

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, the statement of the problems, the objectives of the study, the significance of the study, the scope and limitation, the definition of the key term, the organization of the study.

A. Background of the Study

In daily life, actually people like to switch their language from one language to another language when they do communicate each other. Not only when they do communicate orally, but also in a written form. It cannot be avoided because all of human are bilingual. For example, when Indonesian conduct communicate, they sometimes use two languages in one sentence or one speech. For example, '*Randy kemarin **chatting** aku loh*'. We can see from this piece of daily conversation like that is common happened in Indonesia. They use two languages in one speech or sentence, those are Indonesian and English because basically they have ability to use two languages. Same with Susanto's theory, he said that when fluent speakers of several languages converse with each other, they often use words or sentences from different language in a single discourse, and or shift from one language to other (Susanto, 2008:1). So. It is proven that people like to switch or shift their language to another language in one sentence or speech when they conduct communicate because they have ability to speak fluently in several languages.

People often switch their language in different situations, places, purposes. Sometimes the people will speak several language when they faced different situation, place, purposes. It maybe at home, school, workplace, or public places. For example, when they are faced by new school in abroad. They have to adapt with their new situation. Sure, different situation will bring different language and culture. When they try to adapt with the new situation like that, they will switch their language in oder they can uttarance their idea. They really need to use several language in conduct communicate. Hopefully they can utterance their idea effectively and the others can accept their idea easier. According to Hudson (1996:53) Code switching is defined as inevitable result of bilingualism, as anyone w ho speaks more than one language choices, they use them depend on the situation. So, code switching happened when they speak several languages in one sentence or speech depend on the situation they faced. Hopefully they can transfer their idea effectively and the others can accept it easily.

Every people who are do code switching everytime they communicate each other always has some reason why they do code switching. According to Hoffman (1991:116), there are a number reason for bilingual or multilingual person to switch or mix their languages. Those are : (1) Talking about particular. (2) Quoting somebody else. (3) Being emphatic about something (express solidarity). (4) Interjection (inserting sentence fillers or sentence connectors. (5) Repetition used for clarification. (6) Intention of clarifying the speech content for intelocutors. (7) Expressing group identity. (8) To soften

or strengthen request or command. (9) The need real lexical. (10) To exclude other people when a comment is intended for only a limited audience

In educational setting, code switching is very familiar phenomenon that can we find especially in Teaching Learning English. It happens because the teacher are familiar at least three languages, namely Indonesia, English, Javanese. Bahasa indonesia in Indonesia serves as a tool of intruction of any subject including English. English has twofold functions, namely as the target language which is learned and as a means of intruction in dealing with English language teaching. Javanese is one the regional languages which is also used by the teachers when they meet some condition in teaching English. Firstly, they will use English to explain the material. And then, they switch their language into Indonesian or maybe Javanese to make clarifying about what they say in English before. They need to do that because they want their student can accept the explanation easier, and clearer. Sometimes the students will feel confused if the teacher explain all of the material in English fully.

Code switching used in educational setting also happened in MtsN 3 Tulungagung, especially in second grade. The English teacher in this class uses code switching when he teach English. Usually the teacher uses English first to explain the material and then switch into Indonesia. Not only when explain the material, swicthing and mixing also can be used when they are communicating with the students in the classroom. As we know, the students of Junior High school still lack of vocabulary in English. They still have few vocabulary that they can master. Sometimes, they are difficult to understand

about the material are explained by the teacher if the teachers explain it in fully English. So, by switching it can help the teacher to explain the material in English class. This way may be able to help the teacher to explain the material about English easier and the student can more understand what the teacher says.

The studies of code switching in the classroom remind a debate among the researcher. There are two groups of the reserchers who disscuss about code switching used in the classroom. Those are, they are who disscuss about the types of code switching and they are who disscuss about the reason why they use code switching. Those will be explained bellow in turn.

First grup is the group that discuss about the types of code switching. There are three researchers who disscuss about the types of code switching. The first is come from Dwi Nur Indah Sari (2014) analyzed code switching used by English teacher in teaching learning process in first grade of SMPN 2 Sumbergempol. She said that the result of her studies is there are two types of code switching, those are intersentential switching and intrasentential switching. The second is come from Anisy Rohmawati (2010) analyzed of code switching used by English teacher in teaching and learning calss. She found five types of code switching based on the Hoffman theories, those are : (1) intrasentential switching. (2) intersentential switching. (3) establishing switching. (4) emblamatic switching. (5) involving a change of pronounciation. The third is come from Ramadhani (2013) that thesis content of code switching in novel *Negeri 5 Menara* by Fuadi. She found five types

of code switching in novel *Negari 5 Menara*, those are : (1) Intrasentential switching. (2) Intersentential switching. (3) Emblematic. (4) Establishing continuity with previous speakers. (5) Involving a change pronunciation. Based on the explanation above, almost all of the researcher has the same result about what types of code switching they found. Intrasentential switching and Intersentential switching are types of code switching that the researcher often found based on their studies and they agreed about the result because it is from the theories and often happen in the field.

