

CHAPTER I

INTRODUCTION

The section introduces the background of the study, the research questions, the purposes of the research, the significances of the research, research scope, the conceptual framework, and previous studies.

A. Background of the Study

Classroom interaction is a dynamic process involving exchanges between Teacher and students, which becomes a central issue in teaching and learning English in the era of communicative language teaching. Classroom interaction is a complex and multifaceted phenomenon that plays a crucial role in language development and cognitive growth (Yu, 2009). In classroom interaction, students are involved in learning. According to Wood (2009:3), classroom interaction fosters student involvement in the teaching and learning process, thereby stimulating their interest in communicating in the classroom. This involvement does not only occur with students because Teacher also actively participate in classroom interactions. As stated by Zhou X., & Zhou Y (2010:15), class interactions involve relationships between Teacher and students in the classroom and enable interactions between them to be created. Thus, class interaction covers all forms of interactions that occur during the learning and teaching process.

In classroom interaction, the teacher helps students understand the task or activity that will be carried out. Presentation of material allows Teacher to convey important information to students and explain concepts more deeply. Chilcoat (1989) explains that Teacher claim that they talk a lot because they want to clarify their teaching to students. In addition, when students make mistakes, Teacher provide corrections or feedback to help them improve their understanding and language skills. Teacher recognize the importance of written feedback in helping students improve (Gul, 2016). Teacher are important in managing these interactions to facilitate an effective learning process. Teacher are crucial in managing classroom interactions to facilitate effective learning (Karagianni, 2023). It means,

that the teacher plays an important role in controlling English classroom interaction.

Lack of vocabulary often becomes a big challenge for students to understand Teacher' English learning material. Research consistently shows that a lack of vocabulary can significantly hinder students' understanding of learning material (Foil, 2002). When students encounter unfamiliar words or phrases, this hinders their ability to understand the material presented fully. The problem of lack of vocabulary is an essential concern in language education, which can cause frustration and hinder the overall learning process (Breck, 1903). Therefore, one practical solution Teacher use to overcome this problem is code-switching.

Teacher can use strategies in classroom interaction, namely by using code switching. Code-switching is the process of changing from one code to another. Switching between these codes is something that often occurs in linguistically diverse societies. As defined by Nilep (2006), code-switching is selecting or altering linguistic elements to contextualize talk in interaction. Code-switching is a natural feature of bilingual and multilingual communication and a valuable pedagogical tool. In addition, English Teacher can strategically Implemented code-switching to facilitate understanding, scaffold learning, and encourage language diversity in the classroom. Fennema-Bloom (2010) states that code-switching has been identified as a valuable teaching method in education.

In the preliminary stage of this research, the researcher conducted observations in SMP Al Amanah and asked the Teacher. It was found that when the teacher was explaining during teaching grammar in the present continuous tense material and the student asked: “*Sir, Tie of neckwear itu apa yah artinya?*” The answer from the teacher: “*Oke, Tie of neckwear artinya itu mengikat dasi ya*”. Students sometimes do not know the meaning of the vocabulary written and spoken by the teacher and they may need difficulty understanding the subject material. From this problem, the teacher can use code-switching for the students to understand the material that the teacher explains. In other words, code-switching is also more important for high school juniors because they have limited vocabulary. It is a way to improve their comprehension of the material.

Previously, there has been a study discussing the Implemented of code-switching in learning in English classrooms. The first previous study, "An Analysis of Code Switching Used by an English Teacher in Teaching Process", was authored by Afifah et al. (2020). This research was conducted to understand the types and functions of code-switching Implemented by an English teacher. The second previous study, "Teacher' Codeswitching in EFL Classrooms: Functions and Motivations", was authored by Arega and Eyasu (2022). This study examined English language Teacher' codeswitching functions and the underlying reasons behind their practices. The third previous study was authored by Ulfah et al. (2021) and titled "The use of code-switching by English Teacher in the Foreign language classroom". This research aims to identify types of code-switching and know the functions and factors in the use of code-switching. The similarity of previous studies is that they all investigate the use of code-switching by English language Teacher in the context of English language classes. The difference lies in research place and focus in Listening of Analytical Exposition

Thus, this research highlights the critical role of english teacher's in the learning process, especially in Implemented code-switching strategies. The researcher will focus on understanding the types of code switching used by teacher's in EFL classroom, especially during listening classroom, and the contribution of the use code switching by teacher's on students.

