CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language has the crucial role in human interaction. People need it to convey ideas, thoughts, needs, and feelings when doing communicating with others. Communication itself aims to get other people to understand what the speaker means (Hornby, 2012). Thus, people must use different language styles and variety to achieve the goal of their interaction.

Indonesia has many languages diversity. Therefore, Indonesian are included as multilingualism. Multilingualism is the ability of an individual speaker or community to communicate in three or more languages. Besides having a lot of language diversity, Indonesia is also able to use several foreign languages, one of them is English.

English has been learned for a long time in the education field in Indonesia. English as Foreign Language (EFL) classroom is the setting where English Learning takes place. It consists of Teacher and students as the participants and English subjects as the specific topic. The goal of EFL teaching and learning itself is to make the comprehend in using English. On the other side, most of students are inclined to use their vernacular and Bahasa. The students use the national language or vernacular in their daily communication, and only use English at school. It means that the students will only have chances to explore the target language in EFL teaching and learning process.

Since the Pandemic *Covid-19* has came to Indonesia, Several institution have implemented a new Policy, namely working from home so that there are no

services at office. In the Education sector, the government through the ministry of Education and Culture in all has implemented a learning policy, namely learning from home. The learning from learning policy allows the teaching and learning process to continue even though teachers and students do not directly at school. Teachers can still deliver the teaching material, and students can still receive the lesson without leaving their homes. Various applications and platforms can be used, such as whatsapp, telegram, zoom meeting platform, google meet, google classroom, edmodo, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

Code-switching is a sociolinguistic phenomenon and linguistic product of language contact. Nowadays, it is considered a normal and natural product of interaction. It has existed as a result of language varieties in multilingual and multicultural communities. According to Meisel (1994: 415), code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth. Besides that, Lin (2013) defines code-switching as the use of two languages code by either teachers or students in a classroom setting.

Based on the definition above, it is clear that code-switching occurs In the EFL teaching and learning process. For example, English teachers not only use English as a medium of instruction in the teaching-learning process but they sometimes also switch the codes or terms to the native language to facilitate language learning, manage the class, and express empathy to the students. Particularly, in Indonesia, code-switching is extensively used by English teachers

based on the assumption that the students cannot fully comprehend the materials if they only use English.

Based on preliminary data which had been done at SMAN 7 Medan, it was found in EFL online teaching and learning process that the teacher used code-switching. The teacher switched their language from English into Bahasa.

Here is the invention that researcher found as preliminary data;

Dialogue I:

Teacher : Ok, look at the sentence! nah perhatikan dulu dengan cermat contohnya. Is it active voice or passive voice? Who can answer? Coba, Anggy dulu yang jawab.

Student : Hmmm Passive voice mam.

Teacher : Okay, good Anggy.

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Dialogue 2

Teacher: Ok anak-anak. We have learned about passive voice. Untuk mengetahui pemahaman kalian tentang pelajaran ini , tolong masing-masing make the examples of passive voice. Buat 5 contohnya ya nak !

Based on the conversation above, the bold words are native language (L1) and the other is English (L2). So, the teacher did code switching in teaching. It belongs to Inter-sentential switching, because the teacher inserted the L1 into L2 within the sentences.

Based on the explanation above, all teachers said that code-switching is helpful. According Moore (2010) states that the use of L1 in classroom context is still considered as challenging and expected to use less to avoid such mixing of languages. He said that in teaching learning process teacher and student have to use Bahasa less. The problem is the teacher's position is so burdened, on the one hand the teacher must use English more in teaching English. On the other hand, code-switching is needed, so that students can easily understand learning. So that is the reason why the researcher conducted this research.

Furthermore, the previous research was done Naipospos (2015) showed that inter-sentential switching was the dominant uttered by the teacher in teaching English to grade nine of junior high school at Perguruan Sisingamangaraja, Tanjung balai. She inferred that code switching is used to emphasize some points, translate unknown vocabulary and express group identity.

Investigations of code-switching in the classroom phenomenon has been an area of interest for some researcher. They came up with different conclusion. Liu (2003), for example , made a reserach in EFL classroom in beijing. He concluded that code switching represented one of the strategies that efl teacher often use to accomodate the students' level of foreign language profiency.

Another researcher, Rahayu (2019) made a research of code switching in teaching English speaking Skill by the teacher and students at the eighth grade SMPN 1 Sambit Ponorogo. The finding show that there were 69 utterances of code switching used by the teacher and students.

1.2 The Problems of the Study

Based on the background above, the problems will be stated as follows:

1. What types of code-switching are used by the teacher in EFL online teaching and learning process at SMAN 7 Medan ?

2. Why is code switching used in the ways it is?

1.3 The Objectives of the Study

Based on the problems stated above, the objectives of the research are intended to find out:

1. The types of code-switching that are used by the teacher in EFL online teaching and learning process at SMAN 7 Medan.

2. The reasons for doing code switching in EFL online teaching and learning process

1.4 The Scope of the Study

Sociolinguistics discusses varieties of language, language maintenance and shift, language change, language planning, and language in contact. Language in contact discusses about code switching and code mixing. This study focused on code switching. In addition, there are three interactions in teaching and learning process, namely teacher-students. Student-teacher, and student-students. This study focused teacher-student interaction.

1.5   The significances of the study

The findings of this research are expected to be relevant and significant theoretically and practically. Theoretically, the findings of this

study are expected to provide significances to the theory of code switching in foreign language teaching. In addition, the findings are also expected in practically as following:

1. For EFL teachers: this study is supposed to provide references for English teachers when switch the language. The teachers are expected to be careful in selecting the language as the input in language teaching.

2. For other researchers: the findings of this research, hopefully can be expanded in different setting.