

CHAPTER 1

INTRODUCTION

This chapter highlights the points of introduction of this research. It comprises the background, formulation of the problem, operational definitions, aim of the research and uses of the research.

1.1 Background

Communication is an important and inseparable part of human life activities (Putra & Yastanti, 2018). Most of the time that humans have is used to communicate. Therefore, the quality of human life is largely determined by how the individual communicates with others. In educational, communication also has an important role to build interactions and conveying educational messages in effective ways (Khan et al, 2017). As a basic skill of teaching, a teacher needs to adopt communication skills that motivate students towards their learning process according to students' abilities especially in learning language (Bee, 2012). Indonesian students, for example, often face many obstacles and difficulties in learning English since English in Indonesia is a foreign language and they still lack of vocabulary which causes two-way communication not to take place effectively. Therefore, in order to deliver the message or material in clear and understandable way, English teacher in Indonesia uses code-switching as a strategy for communicating in teaching English in EFL class.

Classroom code-switching can be used as a tool for classroom management that is a powerful approach to executing commands, especially in emphasizing key terms. Code-switching is generally defined as a shift from one language to another by a speaker during speech (Suganda et al., 2018). It happens when bilingual speakers transition from one language to another in the same conversation, sometimes even within the same utterances, involving the alternate use of two languages or linguistic varieties within the same utterance or conversation. Nowadays, there are so many people who have capability to use more than one language namely their native language, national language, and

foreign language. In the process of teaching English, the teacher could use the first language (L1) other than the target language (L2) in delivering the lesson to help students comprehend the material (Mujiono, 2016). L1 is a speaker's first language. The term L1 refers to a person's native language or mother tongue. It can be concluded that the first language is the language first acquired or studied by humans when speaking (Devianty, 2018). First language is the one that grows up with a person who tend to speak that language for a long time and s/he understand and also speaks with that language. Thus, people can have multiple first language, it can be regional language and national language. In formal situations, such as at school, work, or during conferences, Indonesian people generally use their national language to connect with their fellow citizens. The term L2 refers to a second language or a foreign language that's being studied. In addition, English is the world's most popular second language choice to be studied.

Teaching English at the high school students in Indonesia sometimes can be difficult. They have learned about English lesson from elementary school, but some students still have low understanding of English lesson. It is commonly understood that learning English is perceived as difficult for most Indonesian learners. The fact that English is distinctive for Indonesian in terms of vocabulary, pronunciation, tenses, grammar, syntax, and meaning is one of the causes of this (Sholihah, 2014). The same issue occurred in one of the high schools in Tasikmalaya. A phenomenon was observed as a pre-observation by the researcher when carrying out a school based internship. When the teacher teaching English in class, the teacher found that students are difficult to follow the lesson. Most of the students can not respond well to the teacher using English, because they still lack mastery of vocabulary. As a consequence, two-way communication between teacher and students is not carried out properly. Besides that, some of them had problems in understanding the material delivered because they felt unfamiliar with English vocabulary. This become a challenge for English teacher to build an atmosphere that supports students to be able to understand English easily. Teacher

uses L1 to facilitate students' process of comprehension and to reduce any insecurities that may arise from their limited language proficiency.

The pros and cons regarding the use of code-switching in the learning process is a subject that needs to be studied further, because this issue is alive with serious pedagogical implications for the language teachers. In the process of students' understanding of English learning material through the use of code-switching in class, teachers' perceptions are needed to make improvements and consider the effectiveness of the learning process in class. It is supported by Kiarie (2016) that the teachers' perceptions on environmental education play a key role on how students learn, retain and apply the knowledge, attitudes and skills. In the context of using code-switching in teaching English for EFL learners, the teachers' perceptions is needed to obtain what the English teachers thought and felt about the use of code-switching in the classroom related to the effectiveness of teaching and learning English as a foreign language based on their experiences as an English teacher.

There are many researchers studied the use of code-switching in English learning process. Leonak (2018) determining teachers' beliefs and perceptions of code-switching in English of foreign language classroom. Besides Wiguna and Adriyanti (2022) investigated English teachers' perceptions and strategies towards the use of code-switching in teaching EFL. Dealing with the issues in the previous studies, to complete the previous study's findings, the researcher would like to reform the research about code-switching focuses on investigating teachers' perceptions of using code-switching as a communication strategy in the teaching and learning process.

1.2 Formulation of Problem

In this study the researcher addressed the following question, “What are the teachers’ perceptions of using code-switching as a communication strategy in the learning process?”

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follow:

- 1.3.1 Code-switching** : The switch from one language to another that occurs with each language used still has its autonomy, carried out consciously and for certain reasons.
- 1.3.2 Communication Strategy** : The way teachers do to fulfill the communication elements arranged in learning by building relationships and facilitating students to achieve educational targets.
- 1.3.3 Teachers’ Perceptions** : Teachers' viewpoint towards teaching in the classroom that involves inside and outside stimulants.
- 1.3.4 EFL Classroom** : A class of students is taught in a country where English is not the dominant language.

1.4 Aim of the Study

The research aims to give some useful information about teachers’ perceptions of using code-switching in teaching English.

1.5 Significances of the Study

1.5.1 Theoretical Use

This study will contribute to the concepts of the existing theories on perceptions towards the use of code-switching in teaching English.

1.5.2 Practical Use

This study will provide additional insight into code-switching for both learners and teachers and make them aware of the code-switching they use and listen to in their language.

1.5.3 Empirical Use

This study will provide empirical insights for the researcher into how teachers' perceptions on using code-switching in the learning process.