

CHAPTER I

INTRODUCTION

This chapter elucidates the background of the study, the research question, the research objective, the research implications, the research scope, the conceptual framework, and the prior research conducted in this field.

A. Background

Teaching foreign languages in multilingual countries is a significant challenge for language teachers. Specifically, this is particularly relevant for the English teacher at the junior high school level, serving as an initial stage for students to receive lessons in English. When teaching an English class, students need to comprehend numerous elements of the English language with the intention to fulfill their language learning objectives. One of the components is Grammar. Hence, it is essential to provide students with appropriate strategies for teaching grammar in order to enhance their grammar skills Romdhani (2016). Haryanti, Mujiyanto, and Faridi (2018) stated that in the foreign language classroom, switching of a number of languages is a common phenomenon that enhances the educational process. Moreover, based on researcher's preliminary study, the efficiency of code-switching in language teaching is dependent on the application of the grammatical translation method to promote understanding exhibits remarkable significance based on the grammar translation method to promote understanding exhibits remarkable significance (Desoyo, 2021). This indicates the employment of the code-switching strategy supports learners in learning and understanding concepts, while also assisting teachers in delivering explanations effectively. This assertion aligns with the statement made by Suganda, Loeneto, and Zuraida (2018), they claimed that the main reason the teachers changed their codes was to improve communication with the learners in order to facilitate a deeper understanding among students of what they were teaching. The teachers also stated that changing the language utilized throughout the instructional and educational process would

lead to a more profound understanding of the subject matter and an increase in enthusiasm and passion among students. This strategy is recognized as code switching.

The practice of language alternation involves bilinguals or multilingual individuals integrating two or more languages within a single conversation. (Haryanti et al., 2018). As for what the code switching in this research was, an individual switched their English into Indonesian. Within the classroom environment, the teacher employs it as a communicative strategy to ensure students comprehend the lesson or explanation that provided. Code-switching utilization within the framework of English as a Foreign Language (EFL) commonly arises due to the circumstance where neither teachers nor students have English as their primary language. Several studies indicate the code-switching effectiveness in teaching EFL classrooms. Sagala (2018) demonstrated in the findings that through switching code of instructors, and the integration of information by learners was considered important achievements. Students demonstrated fervent support within the English classroom for the upcoming change in code. The application concerning educators' code switching is viewed as a powerful educational approach; this is especially true for low-income English learners. The act of transitioning between Indonesian and English is commonly practiced to elucidate grammatical concepts, provide encouragement, and stimulate both cognitive and affective aspects.

However, the author needs to look into students' comprehension and responses in this subject matter due to demonstrate the contributions of teachers' utilization of code-switching during the teaching of grammar. The information obtained can subsequently be utilized to evaluate English educators who utilize code-switching within educational process. Drawing from preliminary study at SMPN 1 Tanjungmedar, English teachers have employed code-switching (English/Indonesian) in classroom lessons. Meanwhile, students typically speak the Indonesian language during learning and teaching sessions. Students still have difficulty acquiring and employing English because of their' limited English background knowledge, and this level marks the initial stage for the student to

acquire a lesson in English. Certain scholars, including Cahyani, de Courcy, and Barnett (2018) have explored code-switching within the context of a vocational tertiary institution in Indonesia, while Ansar (2017) has investigated its role in the pedagogical and educational process in Indonesia. They noted that instructing English using language alternation entails larger quantities of students engaging with the topic and the environment of the learning, and learners are capable of grasping the information swiftly. Based on that issue, the researcher questioned how the frequent usage of code-switching within grammatical instruction based on corresponding to students' perspectives was verified by conducting a survey to explore students' understanding and students' responses about that.

B. Research Questions

According to the background above, the research questions can be formulated as follow:

1. From the students' prespective, how often does the teacher use code switching during teaching grammar?
2. From the students' prespective, what types of code switching are commonly employed by teachers when teaching grammar?
3. From the students' prespective, what are the contributions of teachers' code switching on the improvement of students' English grammar skill?

C. Research Purposes

According to the problem in the background above, this research is supposed:

1. To figure out the teacher's frequency on using code switching during teaching grammar from the students' prespective.
2. To examine the types of code switching that are frequently used by the teachers during teaching grammar from the students' prespective.
3. To figure out the contributions of teachers' code switching on the improvement of students' English grammar skill from the students' prespective.

D. Research Significances

This research particularly has at least two significances, including theoretical significance and practical significance.

1. Theoretically, this research is anticipated to provide novel insights to the reader regarding the students' comprehension and reactions towards code switching employed by the teacher in grammar instruction, as well as to provide fresh perspectives on the assessment of instructors' frequency in utilizing code switching during grammar instruction.
2. Practically, this study can contribute inspiration to English teachers in choosing an effective strategy to enrich students' understanding in grammar when teaching English.

