

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language as one of the interaction tool used by everyone in their daily life to convey information and argument through speech, writing or gestures. People utilise language, which is an arbitrary set of symbols in the form of sounds, to speak, collaborate, communicate, and to identify themselves (Chaer, 2006: 1). Language plays an important role to deliver our intention to other. Since humans are social beings that must communicate with one another, language can be seen of as a means of carrying out communication (Richards and Schmidt in Sahrawi, 2019). Therefore language is an important tool for interaction that allow us to connect with other on a deeper level and navigate the complexities of human relationship.

Language and culture are deeply intertwined, influencing each other in a reciprocal relationship. Language reflects cultural values, norms, and beliefs, shaping how people interact within their societies. Culture shapes the development and use of language, determining vocabulary, grammar, and even the ways in which people interact linguistically. Language and culture are a unity that cannot be separated. Consequently, intercultural competency is crucial to the process of learning a foreign language.

English, as a foreign language refers to the teaching and learning of English in countries where English is not the primary language. EFL programs are designed to help students develop proficiency in English. Darsiana, (2018) Students' limited proficiency in speaking English due to lack of exposure are reasons that make learning the language challenging for them. This is in line with

the opinion of Akbari (2015); Souriyavongsa et al. (2013) stated that a lack of support for studying English in the classroom is the biggest barrier for pupils trying to learn the language, especially in Indonesia.

In Indonesia, Kurikulum Merdeka is used as a reference in implementing learning in every school at elementary, junior school, high school and university levels. Krug (1960) stated that the curriculum refers to any educational programmes that are intended to help students reach specific objectives. English has been studied all around the world, especially in Indonesia, as one of the international languages (Crystal, 2000; 1). As a foreign language, English has its own level of difficulty. In implementing English language learning, difficulties are often found that very depending on the level of students' proficiency. Some common difficulties faced by students include limited vocabulary and grammar. One example, the teacher has to explain the material by switching English with Indonesian when they are speaking or making presentations.

One communication strategy that can be applied in learning a foreign language is switching. Commonly of switching from one language to another in the same discourse known as code switching. Code-switching is restricted to bilinguals only and requires speakers to be at least somewhat proficient in two or more languages. Many (language) teachers unknowingly use code switching in delivering material in the class. This shows that code switching influences the teaching and learning process in the classroom, especially in language lessons. According to Gumperz (1982) code-switching occurs in situations when a speaker can switch the language code in a sentence repeatedly. Code switching appears to fulfill interpersonal communication needs. Code switching appears as a

mediator between oneself and other participants in a communication situation.

The teacher continuously code switch when English teacher gives lessons within the classroom. The teacher switch the dialect from English to Indonesia to clarify the fabric, giving the instruction and inquiring a address to the understudies. The teacher, in an effort to effectively communicate with the students, continuously code-switches between English and Indonesian during lessons. This method allows for better understanding of the material, as well as providing instructions and asking questions in a language that the students are more comfortable with. Code-switching is a common practice in bilingual classrooms, where students have varying levels of proficiency in both languages (Poplack, 2001). By switching between English and Indonesian, the teacher ensures that all students can follow along and actively participate in class discussions. Furthermore, code-switching promotes cultural inclusivity by acknowledging and valuing the linguistic diversity within the classroom. It creates an environment where students feel respected and encouraged to express themselves freely. In conclusion, code- switching between English and Indonesian is an effective teaching strategy that enables instructors to bridge language barriers and facilitate meaningful learning experiences for their students. Based on the previous observation, the researcher found that the teacher used code-switching as a strategy to make the students understand the material in the classroom because of the lack vocabulary between the teacher and students.

T: *okay, if we are in the tense past, to be nya was and were, kalau was untuk subject apa?*

S: *I, he, she, it*

T: *How about were?*

S: *You, they, we*

T: *For future we only have one, what is it?*

S: *Will be*

(C/IX/SMPN 3 Medan)

Table 1. 1 Observation

In the observation result, the teacher conveys the material about using to be in continuous tenses by using code-switching. The use of code-switching by teacher, the researcher found that teacher uses one type of code-switching, namely intra- sentential switching. This is proven by teacher's statement "okay, if we are in the tenses past, to be nya was and were, kalau was untuk subject apa?". Intra-sentential switching usually occurs at the beginning, middle or end of a sentence.

