CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Learning a language is a never-ending topic of discussion for humans, as language is an integral part of what it means to be human. Language is an important means of communication. Communication is a form of language. People speak multiple languages in multiple places for different purposes. You can put it in your home, workplace, school, or anywhere else. In our daily lives, we encounter different societies with different languages. Language and society are inextricably linked. People need to be in contact with other people to have a fulfilling life. People use language to express themselves. It is to receive information, exchange thoughts, express emotions, and expand experience and knowledge. Therefore, a language makes a difference in its personal and social use based on different language users, areas of language related to the language, and a society called sociolinguistics.

People speak more than one language in communication. They can use more than one language based on the needs of communication. The ability to use more than one language in communication and interaction is called bilingual or multilingual. "Bilingual as an individual with access to two or more different codes or languages" by Hamers and Blanc (1987: 265).

Today's international language unit is english. In fact, english is the language used by almost everyone in the world. As you know, we often meet people who use code switching. Many books on science, technology, literature, movies, etc.. Use english. English is also used for communication with foreigners. It shows that english is very important. There is bilingualism between indonesian and english because english is a foreign language for indonesians. It can happen when someone is communicating with another person. One of the effects of language switching is the use of code switching. Currently, english is a required subject in all schools in indonesia (english as a foreign language / efl class). Allegedly, english is used as an english lesson. However, as a multilingual society, teachers and students may speak indonesian. The influence of english continues to be very strong, as english plays an important role in indonesia. Still, most indonesian students are not able to fully understand or speak english fluently, even after studying english for a long time. The poor english proficiency of students has created a need to address this issue. As a result, teachers used code-switching to help students not only better understand, but also communicate in that language. Code switching is when the speaker intentionally changes the code in use by switching from one language to another. According to hymes (1875), code-switching is a term for alternating between two or more languages, language types, and even language styles.

In addition, the shift code from English to Indonesian is widely used in the classroom. It can or can influence the strategies of the teaching and learning process in the classroom. The teacher had a reason to switch

languages when talking to the students, and the students seemed confused when the teacher spoke English, so the teacher tried Indonesian to make it easier for the students to understand the language. Switch the language to. Therefore, the code change phenomenon occurs not only between the national language and Indonesian, but also between Indonesian and English. The phenomenon of code-switching occurs not only in everyday situations, but also in the classroom during the course of education and learning, including teaching English. Classroom code switching is defined as one of the class participants alternating between three or more language codes in the classroom. B. Teachers and students (Lin, 2007). However, one of the problems faced in the classroom is the unsupported situation. Learners still find it difficult to learn English because English is not used in everyday life. Many learners still find it strange to use it. There are many strategies available to non-native English teachers to minimize difficulties. One of them uses code switching (CS) in the classroom. In this case, code-switching means that the teacher changes the language from Indonesian to English or from English to Indonesian during the course of education and learning.

The use of code-switching in language education is still controversial. Those who disagree with the use of transcoding expect teachers to use the target language in the interaction of education and learning. This is caused by several causes. First, changing the code is believed to mean that teachers are providing examples of using languages that are not good for students. This assumption is based on the belief that a good language is the language used by the native speaker of that language, but code-switching practices are low-

profile, false, false, and as a result of lack of language ability. It is considered to be using a form of a language. Second, there is a desire to provide students with maximum linguistic input. If the teacher is always using the target language, it means that the student is entering 100 percent of the target language. However, code-switching by the teacher can reduce the percentage of voice input. Proponents of the use of code-switching argue that code-switching practices should not be avoided. If bilingual speakers can use it to enhance their communication skills, teachers and students can certainly use it for the same purpose. Cook (1991) emphasized the need to integrate code-switching practices into foreign language education. The scientists claim that code-switching helps enable the most communicative learning possible.

This allows the teacher to change the code when explaining important concepts, when the student is not focused on the lesson, when the teacher is making corrections, or when the teacher is praising or warning the student. increase. ERIC Digest (1995) recommends the use of code-switching as one of eight principles that can be used to speed up student second language development, as code-switching is a normal phenomenon of language. The scientist who has dealt with the use of code-switching in education is Aachen (1998). The scientist found that code-switching was extremely useful as a tool for improving students' communication skills. Given the disagreements about the use of code-switching, it seems necessary to see how Indonesian English teachers use language codes in the classroom. When teaching English, teachers can use code-switching instead of teaching and learning English. English teachers play an important role in encouraging students to

use English. Indonesian English teachers cannot communicate in English, which limits their full use of English in the classroom. You can see that two languages are used in the classroom. For students, changing the code between English and Indonesian can be a bridge to fluent English for teachers. Code-switching will be a functional tool for communicating information and knowledge to students so that they can more easily understand the materials presented.