B. Research Questions

Based on the background above, the research problems are formulated as follows:

1. How does the teacher's code-switching implementation in EFL listening classroom?
2. What types of the teacher's code-switching are used in the EFL listening classroom?
3. How does code-switching contribute to students in EFL listening classroom?

C. Research Purposes

Based on the background of the research above, the study is intended to:

1. To examine the teacher's implementation of code-switching in EFL listening classroom.
2. To identify the types of code-switching used by the teacher in EFL listening classroom.
3. To analyze the contribution of code-switching to students in EFL listening classroom.

D. Research Significances

In this research, there are theoretical and practical significance, as follows:

1. Theoretical Significance

This research seeks to deepen the understanding of code-switching practiced by English teachers, specifically the types of code-switching used and their functions during listening activities of Analytical Exposition. Additionally, it aims to explore the use of code-switching in relation to students' engagement and comprehension in the EFL listening classroom.

2. Practical Significance

- a. For Teacher: It is hoped that this research will remind English Teacher to use code-switching thoughtfully and wisely.
- b. For students: This research is expected to help students better understand the material taught through code-switching.

E. Research Scope

This research examines the use of code-switching in EFL listening classroom, specifically in the Analytical Exposition material at a vocational high school in Bandung. It focuses on how the teacher's implementation code-switching, the types used, and its contribution to students. The study was conducted through classroom observation and interview with one english teacher and three students.

