

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Nowdays, English is studied by many people in this world. Many countries in this world suggest their citizens to learn other languages besides their native language. Some countries even have a standard that demands high school students to master a number of foreign languages as a prerequisite to graduate. Furthermore, (Routledge,2002) not only suggesting their citizens to learn, countries such Malaysia, Singapore, and French have already pointed a particular language as their second language. This fact of course motivates people to learn more languages than they have already known, not the mention the number of vernacular that enrich it from the other aspect, and create a broader understanding of language.

In Indonesia, English lesson even becomes a compulsory subject that must be learned by each student on every level of education. In Indonesia, English lesson has to be learnt in school from the primary level and some schools even begin to introduce English from the kindergarten. Mastering English is needed, because basically English is an international language that is now used by many people as a unifying language, in which it can be used to interact with people who come from out of our country who not understand our language.

However, as a language which is not our native language, it is not easy for us to learn it, especially in using it to communicate with other people. Therefore, in studying English, we often switch the code / language from English to our native

language ( in this case Indonesian) in conducting a conversation. The phenomenon of the language switch that we do in this case is called as code switching. According to Hymes (in Bhiju, 2010: 8) code switching is general terms that is being used as another language, aside mother tongue. It is also another way to identify the difference of varieties of a certain language or even differences of the style of a certain speech. Hoffman (in Cakrawati, 2011: 13) explains that code switching can occur quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic, and socio-economic background. It is avoided in a formal speech situation among people especially to those who have little in common factors in terms of social status, language loyalty, and formality.

According to Hoffman (in Noge, 2011: 19), there are a number of reasons for bilinguals to switch or mix their languages : talking about a particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, and expressing group identity.

Code switching can occur essentially in a member of bilingual society who is able to master two languages or bilingualism. The study of code switching is focused on dialogue or conversation found in bilingual or multilingual conversation. For example, in a daily conversation we may hear someone saying something like: *saya suka nonton di bioskop I really like it*. The code switching can be shown in this sentence, the speaker switches the language and starts with Indonesian in the beginning of the sentence and then closes it by using English. The same case is in

school setting, during the writer's teaching practices the writer found that there were some cases about code switching in students conversation. The students sometimes switched their English into Indonesian especially when they were conducting a conversation with a new topic that was being studied. For example when they talked about personal identity:

S1 : What is your father's job?

S2 : My father is a polisi.

In the example above, S2 (students 2) starts the sentence with English and then closes the sentence by using Indonesian. Things like this (code switching) often occurs in students' conversation during the English lesson time, and this can occur for various reasons which cause the students to switch their language in their conversation. Therefore, the writer feels interested to conduct the study about code switching especially in the school setting and what the writer expects from this study is to know what is actually the reason of the students switch their language in a conversation.

Based on the explanation above, the writer would like to conduct a study in code switching with the title: **An Analysis of the Code Switching in Conversation of the Eleventh Grade Students of SMAN 5 Kupang in the School Year 2017/2018.**

## **1.2 Problem Statements**

Based on the background above, there are some problems which can be formulated as follows:

1. Do the eleventh grade students of SMAN 5 Kota Kupang in the school year 2017-2018 use the code switching in their conversation?
2. What are the types of code switching that occur in the conversation of the eleventh grade students of SMAN 5 Kota Kupang in the school year 2017-2018?
3. What are the probable reasons for the eleventh grades students of SMAN 5 Kota Kupang in the school year 2017-2018 to switch their English into Indonesian in their conversation?

## **1.3 Objectives of the Study**

According to the problems above, this study is meant to answer those questions. The objectives of the are as follows:

1. To know whether the eleventh grade students of SMAN 5 Kupang in the school year 2017-2018 use the code switching in their conversation or not.
2. To find out the types of code switching that occur in the conversation of the eleventh grade students of SMAN 5 Kupang in the school year 2017-2018.
3. To find out the probable reasons for the eleventh grade students of SMAN 5 Kupang in the school year 2017-2018 to switch their English into Indonesian in their conversation.

#### **1.4 Scope and Limitation**

This study is dealing with the issue of code switching analysis on conversational and interactional context in institutional setting (English classroom at school). In this study, the writer makes a limitation to obtain a clear and detail picture of the matter that is being analyzed. The writer focuses this study to the types of code switching found in students' conversation based on Romaine (in Brenzinger, 2005: 5) which consist of: Tag Switching (TS), Intrasentential Switching (Intra S), and Intersentential Switching (Inter S).

In order to know what is the probable reason for students to switch their language in a conversation, the writer uses the theory of Hoffman (in Noge, 2011: 19) which consists of : talking about a particular topic, quoting somebody else, being simpatic about something (express solidarity), interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity. As an addition the writer will also use the theory of probable reason to code switching proposed by Saville-Troike (in Sinulingga, 2009: 21) which are: to soften or strengthen request or command, because of real lexical need, to exclude other people when a comment is intended for only a limited audience.

#### **1.5 Significance of the Study**

This study also has some significances especially for the reader, writer, teacher, and students. They are as follows.

**1) For the Reader**

This study is specifically focused on analyzing the types of code switching and the reasons why it is used, this study is expected to give the information about code switching for the reader, so hopefully they may get better understanding about code switching in conversation .

**2) For the Writer**

Hopefully in carrying out this study, the writer will get knowledge in sociolinguistic study especially about code switching, which the writer can apply while she wants to teach English later in order to create a communicative second language class with the students.

**3) For the Teacher**

Hopefully this study can show the teacher that code switching is helpful in teaching and learning process during English class, because with the use of two languages in teaching English will make the students easy to understand what the teacher teaches .

**3) For the Students**

Basically code switching is helpful for the students in teaching and learning process because it can minimize the misunderstanding between the students and teacher during English lesson time, especially when the students hear the teacher or someone saying English using a new word or sentence that they have never heard before.

## **1.6 Definition of Key Terms**

In order to avoid the misunderstanding, the writer presents some terms that are considered important to be defined. They are as follow:

### **1. Code**

A code is a system that is done by people when they communicate. When people want to talk to each other, they have to choose a particular code to express their feeling (Wardaugh in Sinulingga, 2009: 16). In this study code refers to the language used by the students in their conversation.

### **2 . Code switching**

Code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations (Gal in Wardaugh, 2006: 101). In this study code switching means the change to other language by the students in their conversation in English class.

### **3. Conversation**

Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively .

### **4. SMAN 5 Kupang**

SMAN 5 Kupang is one of the senior high schools in Kupang city located on 7 Tamrin street, Oebobo- Kupang in which the writer uses as the location of the study.