E. Research Scope

The researcher imposes limitations in this study to ensure that the discussion remains focused and aligned with the research objectives. Specifically, the research centers on assessing teachers' frequency of using code switching during grammar instruction at SMPN 1 Tanjungmedar, targeting 8th-grade students. The evaluation is conducted through a survey on students' understandings and responses.

F. Conceptual Framework

There are numerous researches that explored regarding code swapping. Such as, “code” in code switching refers to “any kind of system that two or more people employ for communication” (Wardhaugh, 2006). According to Umami (2017), code-switching takes place whenever a code moves to a different code otherwise switches from one dialect to another to provide meaningful communication with other individuals who they communicate to. In further terms, the researcher may claim that code-switching utilized to aid an exchange or engagement flow smoothly by switching the intended language to the initial language. In this instance, code switching is a linguistic practice commonly used in educational contexts and has become one of the strategies frequently adopted by educators when engaging with students who speak

multiple languages. The reason why some teachers use this code switching, Almansour (2016) argues that the utilization of code switching by specific educators may be associated with variations in proficiency levels among students in their mother tongue and the English language. Within this context, EFL teachers in numerous countries are non-native English speakers. Teachers who are bilingual can decide to change to their first language (L1) if they recognize a gap in their ability to effectively deliver material. In this research, code switching that will be studied refers to switching/mixing from English into Indonesian.

Multiple types of language alternation are commonly employed by individuals. As per Arlan, et al (2019) language alternation can occur in two distinct ways: firstly, between sentences (inter-sentential), and secondly, within a single sentence (intra-sentential). Whereas, as indicated by Poplack (Piantari, 2011) suggested three different forms of language alternation can be identified, namely tag-switching (the integration of a tag from one language into a sentence in another language), intra-sentential switching (which takes place within a sentence), and inter-sentential switching (which involves switching between languages in different sentences).

Additionally, according to Abbas (2013) Code-switching in the classroom plays multiple roles, such as Guidance (i.e., directing students to complete an activity), Effectiveness (i.e., ensuring the most effective communication), Commendation and motivation, Clarification (i.e., elaborating on a specific point, such as grammar), and Control (i.e., managing classroom organization). These roles are utilized in acquiring languages, particularly in instructing grammar.

Grammar is one of the linguistic components and must be perfected by the learners aiming to achieve the objective of language acquisition. This researcher emphasizes rules of sentence structure, which is a crucial concept in a language (Celce-Murcia, 2001). According to Hurmer (2002), grammar of a language is the elucidation of the ways in which words can change their structure and can be combined into sentences in that language. Consequently, there are numerous

students who are still encountering challenges in grasping Grammar. Romdhani (Romdhani, 2016) argued mastering grammar is a complex process requiring a number of decision-making on when and why one form should be used instead of another.” Male (2011) has studied students’ view on teaching grammar, in his study, Male used some questionnaires. First, it used to ask about students’ view on the importance of grammar and students’ view on the technique that teacher used during teaching and learning grammar. It consists of 14-item-questionnaire. That questionnaire will be used and adopted in this research.

G. Previous Research

Some researchers have studied code-switching, as Cahyani et al. (2018) investigated the ways and the reasons teachers in tertiary bilingual classrooms in Indonesia alternated their use of languages through using an ethnographic approach. In order to gather the data observation, interview and a focus group discussion are used. Teachers’ perspectives were also studied and analyzed. The result showed that code-switching was frequently employed to assist students in learning unexplored ideas, where the instructional emphasis was on the content rather than on language. Furthermore, it entailed dealing learners' behavior and interacting with them on an interpersonal and affective level. Thus, code-switching used by teachers frequently functions as translanguaging in the sense that it happens as a purposeful technique to guidance in such multilingual classrooms, combining the two languages in an effort to amplify improved communication and involvement in education. The resemblance between their study and present, while the contrast lies in the research focus research lies in the exploration of code-switching usage. While the difference lies in the research focus, where current research focuses more on student understanding and their responses, previous research focused on exploring the techniques and reasons employed by educators for the integration of code-switching within educational contexts.

