provide meaningful benefit in many aspects.

There are two kinds of significance of the study:

1. Theoretical significance

The researcher hopes that this study gives a contribution for the theory of code switching as the instrument to help teachers especially for the theory of how code switching is used by teacher in EFL classroom interactions.

2. Practical significance

The researcher hopes that this study can provide the model of code switching that can be practiced by the teachers in the EFL classroom interaction during teaching and learning process.

1.6 Definition of Key Terms

Code Switching is using two or more languages. Usually the languages that are used is the language that is most used in the country. In Indonesia itself the most used language is Indonesian as the National language and English as International language, but sometimes it is added by regional language as the first language of some Indonesia people.

First language or some people know as native language or mother tongue is the language that a person has learned since they were born. In some countries, the term first language is different with the native language or mother tongue, native language or mother tongue refers to the language of the ethnic group that they belong to.

Code switching procedure is the way how the teachers use code switching as the strategy to help them and support the method that they use in teaching learning process.

EFL also known by English as a Foreign Language is a traditional term for the use or study of the English language by non-native speakers in a country where English is not used as local communication medium generally.