# CHAPTER I

# INTRODUCTION

This chapter present the background of the research, formulation of the research question, purpose of the research, significance of the research, scope, and definition of key terms.

## A. Background of the Research

English is a popular language that is used by most of people around the world. As like what Harmer (2007:18) states that "English is spoken by at least a quarter of the world's population. It is important too to realize that this means it is not spoken by three quarters of that same population. However, it is clear from the way its use has grown in the last decade that this situation is about to change."

As an international language. English is spoken by people in international events across countries, including in Indonesia. In Indonesia English is taught in all level of schools including in Primary School level. It means that even English is the international language, this language cannot still use in all the times even in any English instructions. So, the English teachers in Indonesia as the bilingual sometimes use two or more language in their teaching and learning process because bilingual sometimes tends to mix his/her ability to speak in two languages in his/her conversation to his/her interlocutors. In short, this phenomenon is called as code switching.

Based on Hoffmann (1991:110-111) "code swtching as the alternate use of two languages of linguistic varieties within the same utterance or during the same conversation." Mesthrie (2001:301-302) also defines that "code switching is the use of more than one language during a single communicative event." And then Fromkin (2011:461-462) also defines that "code switching as a speech style unique to bilinguals, in which fluent speakers switch languages between or within sentences." Those are the definition based some experts in defining code switching. So, the researcher concluded that code switching is the use of two languages or more in a single conversation.

Language mixing is also one of the most dynamic areas studied by the researcher in this world in the last three decades al like Hoffmann (1991:103) explained that "Language mixing or code mixing has been the object of considerable attention in recent year". The opinion also comes from Mesthrie (2011: 301) where he notes that "The research of code switching has been one of the most dynamic areas in linguistics over the last three decades, at least since Poplack's (1980) influencial paper on Puerto Rican Spanish- English bilingual speech in New York". Strengthen too based on the opinion from Harmer and Blanc (2004:258) where they state that since 1970, code switching includes one of three phenomena had been studied extensively. Those three opinion make the researcher to follow up their studies related to language mixing.

Age is also one of the thing that must become the consideration when the learner start to study about foreign language. Mayo and Lecumberri (2003:77) have explained that the early introduction of foreign language in kindergarten and primary school is a good start. Moreover, Mayo and Lecumberri (2003:77) quoted the opinion from Heighington (1996:57) that he states that the children have no awkwardness or inhibitions with the new language and are not at all bothered about making mistakes. Most significant of all, they soak up new language and ideas rather as a sponge does water. The opinions above make the researcher to conduct the research in early age. This opinion made the researcher was interested in conducting research in primary school level.

Listening is also one of four skills in English where this skill is the first that have to be learnt first before learning another skills. Same thing like what Saville and Troike (2006:153) explains in their book, they state that listening is important skill to be learnt first as early as possible because this skill is receptive skill. Input can be got from listening practice by using English as means of communication not only being learnt. It is also strengthen by Harmer (2007:50) that he quoted from Krashen that he saw the successful acquisition by students of a second language as being bound up with the nature of the language input they received. It had to be comprehensible, even if it was slightly above their productive level. He called this comprehensible input $i + 1$ (that is, information the students already have

plus the next level up), and the students had to be exposed to it in a relaxed setting.

Second language acquisition occurs in other forms in schools today as well. Bilingual education has been a reality in many parts of the world for the years. There are several models for bilingual education programmes, but generally they exist for the purpose of helping students to maintain their native language or to continue to grow in their native language while acquiring a second language. The acquisition of second languages in a formal setting is not only context where second language have their place in the world today. English as a second language for most of people in the world has increasingly become the international language for business and commerce, science and technology, and the international relation and diplomacy (Freeman & Long, 1991:1).

In other hand, the researcher found a Primary School which uses the English as a second language in that school. The data were taken from https://sdsizumrotussalamah.wordpress.com/ that Zumrotus Salamah Primary school is one of that international Primary School located in Tawangsari, Kedungwaru, Tulungagung. This school is one of Primary School in Tulungagung which has the policy to use English in their daily conversation around school and also use full English in teaching Math, Science, and also English. This activities showed that this school concerned to develop English in teaching language.

Even in Indonesia English is still as the foreign language but based on the policy in Zumrotus Salamah Primary School, English here was used as means of second language in this school. Listening skill of course is becoming a part which cannot be separated from any activities in this school. Applying English as a second language is also taught in the early age like this school. Even using full English has been claimed as the policy in this school, but in any instructions or explanations sometimes teacher performs any code switching here to confirm whether the students are already understand or not or sometimes the teacher performs code switching because there is no a word in English to express his/her feeling when he/she wants to say something.

Form the previous study, from other researchers has already discussed about code switching such as: Munfarida (2010) analyzed code switching in SMS sent by students of STAIN Tulungagung. In her research, she found that the types of code switching used in SMS messages sent by students of STAIN Tulungagung are: intra- sentential code switching, inter- sentential code switching, intra lexical code switching, emblematic code switching, changing pronunciation feature.