Based on the preliminary data that have been collected by the researcher in SMP Negeri 1 Sibolga, it is was found that Indonesian is mainly spoken. The teachers and students are using Indonesian to communicate. For example;

Students : Artinya apa bu? Nggak ngerti bu. (What does it mean, Mam? I do not understand)

Teacher : Look at the exercise yang ada di buku kalian. (look at the exercise in your book)

Students : Yang mana bu? (Which one, mam?)

Teacher : Open halaman empat puluh lima. (open page forty-five)

The existence of a form of language modification that is often carried out by teachers who teach and the insertion of Indonesian words into English or the other way around so that it is the cause of variants to arise in the code switching, it is to provide alternative solutions if they find a different context. Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits.

When learners need to communicate, there are a few new words or expressions that the speaker presents in a dialect that's more familiar to them. This can be in understanding with (brown 2007:72), which says that the exchanging code is an act of putting words, expressions, or parts in more expanded discussions into other dialects. Chen (2009) said that it is exceptionally common when the educator plays diverse parts within the classroom, employments within the handle of instructing, and has particular instructing and communicative objectives. Poedjosoedarmo (rahardi, 2010:24) clarifies that a individual frequently changes his code when talking to others. That change may or may not indeed be taken note by the speaker. The speaker places another dialect component within the dialect he is utilizing for another reason. For case, wanting an climate of civility in discourse or since of the dialect in which it employments no expression for the concepts it brings up, subsequently utilizing words or expressions from the English or the something else. In arrange to realize these purposes, they make different dialect choices with the assistance of their mother tongue and arrange communicative procedures, so in this case, the sorts of code-switching are vital. With respect to the sorts of code-switching, the intersentential code-switching sort incorporates a higher exchanging recurrence compared to intrasentential in communication occasions (Poplack, 1980). This finding is diverse from the discoveries made by Berk-Seligson (1985), which states that 63% of the transfer of dialect components happens within the intrasentential category. It makes the author intrigued in analyzing the code-switching. With respect to the sorts of code exchanging, Poplack

(1980) there are 3 types of code exchanging intra-sentential code switching, inter-sentential code switching and tag code switching. Three sorts of code exchanging rise within the discourse execution considered, each characterized by switches of diverse level of constituents and each reflecting diverse degrees of bilingual capacity.

The reason why the writer chooses this topic is because the writer is interested in finding the code-switching phenomenon in school teaching and learning process that was used by English teachers in the classroom, especially in seventh grade students at SMP Negeri 1 Sibolga when the researcher saw the real example of this phenomenon. The types of code-switching and the reason for using code switching in the English learning process would be analyzed because the researcher deduced that code-switching is a great way to enhance the teaching and learning process in the classroom between teacher and student. And also it is because code switching is a switching phenomenon from one language to another language with the same discourse or purpose. With it, the teacher can convey what they teach to the student.

1.2 The Problems of the Study

In this research, the writer discusses the phenomenon of code switching in English subjects' teaching learning process.

1. What are the types of code switching is commonly used by an english teacher in the learning process?

2. Why are the code switching used by the teacher in the teaching English learning process?

1.3 The Objectives of the Study

Based on the research problems formulated above, this study has some objectives as follow :

1. To find out the types of code switching commonly used by Teacher in teaching the English Learning Process.
2. To find out the reasons English teacher use a code switching in the teaching English learning process.

1.4 The Scope of the Study

This research, entitled "Code Switching in Teaching Process of English Subject in SMP Negeri 1 Sibolga" focuses on the types of code switching and why English teachers use code switching. The researcher will research the Teacher's Code Switching while explaining Recount text material. The types ode code switching in this research will be analyzed based on the theory from Poplack (1980). Those types are; Intra-sentential code switching, inter-sentential code switching, and tag Code switching. This research is limited to the language used in Teaching English by EFL teachers of Grade eleven Junior High School in Sibolga while teaching recount text. The language observed and recorded is the language used in classroom communication.

1.5 The Significance of the Study

This research is expected to have both theoretical and practical significance for the readers, English teachers as well as English department students.

1. Theoretically, the finding of this research is expected to contribute to the theory of code switching in English language teaching and contribute as guiding information for linguistic students interested in the study of code switching.

2. Practically, This Research is expected to be a valuable source of data to those who want to conduct further research since it is very useful as a trigger and the grounds in conducting further research related to code switching in other fields of study.

3. English Teachers, The result of the study can be used by the teacher to teach their students efficiently. Hopefully, the teacher can teach more effectively and easy. By understanding the result of the study, the teacher gives the students' good understanding of the material.