CHAPTER 1

INRODUCTION

In this chapter of introduction, there are six main points to be treated i.e. background of the study, statement of the problems, objectives of the study, significance of the study, cope and limitation of the study, and definitions of terms.

1.1 Background of the Study

Language plays an important role in improving students' knowledge and helps the students gain success in every subject at school. In the globalization era, English is not only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feeling, science, technology and culture. Therefore, language can be a subject to be studied at school in Indonesia. In the English teaching-learning process, there are four skills that should be mastered. They are listening, speaking, reading, and writing.

Recently, English is a tool of communication and it is therefore an important language to be mastered. That is why English is taught at all schools in Indonesia including at senior high schools. Senior high schools drive the students to master more than one language. One of the purposes of the English study in senior high school is to make the students able to learn and apply the language in their daily life. As stated in the School-based Curriculum of 2006, the objective of English subject in senior high schools covers the ability to understand and produce

speech or written texts which are realized in four skills. They are listening, speaking, reading, and writing which are integrated to achieve the informational level.

Based on the reality, learning second or foreign language is difficult in an academic context. Teaching English as a foreign language is not easy. Besides mastering English, teachers should be able to communicate it with their students successfully in conducting teaching and learning process. In this case, one of many useful strategies to help teachers in teaching English and maintain communication between teachers and students is code switching. By using code switching teachers can make students to be accustomed to speak and listen to English language correctly and appropriately by reducing the Indonesian language role in a classroom. Besides, teachers also need to build students' motivation, desire and willingness to learn English much better through the teacher's effective and strategic conversation in the classroom as well as outside of the classroom.

Code switching is the practice of moving back and forth between two languages or between two dialects or registers of the same language at one time. Code switching occurs far more often in conversation than in writing. It is also called code-mixing and style shifting. Many people speak and switch or mix their general use of language with their mother tongues, especially in communicating with people who understand the different languages. Code-switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate. Being able to speak more than one language, bilinguals can code-switch and use their languages as resources to find better ways to convey meaning. Code switching, one of the unavoidable

consequences of communication between different language varieties (Liu Jingxia, 2010).

In the educational context, classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (Lin, 2008). Code switching is frequently found in an EFL classroom of which the teacher is a non-native speaker. It is considered as one of the strategies to facilitate students to learn English more effectively. According to Susan and Larry (2007:269), in foreign language instruction, very often the only language that learners are exposed to is the one in the classroom. There are three sources of input: (a) teacher, (b) materials, and (c) other learners.

In English Language teaching classrooms, code switching comes into use either in the teachers' or the students' discourse. Generally our students whose formal learning in Indonesia, their first language is Indonesian and learning foreign language just in the class. And when talking each other in the class during English teaching-learning process, they often resort to a switched and mixed code (Indonesia-English). The use of the elements of English is sometimes unconscious. It is also same with the teacher. Teacher sometimes consciously and unconsciously make a switching and mixing the languages in providing knowledge. Commonly, this case only happen in schools which their students are accustomed to speak English as often as possible in or outside the classrooms. Code switching is not always performed consciously as such it is regarded as an automatic and unconscious behaviour. Nevertheless, it performs some basic functions. Teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding.

It further helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or search for the simplest words to clarify any confusion that may arise. The teacher use code switching by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible. This approach allows teachers to balance the use of language within a given context. As teachers switch between codes students attention are gradually drawn to the objective of the teaching. Here code switching helps the learner to start from the ``known to the unknown``. Situation of code switching in the classroom include topic switch, affective switch and repetitive switch (Sert, 2005).Code switching is important to the teaching of language at the foundation level to draw the interest of the learners but must be gradually reduced as the learner progresses in proficiency level.

However, there are many problems that are found in English class. The students have less motivation in learning English. It is because in the teaching-learning process the teachers use all in English or all in Indonesian. If the teachers use all in English the students will get bored quickly because there are many unfamiliar words that they don't understand. If the teachers use all in Indonesia, the students will have less willingness to speak English, then they will find difficulties to start speaking English. The students are often confused to express their ideas in English because they rarely hear the teachers use English in English class. Another problem is that they have low confidence to use English in the classroom because the teachers teach them English use all in Indonesian or all in English.

To solve the problems above, the writer wants to conduct a study entitled "**Code witching Used by Teacher in Teaching-Learning English Process for The Eleventh Grade Students of MAN I Amarasi Selatan in the School Year of 2017/2018.**" Hopefully the present study will help raise awareness on the issue of code witching in the foreign language.

1.2 Problem Statements of the Study

In line with the background as mentioned above, the problem is formulated as follows:

1. What are the types of code switching that is employed by the teachers in English teaching-learning process in eleventh grade students of SMAN I Amarasi Selatan?

2. What are the reasons of code switching that is employed by the teachers in English teaching-learning process of eleventh grade students of SMAN I Amarasi Selatan.

1.3 Objectives of the Study

Going in line with the statement of the problems, the objectives of the research follow.

1. To identify the types of code switching employed by the teachers in English teaching-learning process in the eleventh grade of SMAN I Amarasi Selatan.

2. To identify the reasons of code switching employed by the teachers in English teaching-learning process of the eleventh grade of SMAN I Amarasi Selatan.

1.4 Significance of the Study

The result of this study will provide the significant of information, they are described as follows:

1. For Teachers

The result of this study will be an effort to improve their motivation to study English and enhance their foreign language acquisition particularly English as second language.

2. For Students

The result of this study can be useful information to apply or use code switching   in classroom because it is very helpful in students foreign language acquisition,   in this case English as second language.

3. For Researchers

The result of this research can be use as a reference and give general knowledge   of how to improve students' second language acquisition. The research also can   be used as the foundation for the next research.

4. For the Writer

This study can enrich her knowledge by reading some concepts of code switching and analyzing the teacher and students' code switching in English as second language classroom interaction.

1.5 Scope and Limitation of the Study

Based on the problems above, the researcher will be focusing on code switching analysis on conversation and interactional context in institutional setting

English teaching – learning process in classroom. Besides, the limitation of the problems;

1. The types of code switching used by teacher in teaching-learning English.

2. The reasons of code switching employed in ELT classroom interaction.

1.6 Definition of Terms

In order to avoid misunderstanding, the writer clarified certain terms as mentioned below:

1. **Code Switching**

   It is when an individual who is bilingual alternates between two languages during his or her speech engagement with another bilingual (Davy Crystal, 1987).

   In addition, according to Hymes (1976), code switching is a change of use of two or more languages, some variations of one language or even some kinds of the style. Code switching in this study is one of the strategies used by the teachers in English teaching-learning process.

2. **Classroom Interaction**

   It is the form and content of behaviour or social interaction in the classroom. In particular, research on gender, class and race in education has examined the relationship between teacher and student in the classroom. (A dictionary of sociology, 1998)

3. **SMAN 1 Amarasi Selatan**

   It is the name of senior high school in Kupang Regency. It is one of public schools located in sub-district of Amarasi Selatan.