

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

The goal of English teaching is to help students master the language, enabling effective communication with diverse communities and creating opportunities for international relationships, scholarships, competitions, and business ventures.<sup>1</sup> Fun and engaging teaching methods can boost students' interest in learning English, considered a universal and relatively simple language. However, teachers face challenges, including motivating students who initially dislike English and addressing their limited vocabulary, which hinders comprehension and application in daily life.<sup>2</sup> To overcome these issues, teachers must create enjoyable and supportive learning environments. While various teaching methods spark interest, not all students grasp them effectively, highlighting the teacher's critical role in adapting methods to meet students' needs and goals.<sup>3</sup>

To enhance students' understanding, teachers may implement some strategies for teaching. One of them is code-switching used by teachers in the classroom. It is uncommon for teachers to do code-switch in their teaching to make their students understand the lesson.<sup>4</sup> Many students more understand about lesson because the teacher switches the language from English to Indonesian. When the teacher does that, the students would intentionally switch speaking from English to Indonesian. To help students fully understand and retain what they are saying, teachers frequently switch

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<sup>1</sup> Nauril Asna, Et Al, *The Impact Of English Language Training Intensity On Students Succes In Obtaining Study Abroad Scholarship*, Conference On English Language Teaching, (2024) Vol.4, P. 391

<sup>2</sup> Tegar Muhammad, Et Al, *The Use Of Silent Way Through Digital Flashcards: Benefit And Challenges*, Journal Of English Language Teaching In Indonesia, (2024), Vol. 12, No. 1

<sup>3</sup> Sayed Afzal, *Teaching And Learning Process To Enhance Teaching Effectiveness*, *International Journal Of Humanities And Innovation*, (2021), Vol.4, No.1, P.1-4

<sup>4</sup> Narayana Lachmy, *Code-Switching As A Teaching And Learning Strategy In Esl Classrooms*, *International Journal Of Humanities, Philosophy And Language*, (2024) Vol. 7, P.1-21

between English and Indonesian. This way is used by teachers to explain the material and to communicate with the students.<sup>5</sup>

However, many of them feel that the teacher's code-switching has not provided good feedback in the learning process. For ESL learner, learning English while still using their language would not give good feedback in improving English. It is because there is no progress in learning English if they still use their daily language. Thus, may be a consideration to the teacher before they teach their students. The use of L1 in classroom context is still considered challenging and expected to use less to avoid such mixing of languages. Regarding to use of L1 one should be aware of what view is being held onto.<sup>6</sup>

Code-switching has become a common thing in learning, many teachers feel that they need code-switching in learning and some of them do not need it. Teachers who feel that code-switching is important would explain English according to the children's mother tongue. Meanwhile, teachers who feel that code-switching has not provided good feedback during learning would not do the code-switching. Teaching in one language only is not beneficial, teaching in both languages is desirable and easier to understand, mixing both languages does not weaken each other, and code-switching assists in higher grades.<sup>7</sup>

According to Lai et al, code-switching can be a useful tool in assisting the English language teaching and learning process and the opportunity for language development because code-switching allows the effective transfer of information from the senders to the receive. Especially for lower-level students, switching languages can make them more

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<sup>5</sup>Husni Hanifatul, *Code-switching Used By Indonesian EFL Teachers In Upper Secondary School*, Journal Of English Language Teaching, (2023) Vol.12, No.2, P 547-569, [Http://Ejournal.Unp.Ac.Id/Index.Php/Jelt](http://Ejournal.Unp.Ac.Id/Index.Php/Jelt)

<sup>6</sup> Nurhamidah, *Code-Switching In EFL Classroom: Is It Good Or Bad?* Journal Of English Education, (2018) Vol.3, No.2 P.79 [Http://Dx.Doi.Org/10.31327/Jee.V3i2.861](http://Dx.Doi.Org/10.31327/Jee.V3i2.861)

<sup>7</sup> Terogo Jay, *Perceptions Of Pre-Service Teachers On Code-Switching In Bahasa Indonesia To English Or Cebuano To English*, Journal Of The Normal Lights, Vol.17, No.2 (2023)

understand about what teachers explain so they can express in the first language.<sup>8</sup>

