

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, bilingualism and multilingualism are inevitable. This is the effect of intensive public communication. Most countries are bilingual or multilingual, depending on how many languages they use. Indonesia is a country with several regional languages spoken actively by tribes in Indonesia. Rachman (2007) and Suwarsih (2010) in (Upa, 2014) stated that there are 745 ethnic languages existing in Indonesia, in addition, in Indonesia there are also foreign languages such as English, Arabic, German, and other languages. This eventually gave way for some Indonesians to study and learn the language they wanted to adapt in line with their skills and talents. This affects most Indonesians to be bilingual and multilingual. The more people master a language, the more their ability to switch from one language to another becomes a cultural and social trend.

The existence of bilingual and multilingual ability of the Indonesians also draws its effect on the existence of dynamics of modern life which is characterized by high technology in places of communications, so that the use of languages is an important function. English is the language most people speak in the world of communication. The use of English in this global era is very crucial. It is used widely

in every sector such as: politics, economics, and education. In education, English is a world-wide language that students use to pursue their career and become efficient in their field of expertise. Now, English is one of the most-important foreign languages in Indonesia aside from English, Arabic, German, and other languages. In addition, English has become a basic subject taught in elementary, junior high school, senior high school, and universities. In junior high school and senior high school, English is one of the subjects tested in the national exam.

Understanding the language is very important, especially in the learning process. So, the teacher who teaches this foreign language in Indonesia must use English as the medium of instruction. But in some cases, the teacher does not only use English as means of instruction in class but also Indonesian and sometimes use the vernacular language. Teachers use Indonesian and English to explain the subject matter to students. It is common for some English teachers to use Indonesian to their students because English cannot be taught directly. Poedjosoedarmo (1972; 88) stated that almost all English teachers teach English with language switching. They combine Indonesian and English together during their English lessons. They sometimes put Indonesian words, phrase, or even sentences while teaching English. They assume that students really understand if they speak Indonesian rather than English, with the aim of creating a class atmosphere, to make it conducive, liven up the classroom atmosphere, and build a good interaction with students. Besides that, it is believed that, students are able to understand the learning materials better. All the purposes of

the code switching are aimed to make the teacher achieve learning and teaching goals.

In this case, the use of code switching in the teaching and learning process is a natural phenomenon, meaning that the teacher changes the language during the teaching and learning process, either from Indonesian to English or from English to Indonesian and code switching in learning English is very necessary. For students, code switching between English and Indonesian can be a bridge to fluency in English, while for teachers; Code switching can be a functional tool in converting information and knowledge to students so that the material presented can be understood more easily. So those through code switching, teacher and students are able to achieve learning objectives. The arrangement of Indonesian words into English or vice versa is based on several reasons, one of which is to provide an alternative solution if you find a context that has a high level of complexity in translating Indonesian into English or vice versa.

In sociolinguistics, the phenomenon of switching from one language to another called “Code-switching”. In other words, the term code switching refers to switching between two or more languages, dialects, or registers of languages in the course of discourse between people who speak more than one language in general. Code-switching also occurs in social context. Some people may use code-switching in every occasion in social context. Beside in social context, code-switching also happens in classroom context.

There were several researchers who pursued their studies on code-switching especially in the teaching-learning process. In connection with this study, the researcher considered relevant studies for review.

The research was conducted by (Romagoknim, n.d.) Published in a journal entitled “Code-Switching in Teaching English for Grade Eight Students at SMP Negeri 1 Sidikalang”. The aim of this research is to find out the types, process and factors used by the teacher's code-switching in English and to observe the effectiveness of the actual use of code-switching learning process in the classroom. The result of the research showed that there were three types of code switching used by teachers in presenting data, including: code switching between sentences, intra-sentence code switching, and tags code switching, but the most dominant is intra-sentential code switching later followed by intra-sentential code-switching and at the very least tag-switching.

Another research conducted by Van der Walt who published a journal entitled “The functions of code switching in English language learning classes”. The aim of this research was to determine the functions of code switching when used by the lecturer in teaching their students during interactions in teaching and learning English. In this research, the researcher found out the functions of code switching the lecturer and her students were found to be: (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing of a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions of student' tasks, (11) giving feedback, (12) aiding

memorization, (13) class management, and (14) entertainment and general communications.

The interest to choose teacher's code-switching in the English classroom is to focus and understand the process that occur in the classroom when the teacher uses code-switching technique and to know what types of code-switching and functions the teacher uses in the English class.

Therefore, in this study, the writer intends to find out the types of code-switching and the functions of code-switching used by English teachers in the classroom teaching.

1.2 Research Problem

Based on the background, the researcher would like to address two questions that can be formulated as follows:

1. What are the types of code switching used by English teacher in classroom teaching?
2. What are the functions of code-switching used by English teacher in classroom teaching?

1.3 Objectives of the Study

The aims of this research are:

1. To identify the types of code switching used by English teacher in classroom teaching.

2. To find out the functions of code-switching used by English teacher in classroom teaching.

1.4 Significance of the Study

The finding of this study is expected to provide a theoretical significance as well as practical significance as follows:

- a. Theoretical significance

The results of this study are useful for describing languages that can not be explained syntactically, morphologically, phonologically, and semantically and are useful for exploring more knowledge about code-switching. This study also will give information about the use of code-switching in communication. Theoretically, the findings of this study are intended to be used for a reference to linguistic studies, especially the one that concerns in the area of bilingualism and multilingualism.

- b. Practical significance

This study is useful as to give general information about code-switching and as a reference for other researcher who wants to conduct the same study in different fields. This study provides an explanation of the code-switching that can become a lesson to be learnt and can be practiced to create alternative communication. This study also provides meaningful information and better understanding on the utility of the code-switching.