F. Conceptual Framework

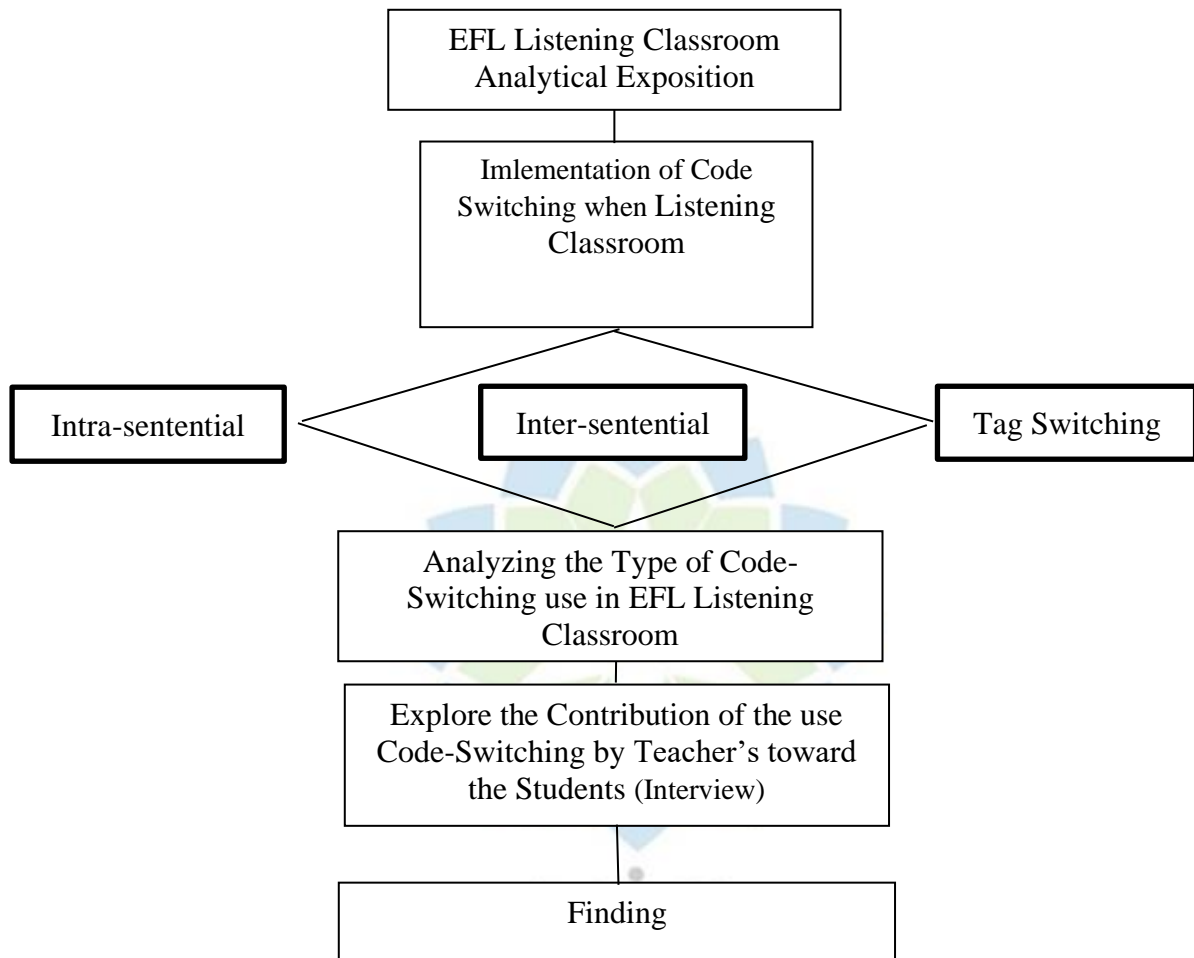


Figure 1.1 Conceptual Framework

Interaction is defined as an activity that causes a response or reaction or as a way for several people to communicate. According to Nasrudin and Ningtyas (2020), interaction is more than just an action followed by a reaction. Throughout the teaching and learning process, interactions occur in the classroom. In class, Teacher and students talk to each other in turns. Brown (1994) states that "interaction is a collaborative exchange of ideas or knowledge between a teacher and students, or between students and other students, that has a reciprocal effect on each other". Apart from that, Classroom interaction, as described by Dagarin (2004), is when a teacher and students interact in a setting where they may establish

interaction. Besides, a teacher's teaching style and classroom interaction are connected. Creemers and Kyriakides (2016) argue that a teacher's style significantly impacts classroom interaction. There is a link between a teacher's ability to engage pupils in classroom activity and the number of distinct teaching styles they employ.

Speaking, as a language skill, involves producing and understanding language orally in various communication contexts. Megawati (2016) highlights that individuals learning English frequently encounter difficulties in oral communication attributed to challenges with vocabulary, grammar, and anxiety. In language learning, using the code-switching method can be one of the strategies Teacher use to facilitate students' understanding of the material being taught. Songxaba (2017) highlights the use of code-switching as a teaching strategy. Using code-switching, Teacher can deliver material in English and students' mother tongues alternately according to student's needs and abilities. Ansar (2017) states that code-switching is a significant element in teaching-learning, particularly within bilingual communities. This allows students to understand better and be involved in the learning process. Thus, code-switching is an effective strategy in language learning, particularly for learners with low English proficiency (Ahmad, 2009).

Code-switching is using two or more languages or dialects in one conversation or communication situation. Martin (2005) states that code-switching, which entails the utilization of two or more languages within a dialogue, is a nuanced and purposeful linguistic selection. In this context, code-switching is a flexible communication strategy that allows individuals to adapt language use according to the context and audience involved. According to Offiong (2013), code-switching is a frequent phenomenon among bilingual individuals, characterized by the alternating utilization of two languages. Code-switching can occur consciously or unconsciously and can be used to achieve various goals, such as adapting to the audience, expressing cultural identity, or conveying specific nuances in communication.

There are three types of code-switching identified by Poplack (1980): inter-sentential, intra-sentential, and tag switching. First, there is inter-sentential code-

switching, where speakers switch between different sentences in conversation from one language to another. Then, there is intra-sentential code-switching, where speakers mix elements from two or more languages or dialects in one sentence. Furthermore, there is also a code-switching tag, where speakers use words or phrases from other languages as additions to sentences that are dominant in a particular language.

Mattson and Burenhult (1999) identify three main functions of code-switching in the classroom: topic switch, repetitive function, and affective function. Topic switch involves Teacher switching languages to introduce new topics or explain complex materials, making them more accessible to students. Repetitive function refers to the use of code-switching to repeat or emphasize information previously delivered in the target language, ensuring clearer comprehension by using a more familiar language. Affective function focuses on building an emotional connection between Teacher and students, such as offering encouragement, support, or creating a comfortable learning environment through the use of a familiar language. These functions highlight the role of code-switching as both a pedagogical and social tool in classroom interaction.

Using code-switching in teaching English significantly improves student understanding and facilitates the learning process effectively. Kumar (2012) emphasized the role of code-switching in English language teaching and stated that it can improve students' proficiency and understanding. Using code-switching, Teacher can provide additional clarification, context, and explanations that clarify the learning material. According to Moghadam (2012), code-switching is used to check to understand, ask for clarification, and socialize, and it can improve student understanding. Apart from that, code-switching also helps maintain student interest and involvement in learning. Alang (2018) considers code-switching beneficial because students feel more comfortable and relaxed, achieve better understanding, and increase achievement. Thus, code-switching is an essential tool for overcoming communication barriers and an effective strategy for improving the quality of English language teaching and learning.

