CHAPTER I
INTRODUCTION

A. The Background of the Study

Man and language related to each other. Language has important function as a way to communicate. Most of Indonesian people are bilingual or even multilingual. It means they can speak at least two language or more in their daily conversation. Their own mother tongues are mostly used in informal situation such as conversation with their family and their friends who are from same regions. Bahasa Indonesia as the national language usually used in formal situation such as in education, offices, and meetings.

Indonesia has many ethnics, custom, and languages. As a part of province in Indonesia, North Sumatera also has view ethnics with its own language. There are several languages in North Sumatra beside Bahasa Indonesia as national language. There are Bataknese, Javanese, Malay, Karonese, Mandailingnese, and Chinese. Beside that, Indonesian people also learn English as an effect of English that influenced many aspect of globalization era. They learn English since primary grade until university. The English teachers in Indonesia still use Indonesian Language in the teaching learning process which is explain the material or interaction in the class. It happens because the function of Indonesia Language as an escort language in education field based on Indonesian Republic Statute number 24 in 2009, Section 2 about oficial language of

Indoneisa Republic in the 3rd paragraph of 25th article and 1st paragraph of 29th article).

Process of teaching learning English subject automatically occurs in bilingual education likes stated by Coulmas (2008), bilingual education involves two languages in instruction. Teacher and students speak English and Indonesian Language whiles teaching learning process. Such as in the situation, teacher explains the material with English, when the students are getting confuse about the teacher explanation, teacher switches the language from English to Indonesian Language. The other way around, when the student speaks English to propose their opinion but they are lack in vocabulary, they switch the language from English to Indonesia Language in order to continue proposing their opinion.

Switching the language done by the teacher and student is known as code switching. Wardhaugh (2006) states that most speaker command several varieties of any language they speak. Using two languages at the same situation is the factors that trigger the rising of code switching. Wardhaugh (2006) also states that code switching as a strategy of using two or more languages in the same utterances. It means that code switching is the alternating of using two languages within conversation and code switching often happens in the bilingual and multilingual society.

In this research, the writers wants to get deeper understanding about the phenomenon of code switching in the teaching process of English Subject in SMP Negeri 1 Air Putih, Kabupaten Batubara. Based on the observation of the writers

in this school, the writer saw that the teachers switch their language from English to Bahasa Indonesia and vice versa.

Here are the conversation between the teacher and the student in teaching process of English Subject in *SMP Negeri 1 Air Putih.*

Teacher	: Good morning, how are you today ?
Student	: (all student) I am fine, thank you, and you ?
Teacher	: I am fine, thanks.
	Who didn't come today?,
Student	: (there is no answer from the student)
Teaher	: Who didn't come today ?, *siapa yang gak datang hari ini ?*
Student	: (a view of student) *Gak da,* Sir, *hadir semua.*
Teacher	: All of you present?, *semuanya hadir?*
Student	: Yes Sir.
Teacher	: You all right, *kalian benar sekali.*
	Where is your absent ?
Student	: *Diambil sama BP*
Teacher	: (checking the presence of the students) I want to check; Nauval, Tuti, Tiara, Beni, Arya, Dimas, Wahyudi, Mayliza, Riska, Irma, Silvia.
	What is your name?, I forget
Student	: Safrudin
Student	: Hisaf (the other student)
Teacher	: Oh, Hisaf, his name, Hiraya, Fitri, and so on, so on, *dan seterusnya.*
	Okay, now look at your book on page ten and take the pencil, ya !
	Okay, are you ready? , are you ready?
Student	: Yes Sir
Teacher	: Listen carefully! , are you ready Mayliza?
	It is about the conversation, but before the conversation, look at to the box.
	Look at in the box!, *ada di dalam kotak.*
	There are three words. *Ada tiga kata, coba kita tafsirkan dulu.*
	The first one is expressing, second is asking and certainty, is it? *Iya kan?*.
Student	: Yes Sir.

The teacher used two languages; English and Indonesian language in teaching process. One of teacher tried to deliver the material and gave the instruction to the student used English, but when the student get confused and do

not understand about the material or instruction, teacher switch the language into Indonesian Language. Eventhough the teacher always do the code switching, but there are the problems from this teacher's code switching; does the teacher know why they do code switching in teaching process and the function of teacher's code switching for student's learning process of English Subject in *SMP Negeri 1 Air Putih*.

Gomez and Garcia (2012) had been investigated 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. The population of the research consisted of 279 elementary school teachers as seven Northern and seven Southern schools in the same South Texas region. The findings showed that the Southern teachers had more prejudices toward 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 classrooms.

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 thaught in rural and urban area of Tebing Tinggi. The finding show that there are three types of code switching namely intra-sentential switching, inter-sentential switching and tag switching uttered by the teacher. The other finding are, 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-switchong are teacher's education, teacher's attitude and the translation method use.

Berg (2013) also investigated the phenomenon of code switching. His research investigated code switching in ESL Teaching. He gathered data from three teacher with seven classrooms. The finding showed that the teacher in compulsory school does altertnate between the target language and the first language and the first language for various reasons, while the teacher in upper secondary school use the target langugae both within and outside the classroom and there rarely the occurences of code switching among the students and teachers. The reason for this because the content of material was to difficult for the students to understand, or the students refused to interact in English with their teacher and fellow students.

The phenomenon of code switching is interesting to researcher because it often happen in daily life. This phenomenon also happens in Educational field as had been investigated by Gomez, Garcia and Berg. This research will investigate the type of code switching, the reason why the teachers do code switching, and the fuction of teacher's code switching in teaching process of English Subject.

B. The Problems of the Study

In this research the writer discuss the phenomenon of code switching in teaching learning process of English Subject. The following research questions the writer wishes to answer:

1. What types of code switching are found in teaching process of English subject?

2. What are the function of teacher's code switching in teaching process of English subject?

3. Why do the teachers switch the language in teaching process of English subject?

C. The Objectives of the Study

The primary objectives of the study are:

1. To find out types of code switching in teaching process of English subject.

2. To find out the functions of teacher's code switching in teaching process of English subject.

3. To explain the reason of teacher's code switching in teaching process of English subject.

D. The Scope of the Study

This research which is entitled *"Code Switching in Teaching Process of English Subject in SMP Negeri 1 Air Putih Batubara"* focuses on the types of code switching, the function of teacher's code switching and the reason why the teachers switch their language.

E. The Significances of the Study

The writer hopes the finding of this research can useful theoretically and practically.

1. Theoretically, the results of this study provide new contribution to the theory of code switching in English language teaching and this research also expected to have contribution as guiding information for Education students who are interested in the study of code switching in English language teaching.

2. Practically, the result of this study are expected to be useful for the English teachers as a reference in order to be careful in selecting the language as input in language teaching and for other researcher want to conduct the further research of code switching.