

CHAPTER I

INTRODUCTION

This chapter discusses background of the researcher, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivations for learning it come in to play. “English is no longer viewed as the property of the English speaking world but is an international commodity sometimes referred to as world English or English as international language” (Richards, 2002:3). So many countries that use English as the first language. Hewings (2007:10) states that “The use of English has spread far for beyond those countries where it is used as first language”. In some countries English is an important second language for many speakers, and has often become the language used in official contexts such as courts, parliament and higher education. So, English is important language that should be learned by every people around the world including Indonesia.

English is one of language that is recognized in Indonesia. Indonesians consider English as the foreign language for them. Consequently, English is taught at the school from elementary level to high educational level. It is intended for the development of science, technology, art, culture and also the development of nation relationship.

In daily interaction, people use a language or more either written or spoken to do their communication. People like to switch their language from one language to other language. People speak several languages in several places and several purpose.

It may be at home, work place, school and other places. People use it for contact with the outside world of wider social or political organization. It is a common activity in bilingual and multilingual society.

Bilingual and multilingual are normal in many parts of the world. When people socialize, they meet with different situation and different culture. So, they have to study, adapt, and choose language that they want to be used when they talk to other people. Because of that, people tend to change their language from one to another when they conduct some communications with other people fitting to the situation and their needs.

Indonesian has one national language. Besides that, Indonesian also use other language in their communication. It can be local dialects or international language (English). They use local dialect, as their local identity, Indonesian language, as national language and foreign language like English. Thus, Indonesians speak two languages or more in one speech, so Indonesian can be called as bilingual or multilingual society. The analysis is focused on the speech performed by discuss in the classroom based on code switching which he used.

If we talk about multilingualism, we will find a phenomenon called as code switching. Hoffman (1993:110) says that the most general description of code switching is that it involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation. Spolsky (1998:46) says that have a repertoire of domain- related rules of language choice meaning that bilinguals are able to choose which language that he is going to use. This situation may be the basic reason why people do code switching in their speech.

Usually people speak with some language and switch from one to another, either it is done consciously or unconsciously, it still contains certain purposes. That

people switch their language because every word that has been spoken owns certain meaning. It is purposed to convey message or information from speaker to listener directly and to make a good communication among them.

In multilingual society including Indonesia society, the use of two or more languages in communication practices become a common phenomenon because a participant are familiar with more than one language, for example regional languages (Java and Sudanese), first language (Indonesia and English). “When fluent speakers of several languages converse with each other, they often use words or sentences from different languages in a single discourse, and or shift from one language to the other” (Susanto, 2008:1). This linguistic phenomenon is called code switching. Code switching in the literature broadly refers to the systematic use of two or more languages or varieties of the same language during oral or written discourse.

In educational setting, the use of code switching becomes a trend of English Teachers when they are involved in English teaching and learning process. It happens because they are familiar with at least three languages, namely Indonesia, English, and Javanese. Bahasa Indonesia in Indonesia serves as the tool of instruction of any subjects including English. English has twofold functions, namely as the target language which is learned and as a means of instruction in dealing with English language teaching. Javanese is one of the regional languages which are also used by some English teachers to meet some functions. The teacher using some language in explaining one material in one topic. Not only in part of explaining material, switching and mixing code can used in doing communication in class between teacher and students too. As we know that the students of Junior High School have few vocabulary then students of Senior High School.

Sometimes they are difficult to understand the material that explained by the teacher when the teacher explain in fully English. So using code switching in teaching and learning English process especially in Junior High School is important. The teacher can use English first and then switch to Indonesian to explain more about the material or using code mixing to change difficult word in explaining material. This way may be able to make the students to get more understanding about what the teacher say or what the ideas of some materials. It is very important to for educational backround especially in Indonesia. In this study the researcher choose the medium level school as an sample because so many school where are in medium level.

A person who communicates well and has good speaking skills does not necessarily use big words and elaborate jargon. In fact those things can serve to turn a listener off. They feel patronized, inadequate and frustrated if someone is using fancy language. The point of communicating is to convey information, to share with others and to have a two-way exchange.

Communicating, to whatever size of audience requires the speaker to encourage people to listen, engage, take on board what is being said and process that information with a view to doing something with it. People will only listen if they feel that the speaker is talking to them, interested in them, is speaking their language.

Speech community is a concept in sociolinguistics that describes a more or less describe group of people who use language in an unique and mutually accented way among themselves. Socio cultural understandings and presupposition with regard to speech.