Arimasari (2013) analiyzed of code switching found in the novel Negeri 5 Menara. She found that the result of the study shows that there are six types of code switching found in the novel Negeri 5 Menara are inter-sentential switching, intra-sentential switches, establishing continuity, emblematic switching, intern code switching, extern code switching.

The result on reasoning between Munfarida study (2010) and Arimasari study (2013) are almost same, they are talking about a particular topic, quoting somebody else, being emphatic about something, interjection, intention of clarifying the speech content for interlocutor, repetition used for clarification, expressing group identity, to soften or strengthen request or command, the need real lexical, to exclude other people when a comment is intended for only a limited audience. In this study also show the frequency of occurrence code switching.

Rohmawati (2010), Lestari (2013), and Ngaisah (2013) analyzed code switching used by English teacher in teaching and learning class. The result of their studies showed that there are some types of code switching based on the Hoffman theories those are: intra-sentential switching, inter-sentential switching, establishing switching, emblematic switching, involving a change of pronunciation.

Lestari (2013) analyzed the type and the motivations of code switching used by the teachers in teaching and learning process in eight grade of MTsN MODEL Trenggalek. She also found the motivation underlying code switching performed by English teacher in MTsN MODEL Trenggalek in teaching and learning process those are: (1) talking about particular topic (2) being emphatic about something (express solidarity) (3) repetition used for clarification (4) intention of clarifying the speech content for interlocutor and (5) to soften or strengthen request or command.

Ngaisah (2013) analyzed code switching used by English teacher in teaching and 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 strongthen the request, give motivation, give more expalanation, explain about the meaning of new word, and testing the students understanding.

Strengthen too by Freeman and Long (1991:5) that people have been interested in second language acquisition since antiquity, but in modern times much of the research emphasis was in fact placed on language teaching. The comparative studies on second language acquisition concluded that language teaching methods could be made more efficient, then learning would naturally be more effective. From that opinion, the researcher thought that acquisition is important to be studied more to know deeper about its position in a bilingual school.

Based on all reasons above about how important to have the knowledge about code switching in teaching and learning process in Primary school level especially in Zumrotus Salamah Primary school to be the step for other researchers in enhancing the knowledge, the researcher decided to conduct a research under the title: **CODE SWITCHING PERFORMED BY ENGLISH TEACHER IN TEACHING AND LEARNING PROCESS IN ZUMROTUS SALAMAH PRIMARY SCHOOL.**

**B. Formulation of the Research Question**

From the statement above, the researcher makes the research question as follows:

1. What code switching are generally performed by English teacher in teaching and learning process in Zumrotus Salamah Primary School?

2. Why does the English teacher perform code switching in teaching and learning process in Zumrotus Salamah Primary School?

**C. Purpose of the Research**

From the title in this research, thus the purpose of this research is:

1. To investigate what kind of code switching are generally performed by English teacher in teaching and learning process in Zumrotus Salamah Primary School.

2. To investigate the reason why the English teacher performs code switching in teaching and learning process in Zumrotus Salamah Primary School.

**D. Significance of the Research**

1. For institution

   a. IAIN Tulungagung can have better outcomes because this research can give them knowledge more about the background of English teacher in level of Primary School in language use in teaching and learning process to make them in wiser way later.

b. IAIN Tulungagung can have a better relationship with other schools around it including in Primary School level.

2. For English teacher in general

a. They can have knowledge more about the background of English teacher in language use in teaching and learning process.

b. They can have the broader knowledge and upportunity to teach English in Primary School level.

c. They can understand more about atmosphere in the classroom in schools in Primary School level.

3. For future researchers

a. This research can be one of the step to explore more about language use in the classroom such as code switching or other language phenomenon in schools in all level of schools.

b. This research can be modal to research about more things related to the students' or teachers' activities in the classroom such as the classroom management, students' motivation, students' interest or strategy used in teaching English in all level of schools in Indonesia.

## E. Scope and Limitation

The scope of this research states as follows: firstly, code switching were performed by English teacher not by other teachers. Secondly, the language which was performed by English teacher in the classroom not outside of the classroom. Thirdly, language which was used performed by English teacher not about gestures and media.

The limitation of this research states as follows: firstly, this research didn't make any generalization. Secondly, reasoning in performing code switching was only taken by having interview. Thirdly, this research couldn't cover any other phenomenon occur inside or outside of the classroom except the proposed question which has been formulated by the researcher.

## F. Definitions of Key Terms

1. Code switching

    Mesthrie (2001:301-302) defines that "code switching is the use of more than one language during a single communicative event."

    Fromkin (2011:461-462) also defines that "code switching as a speech style unique to bilinguals, in which fluent speakers switch languages between or within sentences."

    From the definition above, the researcher defined code switching as the use of minimal two or more languages in a single communicative event.

2. English teacher

    English teacher means that the teacher who had an occasion to teach English in a certain school.

3. Teaching and learning process

    Teaching and learning process means that this research conduct to find out any code switching only use in the classroom.