

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language has an important role in communicating with others. People will be able to communicate with one another more readily and efficiently if they use language (Kasneci et al., 2023). Nowadays, we are no longer surprised to see people who can speak many languages. People can speak multiple languages in different places for different purposes. They usually can speak two or more languages when people are not in a place where they can use their mother tongue, and it also happens when people learn another language than their mother tongue. The ability to use more than one language in communication and interaction is called bilingual or multilingualism. According to Wardaugh (2006), the phenomenon of people having more than one code (language) is called bilingualism or multilingualism.

Bilingualism or multilingualism is a phenomenon in which one can speak more than one language. The fact that people who can understand two or more languages often switch their language to another. It may change to the first or second language to convey information. This phenomenon of language switching is a branch of sociolinguistics, which is called code-switching.

Code-switching is changing one language to another orally or in writing to suit different situations. Cantone (2007, p.21), states code-switching is the process of using more than one language in a particular communication situation.

Code-switching can occur because a person understands several languages, and variations of them (Bhatia & Ritchie, 2012). So, this statement explains that code-switching is a linguistic term that refers to the use of multiple languages or language varieties in the same conversation and certain communication situations.

Namba (2012), suggests that code-switching is the alternative used by bilinguals of two or more languages in the same conversation. Code-switching is the use of two language codes by either teachers or students in the classroom setting (Lin, 2013). Even, the phenomenon of code-switching is not only occurring in society but also in the teaching and learning process. It means code-switching also appears in formal situations (in the classroom). For example, the teacher not only uses English as the language of instruction in the teaching and learning process in the classroom but also uses code-switching to facilitate language learning and classroom management. It is also used to explain the material and to communicate with the students.

The researcher observed the phenomenon of code-switching when conducting an observation at SMP Swasta An Nizam Medan, it was found that in the process of teaching in the classroom the teacher used code-switching. The teacher switches English to Indonesian during the teaching and learning process in English classroom at SMP Swasta An Nizam Medan.

Dialog 1:

Teacher : I ask you what the different between am and pm. **Jadi kita mau membahas soal waktu ya atau menyebutkan jam. Apa bedanya am dan pm?**

Student : Kalau *am* dari jam 01.00-12.00 siang. *pm* jam 12.00-00.00 malam.

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

Referring to the phenomenon above, code-switching is used to make it easier for teacher to convey material so that students can understand the material being taught, especially certain terms that must be explained in detail so that they can be understood. It occurs because when the teacher used full English in the classroom, not all students can understand what the teacher is saying, some students look confused and even sometimes they don't respond or silent. It was because there are some words or phrases that are still unfamiliar and not all the students understood the vocabulary, phrase, clause, or sentence very well. So, the teacher used code-switching to make it easier for the students to understand what the teacher said.

Based on the explanation above, the researcher chose this topic because the researcher analyzed the phenomenon of code-switching in the learning process of English subjects, especially in grade seventh at SMP Swasta An Nizam Medan when the researcher saw a real example of this phenomenon. Further, this study investigates code-switching which focuses on the type of code-switching used by the teacher, how the teacher used the code-switching, and the reason for used code-switching in the teaching-learning process at Smp Swasta An Nizam Medan.

B. The Problems of the Study

Based on the description of the background of the study stated above, the researcher formulated the problem as follows:

1. What types of code-switching are used by teacher in English classroom at SMP Swasta An Nizam Medan?
2. Why does the teacher used code-switching in English classroom at SMP Swasta An Nizam Medan?

C. The Objectives of the Study

Based on the problem of the study above, the objectives of the study are:

1. To explain the types of code-switching used by teacher in English classroom at SMP Swasta An Nizam Medan.
2. To investigate the reasons why the teacher used code-switching in English classroom at SMP Swasta An Nizam Medan.

D. The Scope of the Study

To achieve the objectives of this study, the researcher limits the scope of the study to make it more detail and focus. This research focused on the use of code-switching in teaching English which occurs in the class. This research is limits to discussing the type of code-switching used by the teacher and the reasons for used code-switching in the teaching-learning process grade seventh at SMP Swasta An Nizam Medan.

E. The Significance of the Study

The researcher expects that the results of this study provide contributions to language teaching and learning, both theoretically and practically.

1. Theoretically

Theoretically, this study provides a new contribution to the theory of code-switching in English language teaching. This research is also expected to contribute as guiding information for Education students' interest in studying code-switching in English language teaching.

2. Practically

- a. For English Teacher, this study is expected to be useful for the teacher can teach more effectively and easily. To knowing student's understanding of the material and seeing the problems faced by students in learning English.
- b. For the Students, this study can contribute to their discovery of the difficulties and lack of the students understanding the learning material.
- c. For the next Researcher, this research can contribute to future research. This research can increase their knowledge about code-switching and conduct a more in-depth study of related research which is more in-depth about related.