

# CHAPTER I INTRODUCTION

## 1.1. Background of the Study

A study about language is a never ended talk since language is a part of human life. It has a role as a means of communication in a social life. Human beings interact one to another to communicate by using verbal and non verbal communication. In reality, language is used in a society by verbal (spoken) and non-verbal (body language). It must due to the cooperation and understanding between speaker and listener.

Language is used by people to convey ideas, thoughts, needs, and feelings. They use the language in daily life as natural as breathing. It happens automatically when people communicate with others. When people undertake communication in order to achieve their purposes such as someone greet other people by using the word '*hello*'.

Globalization era makes English is badly needed. English must be learned both formal and informal education at the early age. That is why some public schools have foreign language classroom by using bilingual. The bilingual happens through code-switching in classroom interaction. The definition of bilingual is a person who has some functional ability in the second language (Spolsky, 1998: 45). In addition, Hamers and Blanc (1987: 265) define bilingual as "an individual who has an access to two or more different codes or languages".

Phenomenon of switching a language with another language occurs in the teachers' daily conversation called code-switching. It is a switching from one language to another, for example, the switching from English into Bahasa Indonesia.

Code-switching can be seen in English foreign language classroom which is done by the teachers when teaching English to their students. Teacher who delivers the lesson to the students use language by conveying some codes. It happens in classroom interaction. Classroom interaction plays an important role in teaching and learning process. It is a bridge for students to understand the lesson that is delivered by the teachers. At the time of communicating in classroom interaction, there are some codes happen. The codes happen among teacher-students interactions, student-teacher interactions, and student-student interaction. Teacher-students interaction is the basic of education since teacher delivers the knowledge to the students.

A study about code-switching has been conducted by Azwani (2012), her study attempted to investigate code switching in teaching English uttered by teachers and students at Public Senior High School. She found that, commonly, teachers switched English to Indonesian when translation session and giving instruction. While the students switched English to Indonesia when clarifying the content of the lesson and giving feedback.

Mastura, Azlan and Narasuman (2013) investigated how code-switching functions as a communicative tool in a English as a second language teacher education class in a tertiary institution in Malaysia. Their findings revealed that three types of code-switching known as tag switching, inter-sentential switching, and intra-sentential switching were predominant in classroom communication between students and the instructor. The study also found that English was the dominant language of communication while code switching was used to convey ideas in specific situations and to enhance solidarity in the first language.

Then, Mujiono, Poedjosoedarmo, Subroto and Wiratno (2013) investigated how the English lecturers practiced code switching in English as foreign language (EFL) instruction in the classroom. From the findings they found that the English lecturers used English, Indonesian, Arabic, interchangeably. The English lectures made switching for (1) linguistics factor, (2) to continue speaker's pronouncement, (3) addressee specification, (4) information clarification, (5) intimacy, (6) affected with the addressee, (7) unpleasant feeling, (8) to create humor, (9) repetition used for clarification reiteration of a message, (10) to strengthen request or command, (11) to make questions, (12) to give advice, (13) to balance the addressee's language competence, (14) to make it easier to convey speaker's message, (15) discourse marker.

SD Pelita Kasih Tanjung Morawa is a private school which use foreign language in classroom interaction. This primary school use two curriculums, government curriculum and overseas curriculum. The government curriculum use Bahasa Indonesia. In the classroom interaction, both teachers and students speak Bahasa. In delivering the subjects, the teachers prefer speaking Bahasa to English.

Meanwhile, the overseas curriculum use English in delivering the subjects. Teachers speak English in teaching learning process in the classroom interaction. However, the fact does not always occur like that. The teachers assume that their students could not fully understand them if they only use English. It can be understood since the first year of primary school are in the process of learning the language which is not widely used in the community. It might be possible for teacher and students to use code-switching in classroom interaction while they study Mathematics and Science. It can be seen in this example observed by the

researcher on 17th October 2016 in grade one classroom interaction of SD Pelita Kasih Tanjung Morawa.

