

CHAPTER 1

INTRODUCTION

1.1. The Background of the Study

Language is a system of communication. Language gives us the ability to let others know our thoughts and connect with various types of communication. One of the most important languages in the world recently is English. English is the language with the most speakers in the world (McKay, 2003; Nishanthi, 2018; Zahedpisheh et al., 2017). The influence of English globally has a significant impact on language development. In this era, English has an important role in various aspects of human life such as business, economics, politics, and tourism, especially for education. People all around the world are learning English as a second or foreign language as a result of this enthusiasm (Ilyosovna, 2020; Oktaviani & Fauzan, 2017; Tuna & Razi, 2016). One of them is Indonesia, where English is taught in the official education system as a foreign language from elementary to college level (Mulenga, 2018; Njui, 2017). Referring to the background of the Indonesian people who are mostly bilingual, learning English directly encourages students to become multilingual (Alfiriani & Hutabri, 2017; Bromberek-Dyzman et al., 2021).

The phenomenon of language transfers or bilingual language is not a new thing that usually happens in Indonesian. It also often happens in developing countries, which study English as a foreign language. This phenomenon is not wrong. It can occur spontaneously in communication, where the vital communication point is the continuation of the understandable conversation. As merely, communication is one way to express ideas or thoughts. When communications happen, the speaker's ideas can be accepted and understood by the listener, and vice versa, and then communication occurs.

English in Indonesia is as foreign language. Some experts when discussing teaching-learning English in language classrooms, two terms are used to describe them: English as a second language and English as a foreign language. ESL classrooms mean that the second language can serve as both the medium of

instruction and the content of instruction, which means that the learner is expected to understand and communicate in second language. Besides, the students in the English as second language have change to practice the language in natural circumstances. In EFL classrooms, in contrast, the learner learns the language in an environment where there is little natural use of the language though they are expected to use the target language as the language teaching medium and for communication. Furthermore, the foreign language is treated equally to the other school subjects with its homework and test. The target language test is also become a requirement to finish the particular school grade.

English is usually an official language within the country, and it is officially taught as a foreign language in Indonesia. Students must learn the language because it is one of their primary subjects in school. Teachers teach and students learn English in EFL classrooms where there is little natural use of English in their interactions (Yletyinen, 2004). Tasks that should be completed in English are often completed in L1 because the teacher and all of the students share the same L1 or national language (Nation, 2003). This is also observed in EFL classrooms in Indonesia, where teachers and students frequently switch from English to Indonesian or their native languages, or vice versa, during EFL classroom interactions. Sociolinguists refer to this as code-switching. With the ability to communicate in more than one language, code-switching is used to convey meaning (Johansson, 2013). The proficiency level of the two languages, however, governs language choice in classroom interactions (Ansah, 2014). Some people may switch languages unconsciously because they can speak more than one language, while others may switch languages to restate their explanation (Retnawati & Mujiyanto, 2015).

The study of multilingualism has been a popular topic in linguistics since the 1950s (Mäkilähde, 2016). As a result, the phenomenon of code-switching has received increased attention. It has been defined in various ways, including "the juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems" (Gumperz, 1982: 59) and "the movement by a speaker to and from one linguistic code to another" (Emeka &

Nwobia, 2014: 2). It is also defined as "the act of conversing in a language other than one's mother tongue" (Eldin, 2014: 78). It is also defined as "the investigation of an individual's use of two or more language varieties in the same speech event or exchange" (Woolard, 2005: 74). Shana Poplack, a sociolinguist, defined code-switching as "the alternation of two languages within a single discourse, sentence, or constituent" (Poplack, 1980: 583). Overall, code-switching is defined as switching from one code to another, not only to another language but also to dialects of the same language.

The Bilingualism phenomenon can occur at any time and in any place. When a person is a child, they can be bilingual, and if they're an adult, they can be bilingual. Bilingual activities might take place in the future, at schools, in the society, or in other places. Furthermore, in the life of a multilingual setting, activities of speech are linked to language occurrences. One of the research's key concerns is code mixing and code reversing, and is one of the phenomenon's causes. Nugroho and Rekh (2020) define acts of speech as communicative interactions in which communicators transfer information to a companion with a specified objective or meaning.

In bilingual settings, particularly in foreign language instruction, code switching is a common occurrence. Code switching is used in ELT classrooms by either the teachers or the students in their discussions. In general, our kids' official education takes place entirely in Indonesia. Our first language is Indonesian, and they are only learning English in class. In English classes, they frequently use a mixed code when conversing with one another (Indonesia-English). The employment of English elements is sometimes so unintentional that it appears to fit perfectly in speech.

