

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

The term globalization always appears on the front pages of newspapers these days. It evokes strong positive or negative feelings depending upon whether it is being praised by the business community for opening up world markets to more extensive trade or condemned by those who associate the term with the dramatically widening gap between rich and poor nations and people. Globalization means every aspect of life will be run in a global way. People can understand each other even though they are coming from different parts of the world with different languages. It means they need one united language to run every aspect of life in case to communicate and keep in touch. English, which is regarded as a global language, is used to fulfill people's desire to communicate and keep in touch. There is no legal decision or law which states English as the global language. So, why do we use English? Here's an analogy. In corporate, we want to give a valuable project to a person who is tough and flexible. We want to work together with a firm company. We refer English as a firm company which is tough and flexible. English doesn't focus too much to another culture or certain way of life. English is considered a neutral language nowadays. Moreover, English speaking countries conquered most part of the world. They were powerful that day. In the world's law, the strong will take over and we will follow its way and rule.

It makes English well-known around the world as the global language. It is a required knowledge to pin in the global environment. It means it is used worldwide now. Every non-English speaking country is obliged the students to learn English early in their childhood. It happens because English is used in every major of life. English is used in Economy, Banking, Politics, Science, etc. Moreover in this globalization and free trade era, people from other nation will go to other nations freely with no boundaries. These situations will continue to happen in the future. The whole world will be through that situation including Indonesia.

One aspect of globalization that has important implication for educators is the increasing movement of people from one country to another. Population mobility is caused by many factors: desire for better economic conditions, the need for labor in many countries that are experiencing low birthrates, a constant flow of refugees resulting from conflicts between groups, oppression of one group by another or ecological disasters. So, one who cannot survive and go with the flow, will be left and drowned.

Indonesian government realizes the situation. We do not want as a big nation with many human resources as well as the nature resources will be left behind and doesn't take part in the world stage. That is the reason why Indonesian government especially The Department of Education works very hard to accomplish the global situation. The Department of Education focuses on the curriculum improvement. Until now Indonesia has been through many changes in curriculum. Even government has added another curriculum from other countries

to national curriculum to be put in practice in many schools. That is the reason why there are some schools declare that their curriculums are better than others because they do not only apply national curriculum but also international curriculum.

In dealing with that situation, in teaching-learning processes in some schools have been using English as the medium for communication. Moreover for schools that use International curriculum. They use English for teaching Mathematics, Biology, Chemistry, and Physics. But for another subjects use Indonesia as medium. It is estimated that between 60 and 75 percent of the world is bilingual, and bilingual education is a common educational approach used throughout the world. It may be implemented in different ways for majority and/or minority language populations, and there may be different educational and linguistic goals in different countries. In Canada, immersion education programs are designed for native speakers of the majority language (English) to become proficient in a minority language (French), whereas heritage-language programs are implemented to assist native speakers of indigenous and immigrant languages become proficient in English.

However, for teachers who do not have any skills in English or do not have any English background, it is very difficult for them to teach if they use English as the medium. That is the reason why some schools open bilingual classroom to help those teachers. Actually, it helps students too, because not all students can speak or even understand English since they use it rarely. In Indonesia, English is still known as a foreign language. Not like any other

Association of South East Asia Nation (ASEAN) countries which already have used English as a second language in their daily life.

In bilingualism, it is realized that two participants will communicate each other in two languages. In that situation, there will be some switching activities take place. This activity is called code switching. It happens if the teachers explain in English and somehow s/he may switch some codes or terms into Indonesia, so the students may get an understanding in the teaching-learning process. However, there are many questions appearing from that activity. For example, what kinds of code switching do the teachers use in teaching-learning process? Or how do the teachers switch the code from English into Indonesia or vice versa? Do they follow some patterns to do it? Do they realize or not that they use code switching in the teaching-learning processes? Do they code switch by any particular reason? Or even the most important thing, do the students understand the lesson well if the teacher uses two languages at the same time? It can be seen that code switching can arise many interesting questions and phenomenon. Despite all the questions, code switching is very interesting by seeking out how a person switches code of two different languages at the same time. It's interesting to discover how this activity is implemented in teaching-learning processes and gets the benefits.

