CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a vital tool for communication, used by everyone to convey information and opinions. Teachers use language to interact with students, and when they switch from one language to another, it's called code-switching. The purpose of code-switching is to ensure that everyone understands the language being used. According to Holmes (1992), code-switching happens when a speaker shifts from one language to another. Therefore, code-switching is a natural part of language-classroom interaction. Code-switching in the classroom helps to bridge the gap in communication between the teacher and students, especially when giving instructions.

Nowadays, teaching high school students can be challenging, as some students still struggle with understanding English despite having learned it since primary school. Teachers face the difficulty of ensuring students comprehend the materials being explained. Therefore, teachers need to communicate effectively with their students and possess excellent communication skills. However, in reality, some students still have difficulty understanding English. By using code-switching, teachers can provide instructions and explanations about the materials more easily. This helps students understand the content, follow the teacher's guidance, and express their thoughts. Switching languages allows teachers to deliver materials more effectively and enables seamless communication, resulting in students gaining a deeper understanding of the teacher's message.

Based on preliminary research conducted during PLP 1 and PLP 2 at SMPN 27 Medan, which involved observing English classrooms and interviewing an English teacher, it was evident that some students still faced challenges in comprehending English during the learning process. These students were still in the process of grasping the language. Consequently, effective communication between the teacher and students within the classroom was hindered as the students struggled to understand the teacher's instructions. The research further revealed that the English teacher resorted to switching from English to Bahasa Indonesia during their teaching process. This decision was based on the belief that using Bahasa Indonesia would enhance the students' comprehension, given their limited proficiency in English. The teacher's reasoning was corroborated during the interview, as she expressed her belief that language switching contributed to better student understanding of the taught material. The researcher aligns with the teacher's perspective, as it resonates with the observations made during classroom visits. As a result, the researcher concludes that the intentional use of code-switching by English teachers in the school is justified. Code-switching serves as a valuable tool for teachers, particularly when addressing the students' challenges in understanding English due to their limited language proficiency.

Based on observations in an English class at SMPN 27 Medan, a phenomenon was identified. This phenomenon serves as the basis for the researcher to conduct this study. The researcher encountered a problem: some students had difficulty understanding English when the teacher taught in the class. Consequently, the interaction between the teacher and students was

hindered. This difficulty arose due to variations in students' comprehension levels, affecting their ability to grasp the teacher's explanations in the classroom. Hence, the teacher needed to employ code switching to enhance students' understanding of the teacher's explanations during class.

In conducting this research, the researcher has established rationales for the selection of research subjects, the types of code-switching to be analyzed,and the choice of text to be used as the focus of investigation within English classroom interactions. Firstly, the researcher chose to focus on an English teacher at SMPN 27 Medan as the research subject. This choice is rooted in the researcher's personal experience during PLP activities at the school, particularly in observing an English class, specifically, grade 8.4, where the teacher employed English as the medium of instruction.

During this observation, it became apparent that the dynamics of teacher-student interaction were not optimal. A significant portion of students struggled to comprehend the teacher's explanations delivered in English. The researcher identified a phenomenon: the English teacher periodically transitioned to using Indonesian with the intent of facilitating improved student understanding of the lesson content. Secondly, the types of code-switching chosen for analysis are based on Holmes' theory, which classifies code-switching into four categories: participants, solidarity, status, and topic. The selection of this theory sets this research apart from previous studies, which frequently relied on the theories of Poplack, Wardaugh, etc. By adopting Holmes' theory, the researcher aims to contribute a new perspective to the field. Lastly, the researcher's decision to

focus on narrative text as the topic of analysis stems from the intention to differentiate this study from previous research. Existing literature lacks examinations of code-switching within the context of narrative texts. The researcher's interest was sparked by the dearth of prior research in this area, prompting a desire to delve into the types of code-switching utilized by teachers when teaching narrative texts in the classroom.

Given the importance of code-switching in classroom interaction, previous studies have been conducted on the issue of code-switching. For example, Fithriani (2021) investigated code switching using Poplack's theory, Tri Rahayu (2019) explored code switching using Ronald Wardhaugh's theory, Anis Oktaviani (2019) examined code switching through the lens of Bloom and Gumperz theory, and Ike Diah Sintaningtyas (2017) investigated code switching using Poplack's theory.

This research is different from previous studies because it uses Holmes's theory. The focus of the researcher is to analyze the types of code-switching used by the teacher in classroom interactions, with a specific emphasis on English narrative texts. The research was conducted at SMPN 27 Medan. Therefore, the researcher is interested in the research with the title "Analyzing a Teacher's Types of Code Switching in Teaching Narrative Texts for the Eighth Grade Students at SMPN 27 Medan."

B. The Problems of the Study

Based on the background of the study, the research problems can be formulated as follows:

1. What types of codes witching are used by the teacher in teaching narrative texts for the eighth-grade students?

2. How does code switching manifest in the teaching of narrative texts for the eighth-grade students?

3. Why does the teacher use code switching in teaching narrative text for the eighth-grade students?

C. The Objectives of the Study

Based on the research problems above, the objectives of the study can be defined as follows:

1. To investigate and classify the types of code switching used by the teacher during teaching narrative texts for the eighth-grade students.

2. To analyze the manifestations and instances of code switching used by the teacher in the context of teaching narrative texts for the eighth-grade students.

3. To find out the reasons for the teacher's use of code switching in teaching narrative texts for the eighth-grade students

D. The Scope of the Study

The researcher has defined the scope of this study, focusing solely on the discussion of code-switching in teaching narrative texts by the teacher in the

classroom for eighth-grade students at SMPN 27 Medan. The research specifically concentrates on the teacher's code-switching observed during the teaching process, limited to code-switching from English to Indonesian.

E. The Significances of the Study

Based on the objectives of the study, the significances of the study can be defined as follows:

1. Theoretical Benefit

    Hopefully, this research, which is the result of the researcher's thoughts from various sources that have been arranged, can be used as a reference and is useful for academic purposes, particularly in the realm of code-switching and further research.

2. Practical Benefit

    a) For the teacher, hopefully this study can enhance the quality of the English learning process, particularly with regard to the use of code-switching in classroom interactions.

    b) For other researchers, hopefully this study can be a reference to gain more knowledge about the use of code-switching in classroom interaction.