CHAPTER I

INTRODUCTION

In this chapter I the researcher present of background of the study, statement of the problems, objectives of the study, significances of the study, scope and limitation of the study and definition of key term.

A. Background of the Study

Multilingualism is a phenomenon which people use some languages in a society. It means that multilingualism describes a speaker who speaks more than two languages, for example some Javanese people speak Javanese language as a mother tongue, Indonesia language as a National language and English as other language. According to Chumbow (2018) found an advantages in multilingualism, they appraise empirical evidence of advantages to individuals with respect to cognitive development, aging complications, linguistic awerness, communocative copetence, academic or educational perfomance, as well as sociocultural and economic benefits.

Kyeyune (2010) as cited in Suganda, et al (2018) says that language used by the teacher is the medium of instruction in the classroom in teaching. In the teaching and learning process, the choice of language as tool of instruction has a significant role. Suganda, et al (2018) also emphasize that a language of instruction is an enabling medium which supports the learning of content subjects. Based on these statements, the language is tool that very possible to use in teaching and learning for delivering knowledge and making easier learner to understand what is conveyed by the teacher in the process of teaching and learning. If learners do not understand the language used, they will have problems to develop educationally (Brock & Alidou, 2011).

Based on pre-observation study in SMA PGRI 1 Kota Mojokerto, in teaching English, the teacher still used second language (Indonesia) to make the students understand what is conveyed by the teacher. However, the teacher tends to used Indonesia and English as a medium of instruction in teaching English as a Foreign Language (EFL). Therefore, the researcher wants to explore the code-switching used in EFL classroom.

Several previous studies has proven that teachers has good reason and/or function when switching and mixing between the target language and the first language during the teaching and learning process. Yataganbaba, et. al (2015) in Suganda, et. al (2018) even claim that L1 used mainly results from lack of L2 proficiency in which the necessity of code switching is determined by the classroom condition because code switching may be considered as a useful strategy in classroom interaction. Conez (2009) argues that mother tongue or L1 as medium of instruction in schools were more linked to the child and its needs, the individual and the local context, factors such as concept formation, cultural identity. Moreover, the use of L1 and target language has been seen as complementary, depending on the characteristics and stages of the language learning process. In addition with regards to students-teacher relationship as part of a positive learning environment, code switching also helps foster a better relationship with the students (Moghadam, Samad, & Shahraki, 2012).

The code-switching practiced by English teachers occurs in an educational context. The distinctive characteristic of this context is that the Activities are designed to achieve educational objectives. Code switching in educational context is considered as one of the strategies to facilitate students to learn English more effectively (Brown, 2000; Harmer, 2007). In some cases,

however, speakers tend to be unaware or unintentional in practicing code switching (Holmes, 2001).

There are also some studies on code switching in Indonesia context having been done by some researchers. First, Tias (2016) did research on Code Switching Analysis On Mr. Bob English Course At Kampoeng Inggris Pare. Second research, Fatimah (2016) found out the reasons Why there is Code Switching in EFL Classroom. The third research, Cakrawati (2011) analysed Code Switching and Code Mixing in the Teenlit Canting Cantiq By Dian Nuranindya using Hoffman theory. Nurhamidah, et. al (2018) found out the perspective of both teacher and students towards code switching and functions it serve EFL classroom setting. Then, Suganda, et. al (2018) investigated the phenomena of code switching which refers to the use of English and Indonesia as a medium of Interaction used by the English as a Foreign Language (EFL) teachers in their classroom discourse.

From the phenomena above, the researcher is triggered to investigate the code-switching that still happens in EFL classroom in Indonesia context. The researcher tries to find the frequently languages used, code-switching are used and the reason of using code-switching in the second grade of senior high school at SMA PGRI 1 Kota Mojokerto. Hence, this research entitled "Teacher and Students Code Switching in EFL Classroom".

B. **Statement of the Problems**

1. What codes are frequently used in the process of English teaching and learning?

2. What code switching are used in the process of English teaching and learning?

3. Why code switching are occurred in the process of English teaching and learning?

C. Objectives of study

1. To describe what codes are frequently in the process of English teaching and learning

2. To describe what code switching are used in the process of English teaching and learning

3. To investigate why code switching are occurred in the process of English teaching and learning

D. Significances of the Study

Theoretically the theory and the results of this study can be references for teacher as consideration in using language as a medium of instruction in EFL classroom. For the other researchers, this study can also be references for the development of the further research.

Practically code switching can be as a useful strategy in classroom interaction to make the meaning more clear when transferring knowledge that the teacher should consider. The teacher can use codes-switching as medium in EFL classroom to have a successful communication in teaching English when the students finds difficulty in using full English.

E. Scope and limitation of the Study

In this study, the researcher focuses on teacher and learners code switching in EFL classroom. It is also limited to second grade that there are 19 students of SMA PGRI 1 Kota Mojokerto.

F. Definition of Key Terms

1. Multilingualism

Multilingualism is phenomenon people use many languages by individual or society, it means people use more than two or more language. Multilingualism is the term to describe phenomenon use more language by society, group, individual or community

2. Code switching

Code Switching is a phenomenon in a bilingual society as a result of language choice depends on the situation and context which is the speaker change in other language natural to clearly or gives meaning when they speak.

3. EFL Classroom

EFL Classroom (English as A Foreign Language) refers to the educational situation of teaching/learning English as a second language where in the classroom teacher and student use foreign language in each learning process.