In multilingual communities, code switching is a widespread phenomenon that extends from daily life and workplaces to classrooms in which specific languages have been instituted as the official languages of instruction. Actually, this topic is not new anymore. There were many researchers on this topic before. But these researchers were only dealing with English and other languages. For

example, Yin Bing researched the constraints on intra-sentential code switching in Cantonese and English. He found that code switching will not take place at just any point in a sentence. His result showed that it was possible to predict where switching was more likely to occur and that it was rule-governed behavior. Another researcher, Liu Aichun, from Beijing Studies Universities made a research in teacher code switching between English and Chinese in EFL classroom. He found out that code switching represented one of the strategies that EFL teachers often use to accommodate the students' level of foreign language proficiency. Another researcher, Martin's (1996) earlier study in primary level 4 and 5 classrooms in Brunei Darussalam revealed that code switching is the most frequent in history lessons, followed by science and geography, with the least use in mathematics. In language classrooms, code switching is employed to facilitate students' comprehension at various educational levels: kindergarten (Huerta-Macias & Quintero, 1992), secondary (Flyman-Mattsson & Burenhult, 1999) and university (Greggio & Gil, 2007). Teachers also code switch to repair trouble or silence in university classes (Ustunel, 2004). Alternatively, code switching is a strategy for teachers to adapt to students' English proficiency, teaching goals, and a teacher roles in a university setting in China (Yang, 2004). These findings, however, are based on teachers' reports of their reasons for code switching. Studies offering linguistic evidence based on naturally occurring classroom data provide better insight into the functions and forms of code switching.

In doing this research, there was one school in Toba Samosir District which was suitable to be the place for this research. This school is SMAN 2

Balige. This school is chosen as an International Standard School Project in 2009 and this school prepares itself to be the International Standard School in 2011. As the school project, the teaching-learning processes should be conducted in a bilingual environment which uses English and Indonesia for Mathematics, Biology, Chemistry, and Physics. Bilingualism is used since not all teachers of science and the students comprehend English as their daily language. In practicing bilingualism, the teachers use code switching in every day teaching-learning processes, even though they do not realize actually if they switch code in other language (English) to another language (Indonesian). However, not all classes use English and Indonesian language in the teaching-learning processes. There are two different types of class at the same level. For each level, there is a bilingual classroom and monolingual classroom.

This activity can be seen in biology teaching-learning processes. It happens because in all four science subjects, Biology is rich in theory explanation. There are many jargons used especially for Biology. While other science subjects are rich in numbers and patterns. Usually, all three subjects (Physics, Chemistry, and Mathematics) focus on exercise and do some test. That is the reason why biology is chosen to observe the implementation of code switching in teaching-learning processes.

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

Based on the explanation of the background of the study above, the problems of the study were formulated as follows:

1. What is the dominant type of teacher code switching?
2. What are the reasons the teacher to use code switching in the classroom?
3. Is there any benefit for students if their teacher uses code switching in the teaching-learning process?

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

This study is intended to discover:

1. the dominant type of teacher code switching,
2. the reasons of the teacher use code switching, and
3. the benefits for students if their teacher uses code-switching in the teaching-learning process.

## **1.4 The Significance of the Study**

This study is expected to be useful practically and theoretically.

- 1) Theoretically, this study is expected to give good contribution for the education practitioners to be a reflection of their bilingual class and can be used to evaluate how far we treated our students in bilingual circumstances. Who knows, we will find the a – ha moment to improve our teaching processes in the future.

2) Practically,

- a. By having this research; teachers can use code switching in delivering their subjects in a bilingual circumstance. Moreover, the result of this study will practically provide valuable information to the teachers in their attempts to decide to use code switching to help them since they have low proficiency in foreign language that they have to use.
- b. The findings of this research are expected to help non-English teachers in analyzing their students' needs and language proficiency so that they can code switch from their native language (NL) to foreign language (FL) without worry that the students will find difficulty in understanding the teachers' explanation.
- c. This research is expected to those who want to conduct further research since this study is useful as a trigger and the grounds in conducting further research related to code switching in another field study.

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