

CHAPTER I

INTRODUCTION

A. The Background of the Study

At school, students acquire English from their teacher. The English teacher taught the students and asked them to practice in communication. In teaching learning process, sometimes Indonesian teacher speak English and Indonesian Language to teach students in the classroom (Maryani, 2016 :176). The English teachers sometimes switch their language from English to Indonesian Language to explain clearly about the subject.

A phenomenon of switching from one language to another in the same discourse known as code switching. Code switching required the speakers know at least two or more varieties of languages and make it an exclusive activity to only bilinguals. Code switching is commonly viewed with suspicion in learned classes to avoid the misunderstanding between teacher and students. It is because students whose first language is not English, they should have intensive time to learn English. In higher level education, such as university, teachers still code switch to the native language to facilitate students' understanding (Herlina, 2007 : 126).

The phenomenon of code switching occurs when English teacher gives lessons in the classroom activity. The teacher does not speak English all the time when they are teaching the English subject to their students. In teaching English, the teacher also switch the language from English to Indonesia. In addition, the

students often face difficulty in understanding what the teacher said. The learners still feel difficulties in learning English because that language is not used in their daily life and students still have low understanding of English lesson. The teacher switch the language from English to Indonesia to explain clearly about the material.

The phenomenon of code switching also occurs when the teacher has problem to deliver the materials to students in English. Sometimes, teacher spoke Indonesia to giving instruction and giving the material because of teachers' lack vocabulary or lack of proficiency. Moreover, in teaching English, the teacher has a challenge to make the students understand the materials that he tries to explain. In classroom practice, teachers instructed to teach high quality English in English Only classrooms. The second or foreign language learning can only accept the presence of high quality input in the classroom for learners' acquisition.

The preliminary data that show the phenomenon of code switching also exists in education. Teacher and students speak English and Indonesian Language while teaching learning process. The language applied during the lesson was English and Indonesia. The teacher always code switch when English teacher gives lessons in the classroom. The teacher switch the language from English to Indonesia to explain the material, giving the instruction and asking a question to the students.

Berg (2013) investigated the phenomenon of code switching occurred in ESL Teaching. He gathered data from three teachers with seven classrooms. He found that the teachers in compulsory school do alternate between the target

language and the first language for various reasons, while the teacher in upper secondary school used the target language both within and outside the classroom and rarely the occurrences of code switching among the students and teacher. The reason for this because the content of material was too difficult for students to understand.

Offiong and Okon (2013) investigated the reason of code switching. They found that there were a number of possible reasons for the switching from one language to another. The first was the notion the speaker may not to express him/herself in one language so switches to the others to compensate for the deficiency. Second was switching commonly occurred when individual wished to express solidarity with a particular social group. And the third was the alternation that occurs when the speaker wished to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code-switching.

Falahiya (2014) investigated code switching used by teacher and students of grade seven. She concluded there were four forms of code-switching. They were codeswitching in the form of clause, sentence, tag and exclamation. There were also two forms of code-mixing that are code-mixing of word and phrase. There were also two forms of code-mixing, they were code-mixing of word and phrase.

Hede and Mardijono (2015) investigated the code switching used by English teacher in teenagers' EFL class. They found that the teacher did code switch using both types, intra sentential and inter sentential switching. Code switching could occur under some circumstances related to classroom interaction features such as control of the interaction, speech modification, elicitation techniques and repair.

Gomesz and Grazia (2012) analyzed the impact of regional differences on elementary school teachers' attitude towards their students' use of code switching in a South Texas School District. They investigated the teachers geographical distribution influences their attitude towards their student's use of code switching. They found that the Southern teachers had more prejudices towards code switching that those from the North, who were more receptive to this socio-cultural and linguistic phenomenon due to ethnic make up of their classroom.

Azwani (2012) investigated the phenomenon of code switching in teaching English to grade Eleven students of Senior High School in Tebing Tinggi. She gathered the data from three English teachers who taught in rural and urban area of Tebing Tinggi. The finding show that there were three types of code switching namely intra-sentential switching, inter-sentential switching and tag switching uttered by the teacher. The other finding were, the function of code switching was to facilitate the learning which was done through translation and giving instruction. The internal factors that triggered the occurrence of code switching were teacher's education, teacher's attitude and the translation method use.

The previous study above have similarity with this research. They mostly describe about the phenomenon of code switching and types of code switching used by teacher , while the differences are based on theory that used of the writer.

This reality make the researcher interested to know deeply about this phenomenon. This research will investigate the types of code switching used by teacher, the function of code switching and the reason of code switching used by teacher. Therefore the researcher is conducting the research entitled “Code Switching Used by Teacher”.

B. Identification of the Problem

Based on the description above, there are some problems that can be identified as follow:

1. The student confused about teachers’ explanation in English. They can not understand what the teacher said about the English material. It makes the teacher switch the language from English to Indonesia while teaching English subject.
2. The students have low vocabularies because they were not use English to communicate in their daily life.
3. The teacher as a not native speaker has a problem to deliver the materials to students in English.
4. The teacher has low vocabulary. When the teacher explain the material, the

teacher lack of vocabulary.

5. The teacher want to explain clearly about material to the students.

C. The Problems of Study

Based on the background, this study was guided by some questions which were formulated as follows:

1. What types of code switching were used by teacher in MAS Proyek Univa Medan in the classroom?
2. What were the functions of code switching used by teacher in MAS Proyek Univa Medan in the classroom?
3. Why do the teacher switch the language in classroom?

D. Objectives of the Study

The primary objectives of the study were :

1. To find out the types of code switching used by teacher MAS Proyek Univa Medan in the classroom?
2. To find out the function of code switching used by teacher MAS Proyek Univa Medan in the classroom
3. To describe the reason of teacher's code switching in the classroom

E. Significance of the Study

The Findings of this study were expected to provide information which may have theoretical as well as practical values or significance.

Theoretically, the result of the study provide new contribution to the theory of code switching and as reference to other research.

Practically, the result of this study were expected to be useful for the English teachers as a reference in order to be careful in selecting the language to switch.

F. The Scope of Study

The study was case study of English teacher in MAS Proyek Univa. The scope of this research were to the types of code-switching used by English teacher of grade eleven in MAS Proyek Univa Medan based on Poplack's theory, the functions of code switching based on Gumperz's theory and reason why the English teacher in MAS Proyek Univa Medan switch their language based on Chowdhury's theory.

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