*A Mathematics teacher asked the students to open their book. The teacher gave some instructions for the students before the lesson.*

*Teacher(RB) : Ok class, now I am going to give you an exercise. But before that, please take your classwork.*

*'Ok class, now I am going to give you an exercise. But before that, please take your classwork.'*

*DA : Ambil buku apa Miss?  
'What book should we take Miss?'*

*Teacher(RB) : Classwork, please.  
'Classwork, please.'*

*KP : Notebook sama homework enggak Miss?  
'Do we need to take notebook and homework book Miss?'*

*Teacher(RB) : I said classwork, please. **Saya bilang** classwork. **Ambil buku** classworknya sekarang. Put your book on your table. **Letakkan** classworkmu **di atas meja**.*

*'I said classwork, please. I said classwork. Take your classwork book now. Put your book on your table. Put your classwork book on the table.'*

*Teacher(RB) : Ok, already? **Sekarang** look at the whiteboard, please. Everybody, **lihat ke** whiteboard. Pay attention, please. **Semuanya perhatikan ke depan**.*

*'Ok, already? Now look at the whiteboard, please. Everybody, look at the whiteboard. Pay attention, please. Everybody, pay attention to the whiteboard.'*

Based on the context, it can be seen that teacher switched English to Bahasa Indonesia language to emphasize the instructions for the students. Teacher uttered the instructions in English and Bahasa. However, teacher should used English only in delivered the message.

“*Saya bilang classwork. Ambil buku classworknya sekarang. Put your book on your table. Letakkan classworkmu di atas meja*”. *Saya bilang* is intra-sentential code switching, *ambil buku* is intra-sentential code switching, and *letakkan* is also intra-sentential code switching.

“*Sekarang look at the whiteboard, please. Everybody, lihat ke whiteboard. Pay attention, please. Semuanya perhatikan ke depan*”. *Lihat ke* is intra-sentential code switching and the sentence *semuanya perhatikan ke depan* is inter-sentential code switching.

Another example of code-switching by teachers can be seen on the example observed by the researcher on 10th October 2016 in grade one classroom interaction of SD Pelita Kasih Tanjung Morawa.

*A Science teacher explained the lesson in the classroom.*

*Teacher(AN) : P1, today we are going to study about shapes. Apa itu shapes? Any body knows? Apa ada yang tahu apa itu shapes?*

*‘P1, today we are going to study about shapes. Do you know shapes? What is shapes? Any body knows? Is there any of you know what is shapes?’*

*LC : Circle, Miss.  
‘Circle, Miss.’*

*Teacher(AN) : Yes, good. One of the examples is circle. What is circle? Apa itu circle? Ayo, who knows? Could you show me how is circle look like?*

*‘Yes, good. One of the example is circle. What is circle? What is the meaning of circle? C’mon, who knows? Could you show me how is circle look like?’*

In that situation, it can be seen that teacher ought to use English in explaining about shapes. But the teacher used code-switching in translating unknown vocabulary items. “*Apa itu shapes? Any body knows? Apa ada yang*

*tahu apa itu shapes?''*. *Apa itu and Apa ada yang tahu apa itu* are intra-sentential code switching.

Based on the phenomena above, it can be seen that teachers must speak English in delivering the subjects. However, the fact does not always occur like that. It might be possible for teacher and students to use code-switching in classroom interaction while they study Mathematics and Science. Therefore, this study aims to analyze the types of code-switching and the reasons of code-switching used in the utterances in classroom interaction.

### **1.2. The Problems of the Study**

Based on the explanation above, the problems of the study are formulated as the following:

1. What types of code-switching are used by Mathematics and Science teacher in grade one classroom interaction at SD Pelita Kasih Tanjung Morawa?
2. Why do the Mathematics and Science teacher in grade one use code-switching as the way they do?

### **1.3. The Objectives of the Study**

Based on the formulation of the research problems above, the research objectives can be stated as follows:

1. To find out the types of code-switching used by Mathematics and Science teacher in grade one classroom interaction at SD Pelita Kasih Tanjung Morawa.

2. To describe the reasons of code-switching which are used by Mathematics and Science teacher in grade one classroom interaction.

#### **1.4. The Scope of the Study**

In this research, the study will focus on the analysis of code-switching of English-Indonesian words which are taken from the utterances of Mathematics and Science teachers of grade one. The study will analyze the types of code-switching based on Poplack's theory. It also analyzes the reasons of code-switching based on Hoffman's theory which are used by Mathematics and Science teachers in the classroom interaction.

#### **1.5. The Significance of the Study**

The findings of the study are expected to be relevant and significant theoretically and practically.

##### **1. Theoretical Significance**

The findings of this study are expected to enrich the theories of Sociolinguistics such as; code-switching to develop the knowledge of code-switching in classroom interaction for the students who are studying this field and feel interested on observing the use of code-switching in classroom interaction as well as to give the contribution to the knowledge of linguistics.

## 2. Practically Significance

Practically, the usefulness of findings is described as following:

- 1) The findings of the study are expected to be useful for teachers, so they can use it to support the teaching and learning materials related to code-switching since the findings could be used as references.
- 2) The findings of the study are expected to be useful for other researchers who wish to carry out further research about code-switching especially in classroom interaction since the result could be used as references.

