CHAPTER I

INTRODUCTION

Code switching as a phenomenon in human life language has an important side in conversational situation. Unconsciously, in educational aspect the language switching has a crucial thing when teacher gives explanation and instruction also when students give feedback in English material at the classroom. In this chapter presents the background of the study, research problem, objective of the research, significance of the study, scope and limitation of the study and some definitions of key term.

A. Background of the Study

Created as one of several creatures in this world, human beings have special abilities which make them different from others. The brain given by God develops curiosity and enables them to criticize natural phenomenon. They can adapt, survive and make their life better. One of way to express language is using language itself to communicate with other people. Moreover, language also uses to convey their feeling, emotion and thought. Many people in this world use more than a language and it is called by bilingual or multilingual. The bilinguals are able to choose which language that he is going to use. The phenomenon of choosing or switching their language to other language is called by *Code-Switching*. This phenomenon can happens because the people that use language is infinite in language, they

can use their mother tongue and also their first and second language alternately in some situation for example, this is showing that language as one of symbol or pattern of human being that important in a community are the phenomenon often happened unconsciously. That's why the phenomenon of using language is exciting topic to be researched, because every language use is different one people to another and every phenomenon also. According to Numan and Carter briefly define the term as "*a phenomenon of switching from one language to another in the same discourse*" (2001:275), Code switching can also be happen because of using a different language not functionally. Code switching is not only phenomenon in a community or society where each component of society uses more than one language, but also it is a requirement in human being. Like what Skiba (1997) stated on his article:

> …code switching allows a speaker to convey attitude and other emotives using a method available to those who are bilingual and again serves to advantage the speaker, much like bolding or underlining in a text document to emphasise points. Utilising the second language, then, allows speakers to increase the impact of their speech and use it in an effective manner.

Code switching used when the user of language are not making good or fail to send a word (it can be commands, notice and prohibition) to the other, so that people feel so necessary to switch their language to another language that they understand. In Indonesia, bilingual or multilingual can not be separated from the truth that Indonesian consists of many ethnics that have many languages and cultures. This fact also affect in education, especially in Senior High School, this phenomenon of using code switching happens when

the teacher is talking or giving explanation to the students. Teacher use some instructions, some commands, even some explanation to the students using more than one language, it means that teacher switch the language during the process of teaching and learning is phenomenon of language that can be researched as the unique phenomenon. Also students' feedback during process of teaching and learning are the process of switching.

When discussing language classrooms in Indonesia, two terms are used to describe them: ESL and EFL classrooms. ESL is an acronym for English as a second language and EFL is an acronym for English as a foreign language (Chaudron 1988: 5). ESL classrooms mean that the second language (L2) serves as both the medium of instruction as well as the content of instruction, which means that the learner is expected to understand as well as communicate in L2. In EFL classrooms, in contrast, the learner learns the language in an environment where there is little natural use of the language; furthermore, the foreign language is treated equally to the other school subjects with its homework and tests. The latter situation occurs in Indonesian classes where English is taught as a foreign language. In EFL classrooms the teacher's aim is to teach the pupils English while the pupils' aim is to learn English by listening, reading and doing written and oral activities. The instruction of language teaching used English. However, there are instances where the language changes from English to Indonesian or Javanese. Talking about English language teaching, it can not be separated between English

teacher and the students, because in EFL classroom, they are the part of speech community.

In language teaching teacher have to give instruction and explanation to students, in order that the instruction and explanation clearly can support learning process in the classroom, clearly here means that teachers' voice, teacher' instruction gives understanding to students. To give understanding teacher use some language that can be understood by the students. The kinds of language and how it is used have a crucial impact on classes. The kind of language used by the teacher in the process of teaching is known as teacher talk (TT). Teacher talk is the most important thing when the teacher is talking to the students. Littlewood (2009;45) stated that "many teachers use the learners' mother tongue in talking to their students. This may often necessary decision, in the interest of organizing the lesson clearly and efficiently".

The statement above means that in the classroom, teachers enable to switch the language to the students are easier to understand the material. In Islamic senior high school based Islamic boarding especially in Indonesia, English teacher not fully use English in the classroom, because many of the students comes from different countries, in this case the teacher or students enable to switch their language, from English to Indonesian, or English to Javanese. This phenomenon of code switching unconsciously arises in many situations in a classroom, the functions of code switching itself is different in each situation and in various aspects. Sert (2005) stated that the phenomenon of code switching in a classroom has many function: "Firstly, its function in

bilingual community settings will briefly be explained by giving a sample authentic conversation which will help the reader deduce ideas about its possible applications in educational contexts. Secondly, the functionality of code switching in teachers' classroom discourse will be introduced with its aspects as: topic switch, affective functions, and repetitive functions. Thirdly, the focus will shift to students' code switching by introducing some basic functional perspectives as: equivalence, floor holding, reiteration, and conflict control. Lastly, weak and strong sides of code switching in foreign language classrooms will be discussed with a critical approach".

