

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a system of communication. Corder (1973: 20) says that language is something people know, do, write, read and speak, well or badly. It is a skilled behavior which people have to learn and improve through practice. Language is just like habits; the more often people practice it, the more people master it.

One of the most important languages in the world recently is English. There are several reasons for such spread of English. One of these is socio-cultural, which relates to people's dependence on English for their well being including politics, businesses, safety, entertainment, media and education. Therefore, English has become the language of communication in the world and then the need to learn English appears to make this communication easier.

English in Indonesia is as foreign language. There are two terms used to describe teaching-learning English in language classrooms: English as a Second Language (ESL) and English as a Foreign Language (EFL). Skiba (1997) underscores that code-switching can be practiced by teachers by integrating it into the activities used to teach a second language. ESL classrooms mean that the second language can serve as both the medium of instruction and the content of instruction,

which means that the learner is expected to understand and communicate in second language. Besides, the students in the English as second language have change to practice the language in natural circumstances. In EFL classrooms, in contrast, the learner learns the language in an environment where there is little natural use of the language though they are expected to use the target language as the language teaching medium and for communication. Furthermore, the foreign language is treated equally to the other school subjects with its homework and test. The target language test also become a requirement to finish the particular school grade. In foreign language classrooms the language to be learned is the target language. In addition to the target language usually there is another language presents in the language classroom as well, it is usually the native language of the teachers and the learners. Because two languages exist in the classroom, it leads to a situation in which codes are switched. Therefore, code-switching is usually a natural part of language classroom interaction.

Code-switching is commonly practiced by the bilingual society as well as the students who are learning the foreign language from their surroundings. Code-switching could be allowed and used such the way to enrich the skill of communication. The bilingual society generally practices code switching to conceal their second language deficiency and to express their attitude and feeling toward the interlocutor, these intention could be appeared in the language classroom too.

The use of code switching in foreign language classroom is still debatable. The experts who do not approve the use of code switching in the language teaching think that code-switching only has disadvantage. Gumperz and Hernandez (1982)

claim that those who code-switch make a mess out of the conversation and can not speak the language properly. Thomas (2001) maintains that in some communities code-switching is even seen as something unacceptable.

However, there are experts who support the use of code-switching in the language teaching. Sert (2005) suggests that code-switching can be used for self-expression and is a way of modifying language for the sake of personal intentions. Sert also suggests that code-switching can have a positive effect. When we code-switch we build a bridge from the known, our native language to the unknown, target language. He claimed that this may have a vital and positive effect on foreign language learning. It is also argued that in teaching and learning process, some teachers consider that the use of code-switching make it effective.

Therefore, the researcher is interested in researching the use of code-switching in the classroom by the teacher with the research entitled: **“An Analysis on Code-Switching Used by the English Teacher of SMK Pelayaran Kupang in the School Year 2015/2016.”**

1.2 Problem Statements

Based on the previous background, the researcher formulates some problem statements as follows:

1. What are the grammatical aspects of code switching used by the English teacher of SMK Pelayaran Kupang?
2. What are the sociolinguistic aspects of code switching used by the English teacher of SMK Pelayaran Kupang?

3. What are the functions of using code switching by the English teacher of SMK Pelayaran Kupang?

1.3 Objectives of the Study

The objectives of this study are formulated in the following statements:

1. To find out the grammatical aspects of code switching used by English teacher of SMK Pelayaran Kupang.
2. To find out the sociolinguistics aspects of code switching used by English teacher of SMK Pelayaran Kupang.
3. To find out the functions of using code switching by English teacher of SMK Pelayaran Kupang.

1.4 Significance of the Study

This study can contribute some benefits to the following persons, as presented below.

1. For English Teachers of the Researched School

The English teacher gets the additional input regarding the use of code switching in teaching and learning process.

2. For the Reader

Through this study, writer hopes that the reader can get more information about code switching.

3. For the Writer

Through this study, the writer implements the knowledge she has already acquired so far and deepen her information about code switching.

1.5 Scope and Limitation

In this study, the researcher just limits her study on the code switching that is spoken by English teacher teaching at eleventh grade of SMK Pelayaran Kupang in teaching-learning process. The researcher will analyze the grammatical aspect proposed by Romaine (1995) which consist of tag switching, intra-sentential code-switching and inter-sentential code-switching, and sociolinguistic aspects that proposed by Wardaugh (1998) which consist of metaphorical switching and situational switching. Then, the researcher will analyze the function of using code switching proposed by Mattsson and Burenhult (1999: 61) which consist of topic switch, affective functions and repetitive functions.

1.6 Definition of Terms

There are some terms used in this writing that should be defined and explained. The terms that should be defined are as follow:

1. Code

Code is a system of words, letters, figures, or other symbols substituted for other words, letters, etc., especially for the purposes of secrecy (Merriam-Webster). Code in this study is a sentence or a clause in one language (Indonesia) substituted for other sentence in another language (English).

2. Switch

Switch is changing the position, direction, or focus of or a transference or shift, as of opinion or attention (Merriam-Webster). Switch in this study means the position of one language is changed by another language without change the meaning.

3. Code Switching

Numan and Carter (2001: 275) briefly define code switching as “a phenomenon of switching from one language to another in the same discourse.” In this study code switching means the change of any language or language varieties used by the teacher in teaching and learning English process.

4. SMK Pelayaran Kupang

It is one of the private vocational senior high schools located in Lasiana, Kupang, East Nusa Tenggara Province.