

CHAPTER I

INTRODUCTION

A. The Background of The Study

English is obtained by students from many sources, at the school they mostly get English from their English teachers. Because English is not their native language, it makes English teachers play a vital role in students' understanding in learning English. Due to lack of vocabulary, sometimes students have difficulty understanding some English words, phrases and sentences. It is the teacher's responsibility to make students understand the material given in the teaching and learning process of English, the teacher must use clear language to explain the information and the knowledge to students and vice versa. The goal is that the subject matter is achieved properly. If the subject matter is delivered using communicative language, students can more easily understand what is explained by the teacher.

To make students understand, teachers sometimes have to switch from English as their second language in learning English to Indonesian as the student's first language or vice versa. Richards and Schmidt in Thohir (2017) state that code switching is a change by a speaker (or writer) from one language or language variety to another. The main goal of code switching is to convey messages or information from speaker to listener directly and to make good communication between them.

Wardhaugh (2006) states that the phenomenon of code-switching is found in bilingual society, because they are usually required to select a particular code whenever they choose to speak, and they may also switch from one language to another language. Thus, it is possible to conduct a study on code switching by involving the members of the bilingual society who are supposed to switch the language. Indonesian people who live in a bilingual or even multilingual society may switch code in daily communication, like at school.

Holmes (1992) states that the ways people talk are influenced by the social context. Furthermore, he also states that code switching and code mixing as part of sociolinguistic phenomenon are concerned with the relationship between language and context in which they are used. People have to select the appropriate language in a context to make communication process easily.

The researcher has observed the case of code switching when conducting an observation at SMA N 1 Aek Natas. It was found that when the teacher used English in class, the students often seemed confused. Some students were also inconfident to ask about the material was explained by the teacher but other students were brave enough to ask for clarity. Sometimes they just kept quiet and said “Bu maksudnya apa? Kami kurang paham” (What does it mean mam? We don’t understand).

During English class in teaching learning process, usually teacher switched some sentences in English to Indonesian language to explain the material or even to communicate in the classroom. Sometimes, the teacher said “Do you understand?” but suddenly the teacher switched into Indonesian language “kalau

belum paham bisa tanya ke saya” in the class. Teacher had some reasons why she used it in the teaching and learning process. One of the reason why it happened is because some students do not understand what the teacher says if the teacher uses English fully. So the teacher uses code switching to make it easier for the students to understand what the teacher said.

By implementing code switching in English class, it helps students understand the explanation of the teacher. In addition, code switching can also help teachers to communicate with students. When students understand the material delivered by the teacher, they become motivated and active during class activities. The researcher feels that the implementation of the use of code switching in learning English may be important and beneficial for students to understand the material.

There are some previous studies about code switching. The first research is conducted by Zulfa (2016). It found that there are three types of code-switching which appeared in English teaching learning. They are tag code-switching, inter-sentential code-switching, and intra-sentential code-switching. There are nine functions found in English teaching learning.

The second research is conducted by Sintianingtyas (2017). In this study, it found that there are three types of code switching. They are inter-sentential switching, tag switching, and intra-sentential switching. Beside that, six functions of code switching are determined too. They are quotations, addressee specification, interjection, reiteration, message qualification, and personalization or objectification.

In this study the researcher is interested to conduct a study on code switching used by the English teacher at the second grade of SMAN 1 Aek Natas. The researcher chooses this school because there has never been a study that examines about code switching before, in fact it frequently happens both intentionally and unintentionally. Further, this study is investigated code switching which is focused on the types and the reasons why the teacher uses code switching. The researcher takes the utterances of the teacher during teaching and learning process and the result of the interview between teacher and researcher.

B. The Problems of the Study

The problems of the study are described as follows:

1. What are the types of code switching used by English teacher in teaching English at the second grade of SMAN 1 Aek Natas?
2. Why does the English teacher use code switching in teaching English at the second grade of SMAN 1 Aek Natas?

C. The Objectives of the Study

The objectives of the study are described as follows:

1. To find out the types of code switching used by English teacher in Teaching English at the Second Grade of SMAN 1 Aek Natas
2. To investigate the reasons why the English teacher uses code switching in Teaching English at the Second Grade of SMAN 1 Aek Natas

D. The Scope of the Study

To avoid misunderstanding what the writer has explained, the writer limits the scope of study in order to make it more detail and focused. Here, this research focuses on the use of code switching in teaching English which occurs in the class. This research is limited to discussing kinds of code switching used by the teacher in teaching English and the reasons why the teacher uses code switching in English teaching at second grade of SMAN 1 Aek Natas.

E. The Significance of the Study

The result of this study is expected to give some contribution for teaching and learning process as follows:

1. For Lecturer

The result of this research is expected to be useful for the lecturers in Medan States University. The lecturers will be able to make further investigation regarding to code switching in the class

2. For the Students

The study is expected to be useful for the students of Medan state university and also the researcher expected that this study can be the references for the future study and as the references for their task.

3. For English department

The writer hopes this study especially for English department of Medan state university, can make them aware of the language that they use or they listen every time.

4. For the next researcher

The researcher hopes that this study will give the contribution for the future research development and encourage the figure researchers to conduct further study on sociolinguistics, especially on code switching



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