

Chapter I: Introduction

The aim of this chapter is to give a brief explanation of the background of study, the research question, the research objective, the scope of the study, the research significance, and thesis organization.

1.1 Background

Indonesian government stipulates Law No. 20 concerning the national education system, Article 37 paragraph 1 of 2003 which states that English is the only foreign language that must be learned from junior high school to university. In the university level, teaching English can be divided into two, the first is as a general subject, this means that English is a means to develop the field of study being studied by students. Meanwhile, English as a field of study means that English is the subject of study that students learn so that a deep understanding of English is required. As the EFL country, many Indonesian teachers always use Indonesian language while teaching English, teachers switch English language into the first language in depending on the situation. In a sociolinguistics study, this situation is an occurrence known as code-switching. According to Herk (2012), code-switching is refer to the language used by changing between two or more language or variation of language in one conversation beyond the limit of sentences or clause. Moreover, according to Gardner-Cloros (2009) as cited in Aji (2017), code switching is the combination of languages or dialects in the same conversation or sentence by bilingual community. Code-switching is also very common phenomena in an EFL/ESL classroom throughout this era of the world and the students also have varies perception of the using it in classroom (Fareed, Humayun, and Akhtar, 2016).

According to Rochman (2017), the lecture time for English as a general subject is only around one or two semesters, therefore more emphasis is placed on mastery of skills where students are able to understand English to support the learning process of their study

program. Students are often faced to English sources on the subject matter of their study program since the materials in English provide the latest and the newest references. In fact, English is indeed a medium for the delivery of knowledge at the international level. This made the English subject is important to be taught even for non-English Department students. Primary school teacher education major or PGSD Major in one of the universities in Gorontalo is also one formal education that makes English course a general subject for its department. PGSD Major as stated in fip.ung.ac.id are part of the national education system which plays a crucial role as a forum for human resource development. Primary school is the foundation of formal schooling which can affect the aftermath. Moreover, PGSD Major is a study program at higher education institutions that produces excellent teachers, researchers, and teaching consultants for primary schools. Therefore, this is the reason the researcher choose PGSD major because they will be the next teacher and also will teach English in primary school.

Based on the researcher interview with several PGSD's students who had learnt English subject in first semester, the researcher found that the ability of students is different. They learn and catch information differently. It is because the level of understanding for each student is different. Students who are in a moderate level of English understanding showed more interest and active in class. On the other hand, students at a low level of understanding seemed less interested and passive. In teaching English for non-English Department students with various level of understanding, the lecturers have several strategies in helping the students in PGSD Major to get a better understanding in English subject, one of them is switching English to their first language.

Realizing the code-switching used in English classroom in PGSD Major, the researcher conducted a research related to the perception of the students toward the code-switching used by the lecturer in the EFL classroom. Moreover, this research aimed to see from the students'

point of view when the lecturer used code-switching to ease the students in understanding the English subject, whether the strategy used by the lecturer gives positive perception or either negative perception from the students.

There are some studies related to this research, one of the studies is Aji (2017). Aji investigated the students 2nd semester in English department in Purwokerto, Indonesia. He found that majority of students agreed with the code switching done by lecturer in English classroom. Students also agree that sometimes oral participation should use Indonesian one of the reasons is to encourage and make students focus. Also most of the students agreed with the used of code-switching in classroom activities; giving instruction, new vocabulary, and explaining grammar.

Another study was Anjarwati (2019). Anjarwati investigated the eleventh grade students of SMA 1 Belintang. She found that most of the students have positive perception of code-switching used by English teacher. The teacher agreed that code-switching was helpful in learning process. While, both the students and teacher agreed that code-switching can help them in manage the classroom, maintain interpersonal relationship, efficient and able to facilitate students in EFL classroom. But other opinions state that code-switching could make the stressed.

The studies mentioned above examined the use of code-switching in English classroom in senior, junior high school, or English major at University. Studies about code switching in university level especially in a major other than English language major, unfortunately, is limited. In this research, the researcher focused on the code switching done by the English lecturer when teaching to PGSD students and how the students' perception toward the code switching used by the lecturer in University level in PGSD Major.

1.2 Research Question

The research questions of this study are:

1. What are the PGSD students' perceptions toward EFL lecturers' code-switching in the English classroom?
2. What are, according to the students, the benefits of EFL lecturer's code-switching in English classroom?

1.3 Research Objective

This study was aimed to elaborate the perception of the PGSD's students toward code-switching that made by the lecturers while learning English subject in English classroom. Moreover, the aim of this study is to explore the benefits that the students got from the EFL lecturer code-switching in English classroom.

1.4 Scope of the Study

The researcher limit this research focus on the students' perception of the used of code-switching by their English lecture in English classroom in Primary school teacher education major or Pendidikan Guru Sekolah Dasar (PGSD) major.

1.5 Research Significance

For lecturers, hopefully they can obtain information about the perception on their strategy used to overcome the learning English difficulties faced by students so the lecturer know how to deal with the use of code switching effectively for maximum L2 output by their students. Meanwhile, for the students, it can provide information from their point of view related to the phenomenon happened in their English classroom context. For the participant, it hopefully can beneficial for them because they can be next teacher and they will teach English in primary school later. For further research, it is hopefully can inspired and motivated anyone who will do similar study, so this study can be used as the guide for further study. Also, it can

be a guideline and references for other researchers that have correlation with students' perception. Furthermore, this study expects that the findings would be use as the reference to conduct another research.

1.6 The Organization of Thesis

To ease the readers grasp the main points of this research, the researcher arranges this paper as follow:

Chapter 1 describes about general background, research questions, objectives of this study, scope of this study, research significance, limitation of this study, and the organization of the thesis.

Chapter 2 is about the literature review about related works and the review of previous works. In related works there are some theories of EFL classroom, students' perceptions, and code-switching.

Chapter 3 reveals the methodology used in this study, the participants of the study, setting of place, the procedure to collect the data, and the techniques to analyzed the data of this study.

Chapter 4 presents the findings of the study and the analysis of the findings. In this chapter, the finding of data is interpreted to answer the research questions.

Chapter 5 concludes the research of this study. It is reveals a main idea of the study in the form of conclusions. Moreover, this part also talks about the suggestion to the readers whether the next researcher, the students, the lecturer, and etc.