

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is very important in the basis of communication, without language communication cannot be done. Language includes rules that dictate word order, tense, social use, and these apply differently depending on the culture in which the language is used. As with other forms of communication, language depends on shared meaning and an increasingly complex understanding of the associated rules and structures. The language contained in a society is very different from one another, also from one place to another, especially for people who are able to speak more than one language, it call multi-language. People who have multiple languages such as Indonesia where they master the mother tongue and also Indonesian a second language, but not only that, some people are also fluent in foreign languages. And with the existence of communication where communication accommodation is a sociolinguistic phenomenon about the willingness of communicators from different cultures and languages to adapt to each other for effective communication to occur (Nurhayati,jazeri.2019:382). Like speaking English cannot be doubted anymore, because the use of English in Indonesia is often applied. Such as in the field of social business and education, social society always coexists with English.

The speakers have a tendency to mix languages by mixing several languages, just as when we speak in social situations we often mix mother tongue and second language. The incorporation of language in communication can be called sociolinguistics. The sociolinguistics is concerned with the relationship between language and the context which is used. Sociolinguistics is one of field of macro linguistic that study about the relationship between language and society, and how language is used in multilingual speech community. So, there is a concern to explaining and identifying a language changes that spoken. The sociolinguists or people studying a language must be familiar with a code. Code is a symbol of nationalism used by people to speak or communicate in a particular language dialect, register, accent or style on different occasions and for different purposes. A code is divided into code mixing and code switching (Stockwell, 2002).

The conversations they master, they often do code switching between the languages they master from other languages to other languages. Code switching events in the world of education, especially in schools, occur in formal situations. Learning can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment (Sequeira, 2012). Where students have the right in every safe learning atmosphere and have the right to ask questions and remove their doubts, learning sessions are things that must be owned by students with various methods that make them comfortable to learn and absorb learning material while in the classroom. Especially in a getting to know technique that involves or extra

languages, where a class isn't always directly a bilingual class. International language educators are generally recognized as the outstanding example or model of prosperous leading scholars or trainees (Nurhayati 2018:93), where the teachers and students actively communicate and provide feedback from or more different languages.

English teachers and students speak more than two languages. The language used is the regional language (mother tongue) as the first language that a person acquires in his association. Furthermore, the second language, its Indonesian language, is obtained by someone after entering the school level. Indonesian language is the language of instruction in the world of education and is used in teaching and learning school activities. Foreign language is the target language studied in English language schools, classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g. teacher, students, and teacher aide). The use of code switching that is applied by teachers in the learning process at school, especially in English lessons is indeed common and is often applied. This also requires students to be encouraged to be able to easily understand the delivery of English learning that will be accepted.

It also supports findings founded by pre-interview and pre-observation researchers, the class being taught is a bilingual class where students and teachers who teach English speak more than one language, there's a mother tongue in Javanese, then a second language there were Indonesian and English as foreign language. Also in English class students were needed to actively speak English, but

in reality it is not easy for students who always use English in English subjects in classroom. Therefore teachers also understand that their mother tongue is not English and this is also a means for teachers to do code switching, but in this phenomenon the teacher uses code switching from English to Indonesian only. The use of code switching by the teacher is a practice that aims to influence activities and bridge students in the process of interaction, communication, activity, understanding of the material and also the situation in the classroom. Through understanding exposure about the use of switching codes that arise all the teaching and learning method, has an extraordinary purpose from code switching. Consequently the goal is to discover what the reason of using code switching is, and what styles of code switching are often used.

Based on based on pre-research conducted at SMAN 1 Boyolangu, in this pre-research, the researcher conducted interviews with English teachers and eleventh graders students. The researcher found that English teachers changed the language, from English to Indonesian and vice versa from Indonesian to English. In the process of learning English, this phenomenon occurs to help the students' difficulties in learning English. They said it was a means to help them deliver learning instructions and also understand the material in English lessons. From the results of interviews with English teachers that teacher believe that the phenomenon of the use of code switching is able to provide encouragement to students to understand English lessons better. Therefore, the English teacher of class XI at SMAN 1 Boyolangu often replaces English with Indonesian, or other alternative languages that are understood by students.

With this phenomenon, code switching was a phenomenon related to habits. Then in this research apply a theoretical and empirical approach in research that aims to get an in-depth description and analysis of the use of code switching by English teachers. The researcher pay attention to the phenomenon of code switching used by teachers in bilingual classes. In fact, the phenomenon of code switching that take place in bilingual classes that occurs both intentionally. To achieve this goal, the teachers makes various language choices with the help of their mother tongue, second language and develop communicative strategies, in this case code switching is an important thing. Because, comprehension of English cannot be expected to appear exclusively in English without the support of a mother tongue and a second language, but in this study the researcher only focused on applied of code switching by a second language, there are Indonesian and English. Based on the previous research above that the purpose of this study is to develop previous research, this study wants to know the occurrence of “Switching Code Used by Teacher in English Language Learning Process at SMAN 1 Boyolangu”.

B. Formulation of research problem

Related to the background that has been explained before, the research questions are formulated as the following:

1. What types of code switching are used in English learning process?
2. What are the function of teacher code switching in the English learning process?

3. What is the purpose of using code switching in English learning process?

C. Objective of the study

1. To find out the types of code switching used in English learning process;
2. To find out the function of teacher code switching in English learning process;
3. To find out the purpose of using code switching in English learning process.

D. Scope and limitation of the study

Based on the background of the research, research entitled “*Code Switching Used by Teacher in English Language Learning Process towards XI Students at SMAN 1 Boyolangu*” this research has scope and limitations. The scope of this research is the use of code switching used by teachers in the English language education process. The researcher focuses on the use of code switching used by the teacher, searching for words or sentences in code switching which is then specified in terms of its type and function.

E. Purpose of the study

The purpose of this study was to describe the type of code switching are teacher used in the English learning process at SMAN 1 Boyolangu, to explain the function of code switching used by teacher and the reason of the using code switching are teacher used in the English learning process at SMAN 1 Boyolangu.

F. Significance of The Study

The results of this research could give contributions to other English teachers, students, and future researcher.

a) Teachers

Through this research, the lecturer is able to provide experiences between teachers and students in interacting in English classes. By use switching code interaction makes teachers and students interact actively in learning English it also makes class situation feel comfortable and life not boring.

b) Student

It control motivation towards the use of English in classroom situations, also with this it is desired that they can feel comfortable by using both languages or code switching and this can give them the opportunity to use two languages with confidence.

c) Researcher

For the future researcher, they could use the findings as a reference to conduct a further study dealing with the used of switching code.

G. Definition of key term

In order to clarify the key terms used in this study, some definitions are put forward.

1. Code switching

The practice of alternating between two or more languages or language variations in conversation, process of switching from one linguistic code

(language, language variation or dialect) to another, depending on the social context or conversation setting.

2. English language learning

English learning where this process occurs in schools and requires special instructions or modified both an academic courses, the process that involves teachers and students conveying and receiving in English as well as reciprocal.