CHAPTER I

INTRODUCTION

1.1 Background of Study

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.

The students in Indonesia learn English as a foreign language starting from the elementary school until the university level as a compulsory subject. One of the main aims of EFL (English Foreign Language) teachers is to get students speaking as much as possible. So, it is teachers" important concern to use English language in classroom interaction. But the fact tells the opposite. When the teachers conduct an English classroom, students" attitude indicates their negative

response. For many reasons, students seem to be struggling by the presence of English. In result, both of teachers and students were frustrated dealing with this situation.

The fact, when researcher conducted preliminary observation during teaching training in SMPN 5 Kota Kupang during 3 months (from August 3 until 3 November 2016),researcher found that code switching from English to Indonesian was common phenomenon in SMPN 5 Kota Kupang. It played an important role in the process of learning and teaching English. Therefore, this phenomenon is considered as a useful strategy in classroom interactions. Especially if the goal code switching that makes meaning clear and efficiently transfer knowledge to other members of the classroom community.

On the other hand, participants who oppose the use of code switching in classroom language learning and teaching consider that it is mother tongue interference which obstructs the learning environment. In case of regular code switching by the teacher, the students become less interested in listening to the target language and gains low proficiency.Hence, the declining level of English proficiency among students has brought about the need to find out how to tackle the issue. Teachers, consequently, have been employing code switching as a means of providing students with the opportunities to communicate and enhancing students' understanding. Furthermore, code switching 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 searching for the simplest words to clarify any confusion that might arise.

It is a specific phenomenon and strategy of foreign language teachers in the classroom. In English Foreign Language classroom at SMPN 5 Kota Kupang, it should be made clear here those effective English teachers are those who can fluently use English for functional communicative purposes, including for instructional purposes. With their good command of English and skills in using the language for communication, the lecturers can serve as a role model to the learners they teach. This functional use of English during the instructional time should be carried out consistently to provide learners with opportunities so that they can see for themselves how English is being used for communicative purposes with their teacher. In this way, students can observe and participate in the use of English for communicative purposes, and then acquire this language in use as a prototype for later use in other communicative events.

The interest in this topic comes first of all from the fact that I will be an EFL teacher in the future, thus it is important for me to pay attention to and understand this phenomenon in the classrooms. Researcher wants to find out what is happening in the classrooms, whether the teacher and students are only using English, or they also use code switching. Furthermore, it will be interesting to find out whether through code switching namely the types, reasons and function of teacher code switching. Researcher hopes that by paying attention to codeswitching teachers can recognize it and justify their uses of English and Bahasa Indonesia in the classroom. Secondly, the writer has done teacher training where this issue came up in almost every lesson. Some teachers recommend the use of Indonesia Language when teaching grammar, and others saying that one should use Bahasa Indonesia to clarify things the students do not understand etc.

In other words, there does not seem to be consistency in the usage of codeswitching or guidelines for using it in EFL classrooms in Indonesia. Thus, codeswitching as a phenomenon in classrooms started to interest the researcher.

Based on the explanation above the writer wants to conduct a study entitled "An Analysis on Code Switching Used by English Teacher in Teaching in the Eighth-Grade Students of SMPN 5 Kota Kupang in the School Year 2016/2017".Hopefully the present study will help raise awareness on the issue of codeswitching in the foreign language classrooms.

1.2 Problem Statement

Problem statement is actually the specification of the problem or topic of a thesis (Erom, 2016: 53). Therefore, this study will suggest that code-switching should not be considered as a sign of defect when it is used by teachers within the classroom. It is argued by the authors that code-switching is a careful strategy employed by the teachers as well as the students while teaching/learning a foreign language. This present study aims to investigate types and for what purposes code-switching is being used by English teachers at SMP Negeri 5 Kota Kupang. In this study the following research questions are used as the focus of examining the data:

1. What are the types of the code switching used by the English teacher of SMPN 5 Kota Kupang in teaching?

2. Why do the English teachers of SMPN 5 Kota Kupang switch codes in classroom?

3. What are the functions of code switching used by English teacher of SMPN 5 Kota Kupang in teaching and learning process?

1.3 Objectives of the Study

The objective for doing the study is to clarify some knowledge need that a specific audience has concerning the problem (Eichelberger, 1989 in Erom, 2006: 57). Regarding the problem statement above, the aims of this study are:

1. To identify the types of the code switching using by English teacher of SMPN 5 Kota Kupang.

2. To investigate the reason why the teacher switch codes in classroom.

3. To find out the functions of code switching using by English teacher in teaching and learning process.

1.4 Significance of the Study

Significance of the study is its meaning, importance, or value for human being. (Erom, 2016: 62). Hence, this study will be benefit for those who have great concern in language teaching and learning particularly English teachers, students, the reader and the writer. The significance of the study are as follows:

1) For the Teacher:

This study will provide the additional input regarding classroom code switching to teacher in teaching and learning process. As an alternative strategy in teaching and learning process, teacher can use code switching in transferring the knowledge and build up good relation between teacher and student in teaching and learning process.

2) For the Student:

Student will get beneficial information about code switching utilized by teacher. Hence, the students can use code switching in sharing their idea in learning process. It will establish an interactive classroom.

3) For the Reader:

Writer hopes that the reader can get more information about code switching. This study can add references regarding code switching for reader and researcher in analyzing and investigate the same research.

1.5 Scope and Limitation

Scope in a study is the range of the discussion covered the topic (Erom, 2016: 62) Whereas Limitation is the control something so that it is not greater that a particular amount, number, or level (McIntosh, 2013 in Erom, 2016: 63). Accordingly, this study is an analysis on conversational and interactional context in institutional context. This study is limited on the use of code switching used by English teacher at eight grade of SMP Negeri Kota Kupang. The researcher will analyze the type of code switching proposed by Poplack namely tag switching, intrasentential switchimg and intersentential switching. The researcher will also find out the reasons of teacher code switching using Hoffman's theory. They are particular topic, quoting somebody else, showing empathy, interjection, repetition for clarification, expressing group identity and intention of clarifying. Then, the researcher will find out the function of code switching using the

functional framework of language from Halliday. They are ideational, textual, interpersonal.

1.6 Definition of Terms

Here are some definitions of terms used by the writer in this research. They are stated to help the reader easily understand the thesis. They should be defined as follows:

1) Code

   Wardhaugh (2006: 88) pointed out that the term code is a neutral term rather than terms such as dialect, language, style, pidgin and creole which are inclined to arouse emotions. It is poPssible to refer to a language or a variety of a language as a code. Code can be used to refer to "any kind of system that two or more people employ for communication". The researcher can make conclusion that a code can be said as a language. Regarding to this study code is a language that is used by teacher in teaching and learning process at SMPN 5 Kupang.

2) Code Switching

   Code-switching is defined as "the alternation of languages within a single discourse, sentence or constituent" (Poplack, 1980 in Yazuko 1996: 53). According to Nilep (2006) Code switching is defined as the practice of selecting or altering linguistic elements so as to contextualize talk in interaction. From these definitions above, can be conclude that classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants. Related to this study,

teacher code switching is alternating use of more than one linguistic code used by teacher in teaching and learning at SMPN 5 Kota Kupang.

3) SMP Negeri 5 Kota Kupang

A state junior high school that has a good reputation located in Kupang, East Nusa Tenggara Province.