The phenomenon of code-switching is widely observed in EFL classrooms. Several researchers have studied code-switching in various contexts and speech communities. They studied and investigated code-switching in linguistic domains (Weda, Rahman, & Sakti, 2022). There are numerous reasons why teachers use code-switching in the classroom. According to Nation (2003), using L1 in the classroom is more natural, easier, and communicatively effective,

whereas using L2 can cause embarrassment, especially for those who are shy or believe they are not proficient in L2. According to Puspawati (2018), teachers use code-switching in the classroom for the purpose of assisting and facilitating students, particularly low-level students. Another research done by Bilgin (2016) reported that teaching grammar is the most frequent reason why the teachers do code-switch in the classroom.

Teachers' code-switching functions include delivering knowledge, organizing the class, and creating better relationships and interactions between teachers and their students (Puspawati, 2018). According to Yletyinen (2004), code-switching functions are performed by teachers and students in EFL/ESL classrooms. They are explanation, asking for help, helping each other, self-corrections, transitioning from one activity to another, clearing misunderstandings, not knowing the English counterpart, checking for understanding, unofficial interactions, students' comments, students' initiation, teacher admonitions, grammar translation, grammar explanation, and lapses. Teachers use code switching to ensure that students understand the instructions and subject matter (Lee, 2010). In an EFL classroom, code-switching is used to present material and clarify concepts (Bilgin, 2016). Teachers use code-switching to translate unknown words or phrases, ask for equivalence, give instructions, and clarify the message, according to Yataanbaba and Yldrm (2015). Teachers generally use code-switching when they detect their students' anxiety. They change the code and clarify certain points in order for the interaction to go smoothly.

Code-switching and code-mixing are well-known characteristics of the average bilingual's speech pattern in any human society throughout the world, where both are the most visible and widespread which are utilized at distinct languages. It is impossible to overstate the importance of translation in assisting pupils in improving their English skills. According to researcher Nigel J Ross (2000), translations, together with listening, reading, speaking, and writing, improves involvement and understanding. Learners, classmates, and instructors in English teaching must engage and collaborate throughout translation processes,

which is beneficial to students' ability to teach foreign languages. English teachers use translation in their classrooms for applied linguistics, English instruction, and translation in a variety of settings and elements Mohamed (2014). However, the use of translation is problematic, as competing opinions usually disagree. For starters, translation is not permitted in foreign language classrooms since it disrupts the language Shiyab (2012). Translation into a foreign language might stifle thought and result in more complex bilingualism than interrelate bilingualism.

This is in accordance with Boshrabadi (2014) who noted that teachers in the field of teaching English have been rethinking the use of translation to improve learning outcomes. V. Cook (2001) also claimed that translation processes were undertaken in English interactional activities, which can be used as learning tools and, if used wisely, can aid in the teaching of English in the classroom. Some of the preceding statements imply that using translation in teaching English gives students more opportunities to practice English competencies such as reading, writing, listening, speaking, vocabulary, and grammar. Students can also utilize translation to help them convert their vocabulary and sentence structure knowledge from the source language to the target language Pan, Yi-chun, (2012). As a result, the purpose of translation is to improve students' language skills in communication, despite the fact that translation is frequently criticized for many reasons.

According to G. Cook (2010), the issue that maximizing the rehearsing of translation tasks has become one of the key techniques of English instruction is that translation is frequently associated with the employment of the Grammar-Translation Method. During the twentieth century, the Grammar Translation Method (GTM) was well-known as an effective way to be highly thought of and used in language instruction. Some translators, however, are opposed to this strategy and English talents, resulting in the word's conversational ability being extremely advantageous.

Another GTM critic claimed that employing the native language in English language instruction is useless, and that translating could take advantage

of the translator's experience freely expressing oneself in the original language (Boshrabadi, 2014). Furthermore, Shiyab (2012) suggested that translation cannot be employed in teaching English because of linguistic intrusion. Translation has hampered English teaching, resulting in more complex multilingual than correlate bilingualism. Furthermore, using translations in the English teaching process may prevent pupils from practicing regularly. Polio & Duff (1994) also listed the various reasons why teachers adopt translation as a teaching approach as a teaching strategy. The translation process is highly contextual and confined to two areas: reading and writing. Because it did not necessitate verbal abilities, translating is not an interactive competency (productive skill). Furthermore, the use of the source language was required, which was undesirable. It is not an effective use of translation when it is used to aid the student in sharing their valuable information from their first language into the foreign language being studied.