Here are some reasons that code-switching is not appropriate for use as a teaching method, First, code-switching should be prohibited because foreign language or foreign language teaching often aims to maximize teacher input and learner output which is considered essential for language acquisition purposes. Secondly, avoiding code-switching means eliminating negative transfer and ensuring the culmination of comprehensible input in addition to negotiating meaning. Thirdly, avoiding code-switching means rejecting outdated methods such as the grammar translation method.<sup>9</sup> In this approach, the mother tongue is prioritized and the target language is marginalized, resulting in learners being underqualified and unable to communicate in the target language.

On the other hand, participants who oppose the use of code-switching in classroom language learning and teaching consider that it is mother tongue interference that obstructs the learning environment. In the case of regular code-switching by the teacher, the students become less interested in listening to the target language and gain low proficiency.<sup>10</sup> Linguistic interaction in the classroom began to be prioritized in this research, and code-switching in the classroom began to gain importance in language courses. Debates and arguments continue to this day as to whether code-switching is a useful tool in second/foreign language learning. Language teachers and policymakers who advocate code-switching in EFL classrooms see it as contributing to ensuring the continuity of discourse it serves as a tool to convey meaning and serve the purpose of communication.<sup>11</sup>

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<sup>8</sup> Hisham Badrul Et Al, *Teachers' Code-Switching In Classroom Instructions For Low English Proficient Learners*, English Language Teaching, Vol 2, No 2, June 2009, P: 50

<sup>9</sup> Fauzi Iwan, *Code-Switching In Efl Classroom Settings: A Review From Teachers' And Students' Outlook*, Journal Of English Teaching And Learning Issues, Vol: 6, P: 107 (2023)

<sup>10</sup> Hussein Riyad F, "Teachers And Students Code-Switching: The Inevitable Evil In Efl Classrooms" International Journal Of Learning, Teaching And Educational Research, Vol: 19, No. 2 (February 2020). 60-78. <https://doi.org/10.26803/ijlter.19.2.5>

<sup>11</sup> Fauzi Iwan, *Code-Switching In Efl Classroom Settings*, Journal Of English Teaching And Learning Issues, (2023), Vol.6 (2), P.107

From another perspective of a teacher, code-switching can serve as a link between learner and teacher. About what they know and vice versa. The good implementation of code-switching can have a good effect. Some of the functions of code-switching are giving an L1 equivalent, translating into L1, and dealing with a lack of response in the L2.<sup>12</sup> This is based on the teacher in the learning process, If the teacher can guarantee that the use of code-switching can give good results during learning, then this can be a benchmark when students understand what the teacher is explaining.

Many research studies have focused on the question of how much code-switching occurs in the classroom based on different methodological aspects such as level, purposes, and needs, and some linguistic aspects such as discourse functions, perceptions of the code-switchers, pedagogical aspects, and so on.<sup>13</sup> Teachers realized that the content of the teaching material was quite hard for them to understand yet the problem had to be solved. Whether code-switching brought future impact, teachers still appreciated the use of Indonesian in EFL classrooms was necessary.

The teacher was aware that students were lack of vocabulary size and for additional the content of the material was hard for them to understand so the option was to do code-switching instead of sticking to only English commands. Teachers would prefer to build a robust class by maintaining and controlling student's behavior.<sup>14</sup>

From this explanation, it can be concluded that code-switching does not always have a bad or good impact. It all depends on the teacher. How the teacher teaches and explains with good English or switches with other languages. The most important thing is how to still make students

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<sup>12</sup> Horasan Secil, "Code-Switching In Efl Classrooms And Perceptions Of The Students And Teachers", Journal Of Language And Linguistic Studies, Vol: 10, No. 1, (2014). 31-45. Wwww.Jls.Org