G. Previous Study

The first previous study was conducted by Afifah et al. (2020), "An Analysis of Code Switching Used by an English Teacher in Teaching Process". This research was conducted to understand the types and functions of code-switching Implemented by an English teacher at MAN 1 Pidie. The approach used in this research is a qualitative method. Data was collected through direct and indirect observations of the English teaching process in the classroom. The research results show that Teacher use three types of code-switching in teaching: tag code-switching, inter-sentential code-switching, and intra-sentential code-switching. Regarding frequency, tag code-switching is the most frequently used type, while inter-sentential code-switching is the least common. Apart from that, researchers also found three functions of code-switching, namely changing topics, affective, and repetition. In this context, the topic change function tends to be more dominant than other functions, with the highest use percentage.

The second previous study, "Teacher' Codeswitching in EFL Classrooms: Functions and Motivations", was authored by Arega and Eyasu (2022). A qualitative case study was employed in this research. Three English Teacher from a secondary school in Ethiopia participated in the study, which utilized audio-assisted observations and field notes and stimulated recall interviews for data collection. The results revealed that Teacher employed code-switching for academic, managerial, and social functions, influenced by factors such as students limited English proficiency, Teacher' beliefs, and the types and natures of language skills. Overall, the research contributes to understanding the role and significance of code-switching in EFL classrooms and highlights the need for a nuanced approach to language instruction that considers students' linguistic abilities and instructional goals.

The third previous study, "The use of code-switching by English Teacher in foreign language classrooms" was conducted by Ulfah et al. (2021). This research applies a qualitative descriptive method involving six English Teacher as participants. Data was collected using three research tools: classroom observation,

recording equipment, and interviews. The research results identified three main types of code-switching: inter-sentential, intra-sentential, and tag-switching. Factors that encourage code-switching include rhetorical goals, differences in formality, quotations, and vocabulary limitations. In addition, specific factors in the classroom context, such as variations in students' English language skills, automatic or unconscious code-switching, and facilitating the exchange of ideas, were also identified. Code-switching functions include topic switching, affective expression, and repetition.

The Fourth previous study, "Teacher's code switching in EFL undergraduate classrooms in Libya: Functions and perceptions" was authored by Adriosh & Razi (2019). A qualitative Ethnographic approach was employed of this research. The participants include six EFL instructors and their students from three different universities in Libya. All the participating Teacher and 24 students were interviewed after the classroom observation. Data was collected by audio-recorded class sessions and interview. The finding of this research revealed that first language (L1), Arabic, was occasionally used by classroom participants for different pedagogical and social functions. Those functions are labeled as follows: Clarification, Repetition, Recapitulation, and Socialization. Both Teacher and students hold positive attitudes toward the use of the teacher's CS to tackle pedagogical and social issues.

The Fifth Previous study, "A comparative study of novice and experienced EFL Teacher' codeswitching in Chinese university EFL classroom" was authored by Wu et al (2020). In this study, a mixed-method approach was employed to investigate the attitudes of EFL Teacher and students towards using codeswitching in College English classrooms, as well as the disparities between novice and experienced Teacher in employing codeswitching in pedagogical activities. A total of 24 EFL Teacher and 243 undergraduate students participated in the quantitative research, while qualitative analysis involved four EFL Teacher. The findings revealed no significant difference in attitudes towards codeswitching between Teacher and students; however, a significant distinction was observed between novice and

experienced Teacher through MANOVA analysis. Qualitative analysis further illuminated differences in the utilization of codeswitching among novice and experienced Teacher in pedagogical activities. The study underscores the need to address challenges identified and provides recommendations for effective Implemented of codeswitching in EFL classrooms.

This present research has similarities with previous studies, namely the use of code-switching by English Teacher in the classroom. Like previous studies, this research also uses qualitative methods and collects data by observation, recording, and interviews. To fill the gap in the focus, this study will discuss code-switching, the types of code-switching used by Teacher in EFL Classroom Interactions, especially in Listening Classroom of Analytical Exposition, and the contribution of the use of code-switching by Teacher to students.