According to the curriculum 2013, English instructional activities at Indonesian senior high schools are performed to use a scientific method as a teaching strategy that employs and uses scientific processes in learning subjects. Thus according to Kemdikbud (2013) and Hosnan (2013), the five steps of utilizing a scientific approach inside the teaching - learning activities are observation, questioning, attempting, associating, and sharing (2014). Translation must be used in English education through a scientific technique that provides exact guidelines in teaching English, beginning with observation and ending with communication in the classroom.

The use of translation in the classroom by English teachers at Aceh Senior High School has been recognized. The use of translation is extremely beneficial in facilitating the teaching and learning process, particularly for low-level pupils. Teacher also claimed that the translation was beneficial to SMAN 1 Aceh students, particularly in terms of understanding and clarifying grammatical and lexical ideas. As a result, the teacher used translation as a means of persuading the students to use the materials provided. Furthermore, the instructors employed

pedagogical translation as a tool to connect the interaction between the instructors and the students.

Based on the explanation above, it can be concluded that most of student are in low-level of English while they study English in the classroom. Besides, the teacher also automatically use code switching and code mixing while she/he teaches in the classroom in order to make students understand about the lesson taught. Therefore, the aim of this study is to look into the factors of translation used by English instructors at SMAN 1 Aceh. The purpose of this study is to determine how English teacher use CODE SWITCHING AND CODE MIXING as a strategy in English language training. As a result, the goal of this research was to fill that gap by researching into the interactions of English language teachers on the use of CODE SWITCHING AND CODE MIXING in teaching techniques and implementation.

1.2. Research Novelty

There are many studies examining the use of code switching and code mixing in ELT classrooms. Many of them also researched the use of code switching and code mixing in learning English (David Chen-On, 2011; Bhatia & Ritchie, 2012). This is approved by Sert (2005) suggested that code-switching can have a positive effect. When we code-switching, we build a bridge from the known, our native language to the unknown, target language. He claimed that this may have a vital and positive effect on foreign language learning. Both of code-switching and code-mixing become alternations in classroom interaction (Akhtar et al., 2016). They can be useful in filling the linguistic gap between teachers and students in the teaching-learning process.

Besides, some researchers have done research related to translation as method in teaching Fois (2020) stated that translation apparently has no use in communicative teaching. However, this contradicts the idea that both translation and language teaching share the common goal of communication. Leonardi (2010) stated that pedagogical translation as a means to help learners acquire, develop and further strengthen their knowledge competence in a foreign language.

In other words, pedagogical translation does not refer to the use of translation to teach learners how to translate, but rather the use of translation in enhancing SLA process. Besides, Sudarmawan (2021) has done research about the using of code switching in teaching English and stated that teachers are expected to be able to use code-switching wisely as a learning strategy to create a good English learning environment. Code-switching needs to be considered to be used creatively in the learning process as a tool for teachers in transferring knowledge to students so that English language learning can be well received by students and learning objectives can be achieved.

This study examines the use of code switching and code mixing in teaching English as a foreign language at SMAN 1 Aceh. While many studies have explored these phenomena in English language education, few have specifically investigated their application in interactive classroom settings among senior high school students. Therefore, this research aims to determine whether students can actively engage in subject learning, particularly in English, through the use of code switching and code mixing during classroom interactions.

1.3. Research Question

Based on the previous explanation, the researchers concluded several research questions as follows:

- a. What types of Code switching is frequently used by EFL teachers' communication in the classroom interaction in SMAN 1 Aceh?
- b. What types of Code mixing is frequently used on EFL teachers' communication in the classroom interaction in SMAN 1 Aceh?
- c. How are the strategies of Code switching and Code mixing used by the EFL teachers of SMAN 1 Aceh during their classroom interaction?
- d. Why EFL teachers of SMAN 1 Aceh use code switching and code mixing in during classroom interactions?

1.4. The Objective of The Study

The study is objected to finding the following purposes:

- a. To identify types of code switching is frequently used on EFL teachers communication in classroom interaction
- b. To identify types of code mixing is frequently used on EFL teachers communication in classroom interaction
- c. To explore the teaching of strategies by code switching and code mixing are use in the classroom interaction
- d. To know the EFL teachers' reason of using code switching and code mixing in during interaction clasroom

1.5. Significance of the Study

The significance of this study is to open up the insight of the EFL teachers relate to use code switching and code mixing in pedagogical translation in the classroom. In addition, this study is conducted as a contribution in research especially related to the use of code switching and code mixing in pedagogical translation in the classroom. Besides, this study will find out the teachers' reasons of using code switching and code mixing in pedagogical translation in the classroom. Furthermore, this study was carried out with the hope that the teachers aware of using code switching and code mixing in pedagogical translation in the classroom.