<sup>13</sup> Kumar Tribuwan, Et Al, *Effectiveness Of Code-Switching In Language Classroom*, Pegem Journal Of Education And Instruction, (2021) Vol.11, No. 4 P: 4; Hazaymeh Wafa', *Teacher's Perceptions Of Code-Switching Functions And Effects In English As A Foreign Language Classroom*, European Journal Of Educational Research, (2022) Vol. 11, 3 P: 1-3; Fitriani Putri, Et Al, *Exploring Pre-Service Teacher's Cod- Switching Practice In Efl Classroom*, Professional Journal Of English Education, (2023) Vol. 6, No.6, P: 3

<sup>14</sup> Nurhamidah Et Al, *Code-Switching In Efl Classroom: Is It Good Or Bad*, Journal Of English Education, Vol.3, No. 2, (December 2018)

understand English and improve it in their daily lives. The previous study may not address how code-switching impacts students' English language acquisition. Since no previous studies have addressed this gap, the researcher would fit it through this study. According to Vygotsky, this theory emphasizes the role of social interaction in learning. Code-switching by teachers can act as a scaffolding tool, helping students bridge the gap between their current understanding and the target language proficiency.<sup>15</sup> Thus, this study aims to analyze the types, functions, and how code-switching impacts students' English language acquisition.

### **B. Statement of the Problem**

As stated in the background of the study, the researcher would like to analyze how code-switching is used by Indonesian pre-service teachers. Therefore, this research aims to answer the following question:

1. What are the types of code-switching used by Pre- Service teacher in teaching English of ITTC Darussalam Gontor For Girls Campus 3?
2. What are the functions of code-switching used by Pre- Service teacher in teaching English of ITTC Darussalam Gontor For Girls Campus 3?
3. How does code-switching impact students' language acquisition for student in ITTC Darussalam Gontor For Girls Campus 3?

### **C. Purposes of the Study**

1. To analyze what type of code-switching is used by Pre-service teacher in ITTC Darussalam Gontor For Girls Campus 3
2. To analyze what functions of code-switching used by Pre- Service teacher in teaching English of ITTC Darussalam Gontor For Girls Campus 3
3. To know how code-switching impact students' language acquisition for student in ITTC Darussalam Gontor For Girls Campus 3

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<sup>15</sup> Vygotsky, *L.S, Mind In Society: The Development Of Higher Psychological Processes*. Harvard University Press (1978)

#### **D. Significance of the Study**

Considering the proposed research, this section describes some expected significances. This research is supposed to be beneficial for the readers, the English Language Education Department, English language teachers, and the students. Each would be revealed below.

1. To the readers, the result of this research is expected to be a reference for conducting other related research in code-switching while teaching-learning.
2. To the English Language Education Department, the result of this research is expected to encourage other students of English Language Education to conduct similar research with a different focus.
3. To the English teachers, this research is expected to give additional knowledge and experience on how to improve the student's English skills using code-switching to ensure students' understanding.
4. For the students, it may be a positive effort to improve their speaking skills and can enrich their vocabularies in English.

#### **E. Scope and Limitations**

The researcher conducts qualitative research and focuses on Indonesian Pre-service teacher in ITTC Darussalam Gontor For Girls Campus 3 and would analyze the use of code-switching by Indonesian Pre-service teacher in Teaching English by examining the types and functions of code-switching and how code-switching impact toward students' English acquisition. The participants are limited to one of teacher in ITTC Darussalam Gontor For Girls Campus 3 and students of class 4N in teaching English Lesson. This study would be focused on teacher utterances while teaching-learning. It switches language from English to Indonesian, English to Arabic, or vice versa.

#### **F. Systematical Writing**

The first chapter discusses some information to find the basic concept of this research. It explains the background of the study, the statement of the problem, the research objectives, the significance of the study, and the scope and limitations of the study.



Following the basic information in Chapter I, the second chapter discusses some review of related literature. The discussion is all about sociolinguistics, code-switching, pre-service teacher, and speaking skills.

Following the information on the review of related literature in Chapter II, the third chapter describes the research design, techniques of data collection, techniques of data analysis, validation and triangulation.

The fourth chapter discusses data presentation, analysis of data, and discussion about the result of the research. The last chapter concludes the conclusion of the research and the suggestion.

