

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is an important and a necessary thing in communication. Without language, a person will find difficult to communicate, so language is a fundamental thing to learn. Every country or tribe has a certain language that is used to communicate.

In this day and age, people are never separated from the English language. In everyday life, people are often found using English. Thus, English is one of the universal languages and is taught all over the world.

In Indonesia, English is one of the subjects that still exist in schools. Therefore, not a few Indonesian people can speak English. Meanwhile, bilinguals are people who can use two or more languages. When bilingual people communicate, they tend to use two languages in the conversation. They can change their native language to any other language they can. Switching between the two languages is called code-switching.

Code-switching is the process of switching languages (Yana & Nugraha, 2019). Bilingual and code-switching are inseparable components. This code-switching phenomenon can be studied in the sociolinguistic realm. Sociolinguistics is the study of the relationship between language and society (Holmes, 2013). The use of a particular language or dialect in a conversation is called a code (Wardhaugh, 2010). Code-switching can occur when individuals who have a conversation switch languages or switch when

the language becomes the identity of a group. Code-switching often occurs in bilingual society conversations. Indonesians are people who often switch languages because Indonesia itself has regional languages for people in certain regions or tribes and Indonesian is the national language and the identity of the Indonesian state.

English is an international language that plays an important role in communicating around the world. In Indonesia, English is the most frequently used foreign language. English is considered a foreign language in Indonesia, and because of this, the Indonesian government provides English lessons to be taught to students and incorporated into the national curriculum. Learning English in Indonesia starts at the junior high school and senior high school levels.

In addition, English is a very important international language and is applied in communication between students, especially students in the English classroom. Learning English in Indonesia is expected to use the entire English language. However, the practice of using it is still difficult, so teachers or lecturers usually still use Indonesian and English in delivering material (Patanduk, Sirande & Kombong, 2021). This causes code-switching used between Indonesian and English in learning English.

Teaching a language requires the use of the original language with the target language (Yana & Nugraha, 2019). This is because when using the target language alone, it is feared that students will not be able to understand well the information from the teacher.

The use of the native language in learning English makes it easier for teachers to convey material and communicate in the classroom, by using code-switching also trains students' listening and speaking skills (Nur & Fitriyani, 2016). So, in Indonesia, teachers use Indonesian and English to deliver the material in the English classroom.

Besides code-switching, there is also another concept, namely code-mixing. Code-mixing implies that the speaker is randomly mixing up codes, whereas code-switching is very well-motivated in relation to the symbolic or social meanings of the two codes (Holmes, 2013).

In learning English, it is often found that teachers use code-switching and code-mixing when delivering lessons, even though learning English should use English as a whole to train and improve students' ability to speak English. But in reality, its use is still difficult to be implemented, because code-switching makes it easier for teachers and students to convey their thoughts and feelings.

Many researchers find the use of code-switching occurs during the teaching and learning process. In the process of teaching and learning English learning between teachers and students, often switch their native language (Indonesian) to English. Therefore, here the researcher will explore how the students' perceptions of learning English using code-switching in English classes. Allah said in surah Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ

أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

The above verse states that Allah SWT. creates males and females and made them into nations that have different languages. The verse is in line with the study to be carried out by the researcher. Explaining that languages are diverse and that each particular tribe or region has its language and is only understood by certain people. So, to communicate with people in other countries, people need an international language that can be understood by the parties concerned, one of which is English.

The topic of code-switching is very interesting for researcher to study. In learning English, language transfer communication between English and Indonesian is often carried out by lecturers and students. Researchers found that the use of code-switching was widely used during teaching. That is what makes researchers interested in knowing more about code-switching in learning English. Like research that has been done by previous researchers, in EFL class, code-switching has many benefits for students, especially in understanding learning.

Based on the researcher's findings at the English Education Department at UIN Antasari Banjarmasin, it was found that the problems faced by students when learning were taking place in the speaking course, the students still have difficulty in compiling full sentences using English, especially by junior semester students. Some of them are still stuttering in composing full English sentences. As for the confusion when compiling English sentences so that they comply with the grammar rules and matching the right vocabulary so that the meaning to be conveyed is in accordance

with the meaning they want to convey. This causes them to be less able to express opinions and feel burdened when they have to use English as a whole during learning. Therefore, the researcher wants to know whether code-switching is useful and can help them overcome difficulties during the speaking class. So, the researcher is interested in examining students' perceptions on the benefits of code-switching in the speaking course at English Education Department in UIN Antasari Banjarmasin.

## **B. Definition of Key Terms**

To avoid misunderstanding in this study, the researcher gives some definitions of key terms that are important to understand as follows:

### 1. EFL learners

It refers to students who are taking the Speaking course at the English Education Department of UIN Antasari Banjarmasin.

### 2. Perception

Perception is the students' view on the benefits of code-switching in the speaking course. As for the perceptions that the researcher examined, perceptions of using code-switching to overcome the difficulties they are having.

### 3. Code-Switching

Code-switching is the switching language between English and Indonesia.

### 4. Speaking Course

The Speaking course is one of the compulsory subjects in the English Education Department that students must take as a graduation requirement. This class aims to improve skills in speaking English.

### **C. Research Question**

Based on the background above, the questions of this study that would be discussed are

1. How are students' perceptions towards the benefits of code-switching used in speaking course?
2. How are students' perceptions towards the benefits of code-switching used to improve speaking skill?

### **D. Objective of Study**

Based on the problem stated above, the general purpose of this study are

1. To find out the students' perceptions on the benefits of code-switching used in the speaking course.
2. To find out the students' perceptions on the benefits of code-switching used to improve speaking skill.

### **E. Significances of Study**

The research is expected to give some information of students' perceptions on the benefits of code-switching in speaking class. So, the readers can see it as guidance for better teaching and learning process. The significance of the research are following:

1. For students, the results of this study are expected to provide benefits using code-switching for students.

2. For lecturers, the results of this study are expected to provide lecturers' views on students' perceptions on the benefits of code-switching. It is also expected to pay attention to the wishes of students so that the teaching and learning process becomes more understood by students.
3. To be a reference for further research. Future researchers can get an idea of code-switching in the teaching and learning process.