Islamic Senior High of Darussalam is a school based Islamic lessons. Like the other Islamic school, Darussalam also gives priority to Islamic lessons, so that the language lessons as the second. For the location near with the Islamic Boarding School of Darussalam, Darussalam school becomes the destination of santri who wants to get formal lessons beside Islamic lessons. They come from different island (Sumatra and Java island), so when they are in English class to get lessons from teacher, sometimes teacher have to switch their mother tongue to Indonesian when give explanation and instruction in English class due to all of the students have one view to understand English material. For the students comes from different island, they have different languages, from Sumatra uses Malayan and from Java of course uses Javanese. For this reason, to minimalize misunderstanding when they meet, they use Indonesian to communicate. In classroom activities teacher in the class uses Indonesian when teaching and learning process. These reasons that

make English teacher also do it, sometimes using Indonesian. But in this cases teacher understand and know that the lesson is English, teacher do not want English class becomes Indonesian. Practically, teacher uses English fully to open and close the lessons. So that's why the phenomenon of switching language in EFL classroom becomes interesting topic that writer wants to conduct a research in this school.

B. Research Problem

Referring to the background above and to know the phenomenon of cede switching in the classroom, the study is intended to answer the following research question:

1. What types of code switching are used by both English teacher and students at Islamic Senior High School Darussalam?

2. What are the purposes of English teacher uses those types of code switching during the teaching and learning process?

3. What are the forms of code switching used by the teacher in giving explanation and feedback during the teaching and learning process?

C. Objective of the Study

Responding of the research problem, the objective of the research stated below:

1. To know types of code switching used by both English teacher and students at Islamic Senior High School of Darussalam

2. To find the purposes of English teacher uses those types of code switching during the teaching and learning process

3. To elaborate the forms of code switching used by the teacher in giving explanation and feedback during the process of teaching and learning

D. Significance of the Study

1. To Reader

    From this study reader can learn about code switching in Islamic senior high school of Darussalam and also learn that language in society is so large and interest to study.

2. To school

    From this study can be known about the types and the description of code switching happens between English teacher and the students, all of purpose why teacher uses code switching and the forms of code switching explanation and feedback those used English teacher, in order to be understood that code switching does not only happens in social life, but also happens in the process of teaching and learning in classroom.

3. To next researcher

    From this research, writer hope they interested in this topic can make this research perfectly with the new fact and new finding.

4. To educational purposes

Finally, by the types, the purposes and the forms description and language classroom in code switching, it's expected that will more function in developing of language in an education.

E. Scope and Limitation of the study

In this study, writer focus on code switching happens between English teacher to the students and also the students to teacher in an English class X and XI in Islamic Senior high school of Darussalam, Ngentrong, Campurdarat, Tulungagung. To know what the types of code switching are used both English teacher and the students in a process of teaching and learning in an English class, to find the purpose of English teacher uses those types of code switching during the process of teaching and learning and also to elaborate the forms of code switching instruction used by English teacher to the students in English class.

F. Definition of Key Term

To avoid missunderstanding of the terms, some terms used are given as the following:

1. Code switching

Myers-Scotton (1993a:3) stated that "*code switching is the selection by bilinguals or multilingual of forms from an embedded variety (or varieties) in utterance of a matrix variety during the same conversation*".

On the other hand, According to Heller (1988.p.1) stated that code switching is when a person mixes two languages in a single sentence or a conversation.

2. Types of code switching

    Types of code switching are some models or some kinds of code switching in a certain sentence that is marked with some characteristic. Like Poplack (1980;18:581-616) stated, there are three types, *tag-switching, inter-sentential switching, intra-sentential switching*. *Tag-switching* is the insertion of a tag phrase from one language into an utterance another language, *inter-sentential switching* occurs at a clause or sentence boundary, where each clause or sentence is in one language or another and *intra-sentential switching* takes place within the clause or sentence and is considered to be the most complex form of switching.

3. The activity of switching from one language to another language in English Foreign Language (EFL) classroom

    Simon (2001, p. 313) stated that there has been a development in the research of code-switching in foreign language learning. The language classroom has become interesting for researchers. The foreign language learners switch back to their native language when they feel they meet obstacles in the target language conversation. Almost all of previous studies stated that activity of switching language in EFL classroom

happened because the user of switching wants to be understood about what he/she said to make the interaction well on into reach the target of language.

4. Form of code switching and teacher talk

Teacher talk is the kind of language used by the teacher in the process of teaching and learning, this is about how teacher speak, what their voice sounds like and what kind of language they use, Adi Indrafi (2011:10). Teacher talk have some features that is known by teacher explanation and teacher feedback, teacher explanation is the mediator used to mediate in teaching and learning to make the students more clear the material, meanwhile teacher feedback is information that is given to the learner about his performance of learning task, (Ur, 2009).