Berg (2013) investigated in teaching ESL, code switching was a phenomenon. He collected information from three instructors who had seven classrooms. He discovered that while upper secondary school teachers used the target language both inside and outside of the classroom and infrequently witnessed code switching between students and teachers, compulsory school teachers did, for a variety of reasons, alternate between the target language and their native tongue. The reason for this was that the information was too complex for the kids to comprehend. Researchers use Trudgill's theory. On the other side, Mariyani (2016) that it is not uncommon for teachers during the teaching and learning process to use two languages, namely Indonesian and English, to teach students in the classroom. Researchers use Richard's theory.

Homeberger (2010) found that Code switching itself is a situation when two or more languages are used in conversation, code switching occurs when the speaker switches between using one language and another when speaking. Researchers use McKay and Nancy's theory. Ajiza (2022) found that Code switching is necessary so that the interlocutor immediately understands what we are saying, especially when learning a foreign language. Code switching is an alternative to conducting conversations in two different languages. Researchers use Waris' theory.

Hede and Mardijono(2015) investigated the code-switching utilized by English educator inteenagers' F L lesson. They found that the teacher did code switch utilizing both sorts, intra sentential and connect sentential switching. Code switching might happen beneath a few circumstances related to classroom interaction highlights such as control of the interaction, discourse alteration, elicitation procedures and repair. Researchers use Wardaugh's theory . Azwani (2012) examined the marvel of code switching in instructing English to review Eleven under studies of Senior high School in Tebing Tinggi. She accumulated the information from three English instructors who thaught in rustic and urban range of Tebing Tinggi. The finding appear that there were three sorts of code switching to be specific intra-sentential switching, inter-sentential switching and tag switching expressed by the instructor. The other finding were, the work of code switching was to encourage the learning which was done through interpretation and giving instruction. The innercomponents that activated the occurance of code switching were teacher's instruction, teacher's state of mind and the interpretation strategy utilize.

The previous studies above have similarities with this research. This research will describe the phenomenon of code switching and the types of code switching used by teachers in SMPN 3 Medan, while the differences are based on the theory used by the researcher.

Based on the quote above, the researcher wants to find out how effective the teacher's use of code switching is in delivering material to students in the classroom. As well as the impact that can be felt by students and teachers during the teaching and learning process.

B. The Identification of the Problem

Based on the description above, there are several problems that can be identified as follows:

1. During the teaching and learning process students experience difficulties in understanding the material presented by the teacher. This made the teacher change the language from English to Indonesian.
2. Non-native teacher have difficulties in delivering new vocabularies due to students' English proficiency.
3. The students have low level of English proficiency, especially in mastering new vocabulary.

C. The Problems of the Study

Based on the description above, there are several problems that can be identified as follows:

1. What types of code-switching are used by the teacher at SMP NEGERI 3 MEDAN use in the classroom?
2. What are the functions of the code-switching used by teachers at SMP

NEGERI 3 MEDAN in the classroom?

3. Why do the teachers use code-switching in the classroom?

D. The Objectives of the Study

1. To analyze what type of code-switching is used by teachers at SMP NEGERI 3 MEDAN in the classroom.
2. To describe the function of code-switching used by teachers at SMP NEGERI 3 MEDAN in the classroom.
3. To explain the reason of teacher's code-switching in the classroom.

E. The Significance of the Study

The Findings of this study were expected to provide information which may have theoretical as well as practical values or significance. Theoretically, the result of the study provide new contribution to the theory of code switching and as reference to other research.

Practically, the result of this study were expected to be useful for the English teachers as a reference in order to be careful in selecting the language to switch.

F. The Scope of Study

The study cases study of English teacher in SMPN 3 MEDAN. The scope of this research are at the types of code-switching used by English teacher of grade ninth in SMPN 3 MEDAN based on Poplack's theory, the functions of code switching based on Apple and Muysken theory and reason why the English teacher in SMPN 3 MEDAN switch their language based on Chowdhury's theory.