Second group is the group that discuss about the reason why the people use code switching. There are three researchers who discuss about why the people use code switching. The first is come from Lestari (2013) analyzed the type and motivation of code switching used by the teacher in teaching and learning process in eight grade of MtsN Model Trenggalek. She found the motovation underlying code switching performed by English teacher those are (a) talking about particular topic. (b) being emphatic about something (express solidarity) (c) repetition used for clarification (d) intention of clarifying the speech content for intelocutors and (e) to soften strengthen request or command. The second is come from Ngaisah (2013) analyzed code switching use by English teacher in teaching learning process in first grade of SMPN 1 Karangrejo. She also found five purposes based on the result of interview activity between the teacher and the researcher, there were strengthen the request, give motivation, give more explanation, explain about the meaning of new word and testing the syudents understanding. The third is

come from Dwi Nur Indah Sari (2014) analyzed about code switching use by English teacher in teaching learning process in first grade of SMPN 2 Sumbergempol. She found some reasons ; (1) to make the students more understand the lesson. (2) it has some advantages that is to help the students on improving speaking and listening ability. (3) to make the students use English in little context such as pray, asking permission, etc. Based on the explanation above, all of the researchers found totally different reason why their each subject (English teacher) uses code switching. This things is happened because every teacher has different reason why they use code switching in teaching and learning English based on their own experience in their each classroom. So, every researcher has different result based on their own studies.

Based on the explanation above about the debate among researchers about code switching used in the classroom, the researcher find something that have not answers yet about the certain reason why the teacher uses code switching in the class because every person has different reason to use it and the researcher need more explanation about it. So the researcher decided to conduct a researcher under tittle "CODE SWITCHING USED BY THE TEACHER FOR TEACHING - LEARNING ENGLISH IN SECOND GRADE OF MTSN 3 TULUNGAGUNG". By using code switching in teaching and learning English can help the teacher to explain the material maximally, effectively and it can help the students understand about what the teacher says. So, they can get a good achievement.

B. Formulation of the Research Question

Based on the background of the study, the problem of this study is formulated as follows :

1. What are the types of code switching that used by the English teacher in second grade of Mtsn 3 Tulungagung?
2. Why does the English teacher in Mtsn 3 Tulungagung use code switching in Teaching - Learning English?

C. The Objectives of the Research

This study is aimed to describe code switching practices in teaching – learning English process used by the teacher in the second grade of Mtsn 3 Tulungagung. The specific objectives of this researcher includes :

1. To find out what the types of code switching that used by the English teachers in second grade of Mtsn 3 Tulungagung
2. To describe what reasons of the English teacher in using code switching for teaching - learning English in second grade of Mtsn 3 Tulungagung

D. Significances of the study

1. English Teacher

By understanding the result of this study, it can be used by the teacher to teach their students easily. Hopefully, the teacher can teach more effective and easier by applying code switching in the classroom. Additionally, the teacher gives good achievement about the material to the students.

2. Students

The result of the study can be used by the student to learn about code switching. They can also apply code switching in the classroom and it can make the student easier to understand the material that is given by the English teacher.

3. For future researchers

This study will contribute to other researchers in conducting further research of similar topics by being one step to explore more about language used in the classroom such as code switching in schools in all levels of school. So, it can be additional reference information about code switching in the classroom for them.

E. Scope and Limitation of the Study

In this study the researcher focused and limited her study on the scope of use of code switching spoken by English teacher in second grade at Mtsn 3 Tulungagung. The researcher describes the types of code switching that are commonly used by teachers and also reasons triggering the teacher to use code switching. The limitation of this study states as follows: First, reasoning in performing code switching was only taken by having interviewing. Second, this research couldn't cover any other language used phenomenon that occur inside or outside of the classroom except the proposed question which has been formulated by the researcher

F. Definition of Key Terms

1. Code switching

Code switching refers to change over phrases or sentences (inter-sentential). It involves the alternate use of two language or linguistics varieties within the same utterance or during the some conversation.

2. Types of code switching:

There are six types of code switching according to Hoffman:

a. Intra-sentential switches

it contains switch occurs within a clause or sentence boundary

b. Inter-sentential switches

the switch occurs between a clause or sentences boundary where each clause or sentence is in one language or the other.

c. Establishing continuity switches

this kind of code switching occurs to continue the utterance of the previous speaker, as when Indonesian speaker speaks in English and then another speaker tries to respond in English also.

d. Emblamatic switching.

In this kind of code switching tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.

e. Intra-lexical mixing.

This kind of code mixing which occurs within a word boundary.

f. Involving a change of pronunciation

this kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesia phonological structure.

3. The reason of code switching used

According to Hoffman (1991:116), there are a number reason for bilingual or multilingual person to switch or mix their languages. Those are : (1) Talking about particular. (2) Quoting somebody else. (3) Being emphatic about something (express solidarity). (4) Interjection (inserting sentence fillers or sentence connectors. (5) Repetition used for clarification. (6) Intention of clarifying the speech content for interlocutors. (7) Expressing group identity. (8) To soften or strengthen request or command. (9) The need real lexical. (10) To exclude other people when a comment is intended for only a limited audience.

