

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, students and teacher often do code switching. The writer has had experiences in doing Code Switching. Sometimes during presentation the writer did not know an English word, so she used Bahasa Indonesia word instead. Code switching is often done by students in English classroom during presentation or any English speaking sessions. sometimes teachers themselves do Code Switching when the students ask the meaning of an English word because not all students understand English and the teachers has to make a Language Switch from English to Indonesian.

Code switching is a process of transfer code from one code to another in conversation. Various understanding related to code switching have been proposed by sociolinguistists. Wardaugh (2006, 101) said that “people are usually required to select a particular Code when ever they choose to speak, and they may also decide to switch from one code to another or mix within very short utterances by creative a new code in process know as code switching”.

According to Hymes (1974) code switching is “a” common term for alternative use of two or more languages, varieties of a language or even speech styles. Bokamba (1989) defines code switching as the mixing of words, phrases and sentences from two distinct grammatical (sub) system across sentence boundaries within the same speech even.

In addition to that, Holmes (2001 : 32) stated that code switching and other related language use phenomenon occurs in all linguistics situations, monolingual or bilingual situation.

Code Switching in a monolingual situation indicates the diglossic switching and dialect Switching.

Code Switching is one of alternative ways to bilingual of two or more languages in the same conversation. So it can be said that Code Switching is a term in linguistics referring to using more than one language in conversation.

Rahayu (2019) in her study on Analysis of Code Switching in Teaching English skill used by teacher and the students at the Eight grade students found but that teachers did Code Switching in classroom and their code switching, was classified as inter-sentential switch. While Sintaningtyas (2017) focused on code switching done by students and found out that students did Code Switching.

From those one research, the writer wants to find out whether code switching is also done by the Eighth Grade students of SMPN SATU ATAP NUAPU. In addition, the writer also wants to know the type of Code Switching done by those students. The reason the writer took this title is because this is the first time research on code switching was done in SMPN Satu Atap Nuapu. That is why the writer wants to conduct. A research under the title *Code Switching in speaking English of the eighth grade students of SMPN Satu Atap Nuapu in the Academic year 2022*, Nowadays not only students in the school or college learn English.

1.2. Research Problems

Based on explanation above, the research has three questions to be answered:

1. What are the types of code switching of the Eight grade students of SMPN Satu Atap Nuapu in speaking English?

2. What are the functions of code switching done by the Eighth grade students of SMPN Satu Atap Nuapu in speaking English?

1.3.Objectives of the Study

In connection with the problems above, the purpose of this research is to find out the following things

1. The types of code switching of Eighth grade students of SMPN Satu Atap Nuapu in speaking English.
2. The functions of code switching done by Eighth grade of students of SMPN Satu Atap Nuapu in speaking English.

1.4.Significance of the Study

This study has important meanings for the writer, the teacher of the researched school and readers, this research is.

1. The Writer

This study is hoped to sharpen the writer's knowledge on code switching. This knowledge of English Language is good for her to help her in using code switching, effectively in her future career as an English teacher.

2. The Teacher of Researched School

This study is expected to be able to give solution to the teacher in solving the problems faced by students in speaking English and it can encourage learning process more effectively.

3. Reader

This study is expected to be able to give contribution to the readers, particularly students who are interested to this topic.