Zainil (2019) examined the phenomenon of teachers' utilization of code-switching and their viewpoints on effective language instruction and acquisition concerning their language preference within two elementary EFL classrooms situated in Padang, West Sumatra, Indonesia. The study adopted a qualitative research framework, where the initial stage involved employing conversation analysis to quantify and pinpoint the language utilization of instructors in video recordings of interactions between students and teachers within the classroom setting. Subsequently, a stimulated recall interview was carried out in the second phase to examine the phenomenon of code-switching utilized by teachers. The outcomes disclosed the various roles of Bahasa Indonesia/English, serving as tools for pedagogical purposes and emotional support, including activities such as clarifying grammar concepts and providing motivation and encouragement. The differences between this previous researches with the present research are highlighted. Such as, the previous research studied the teachers' viewpoints, whilst this current research investigates the students' understanding and their responses toward the frequency of code-teaching that is employed by the teacher during teaching grammar. Furthermore, Desoyo (2021) performed an analysis on the application of code-switching as a language strategy that emphasizes the grammar-translation method to boost comprehension among seventh-grade students at Tanauan School of Craftsmanship and Home Industries in Tanauan, Leyte. A true-experimental design was employed to assess the efficacy of the code-switching approach, incorporating a pre-test and post-test protocol through the administration of a 50-item test developed by the teacher to the study participants. The research involved 60 seventh-grade students. The discovery was demonstrated during the preliminary test, where both the control and experimental groups yielded similar outcomes; all t-values calculated were not statistically significant. The accomplishments of the two groups in the assessments were notably commendable, despite the experimental group surpassing the control group. Concurrently, the outcomes of the post-test for the control group indicated that the instruction on capitalization was highly

satisfactory; the instruction on punctuation was commendable; the instruction on grammar, sentence structure, and word usage were all rated as very satisfactory; and the overall combination was deemed highly satisfactory. The performance of both groups in the pre- and post-tests across the five language competencies evaluated is deemed to be of considerable “significance”. The gap between the previous researches with the present research is found in the research design and approach. The previous research used true-experimental design but the present research used qualitative research with a survey approach. Furthermore, the site between both researches are different, the previous research takes place in the Philippines, meanwhile the present research is in Indonesia.

In the classroom setting, Ansar (2017) examined the learning process in Indonesia. Through his research, Ansar observed a prevalent linguistic phenomenon where individuals engage in code-switching and language mixing, especially when they talk to people who understand language differences. This is also found in English classes where both teachers and students can consciously or unconsciously speak by switching their language. Therefore, Ansar investigated the types, functions, and the rationales concerning the utilization of educators' code-switching in the acquisition of English. The results of the study revealed that initially, four primary categories of code-switching were identified; these encompass tag switching, intra-sentential switching, inter-sentential switching and intra-word switching. Additionally, three purposes of code-switching employed by educators in the educational procedure namely topic switch, affective functions and repetitive functions. The last reason why teachers employ code switching during the learning process is to clarify meaning and impart knowledge to students in an effective way. There are some similarities between Ansar's research with the current research, in those researches both researchers investigate the type and the function of code-switching. However, there are some noticeable differences as well, including the fact that in this research , researchers delved further into

the frequency of code-switching being used and student comprehension and responses to the teacher's frequency on using code-switching.

Afterwards, there is a study conducted by Sidra Shafi, Syeda Hira Kazmi, and Rehman Asif (2020) titled "Benefits of Code-Switching In Language Learning Classroom at University of Education Lahore". This research used descriptive in nature. The researcher utilized an ethnographic communication case study to gather data in order to comprehend the rationale behind language instructors' utilization of code-switching and their perspectives on its efficacy in L2 learning environments. The participants of this inquiry consisted of language educators from various campuses of the University of Education in Lahore, with a specific emphasis on 20 English teachers selected from the Bank Road Campus. Data was gathered through open-ended questionnaires to explore participants' perspectives. The outcomes indicate the utilization of code-switching is prevalent and considered beneficial by teachers for language teaching, despite a preference for monolingual instruction. Teachers believe code-switching aids in reinforcing linguistic concepts and does not hinder L2 learning. It facilitates communication in language classrooms and supports language development when used appropriately. Code-switching enhances learning outcomes, particularly in grammar instruction, and is valued by both teachers and students for its effectiveness in teaching strategies.

In another previous study, Abdollahi, Rahmany, and Maleki (2015) studied the relative impacts of several categories of code-switching, including intra-sentential switching, inter-sentential switching, and tag switching, on EFL students' grammar acquisition and instruction. Participants in the study comprised a sample of sixty male and female students from two different colleges in Qazvin, Iran. They were divided into five categories. Following random assignment, each group received one of the specified treatments, and after the experiment, a post-test was administered to assess the impact of code-switching on grammar learning, revealing statistically significant differences in effectiveness which could be beneficial for EFL students, teachers, and

material developers. The prior study had contrasting research objectives compared to the current study, where the previous research aims to investigate the comparison between the three categories of code-switching influence learners' grammar acquisition. While the present research intends to evaluate the teachers' frequency on using code-switching during teaching grammar by investigating students' understanding and responses.

However, In this current research, the researcher aims to evaluate the use of code-switching in grammar teaching through student surveys on their understanding and responses to grammar lessons incorporating frequent code-switching by teachers.