However, although bilingual speakers claim that code-switching is an unconscious behavior, research has also shown that it is not a random phenomenon.

As attested by Li Wei (1998:156). Bilingualism and multilingualism are normal in many parts of the world.

Code switching is potentially the most creative aspect of bilingual speech. It is a change by speaker from one language or language variety to another one. Code-switching is, thus, seen as a purposeful activity, that is, there are functions and intentions assigned to this behavior. Based on this assumption, this paper investigates how code-switching is used as a device to achieve the communicative intents and serve certain functions in a conversation.

As we know, there are copies of research studies arguing that the strategy of code switching can be useful tool in English language teaching and learning process. Code switching help the sender transfer the information to the receiver effectively. Based on above argument code switching could be a strategy used by the teachers to help learners. Various positive functions of code switching, such as explaining new vocabulary, grammar, new concepts, and relaxing learners would improve the learner comprehensible input during the learner process.

Based on explanation above, the researcher chooses the tittle “*Analysis of Code Switching Used by the Teacher for Teaching-Learning English In First Grade of SMP Islam Al-Azhar Tulungagung In the Academic Year 2018/2019*”. Using code switching in teaching-learning process it can help the students to understand about the teacher explanation. So, they can get good achievement.

B. Statemen the Research Problems

Based on the background that has been discussed, the researcher formulates the problem in this research in the following research questions:

1. What are the types of code switching used by the English teacher in first grade of *SMP Islam Al-Azhar Tulungagung*?

2. Why does English teacher in first grade of *SMP Islam Al-Azhar Tulungagung* uses code switching in teaching and learning process?

C. Objectives the Research

This study is generally aimed at describing code switching practices in English language teaching and learning process used by the teacher in first grade of *SMP Islam Al-Azhar Tulungagung*. The specific objectives of this research include,

1. To find the types of code switching which is used by the teacher in English teaching and learning process in first grade of *SMP Islam Al-Azhar Tulungagung*.
2. To describe the reasons of the teacher when uses code switching in his/her teaching and learning process in first grade of *SMP Islam Al-Azhar Tulungagung*.

D. Significance the Research

The significance of the research is formulated as follow:

1. For the students

The students know that study English is important and use code switching can help the students to exchange the language.

2. For English teacher

It can be as references to improve their students' achievement in English by practices code switching in their teaching and learning process.

3. For reader and other researcher

This research will give information and more knowledge about teaching and learning English by using code switching. Meanwhile, This study will contributes to other researcher in conducting further research of similar topic. It will help them to have more addition knowledge.

E. Scope and Limitation of the Research

This research is focus on the use of code switching in English teaching made by the teacher in teaching and learning process. Meanwhile, the research is limited to the discussions kinds of code switching spoken by teacher in English teaching learning class in first grade of SMP Islam Al-Azhar Tulungagung. This research study about what the reason of the teacher in using code switching in their English teaching and learning process in first grade of SMP Islam Al-Azhar Tulungagung.

F. Definition of Key Terms

From the research problem above, this study focuses on code switching by students of SMP Islam Al-Azhar Tulungagung. In order to avoid ambiguity and misunderstanding, some of key terms used in this research are need to be defined as follows :

1. Language

The term “language” can be used to refer to a variety of concepts/ thing such as the particular form of words and speech used by the people of country, area or social group or the method of human communication using spoken or written words.

2. Linguistics

English linguistics as a discipline that concern itself with the study of all aspects of present day English (PDE) from a variety of different angels, both descriptive and theoretical, but with a methodological outlook firmly based on the working practices developed in modern contemporary linguistics (Aarts and McMahon 2006:19).

3. Bilingualism

Bilinguals is defined as having or using two languages especially as spoken with the fluency characteristic of native speaker; a person using two languages

especially habitually and with control like that of a native speakers and bilingualism as the constant oral use of two languages.

4. Code Switching

Code: is a way to distinguish elements of a system from elements that do not belong to the system (Ritzer and Goodman, 1997: 328). Code switching : is a change by speaker (on written) from one language or language variety to another one. Code switching is a linguistics phenomenon commonly occurring in bi-and multilingual speech communities. The term, which also appears as ‘code switching’ and code switching in literature, broadly refers to the systematic use of two or more languages or varieties of the language during oral or written discourse (mahootain, 2006:2). The type of code switching :

There are six types of code switching according 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 one indonesian speaker speaks in english and then another speaker tries to respond in english also.
- d. Emblematic 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 code 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 Indonesian phonological structure.

G. Organisation of the study

The organisation of this thesis is given in order to understand the content of this thesis as follow :

1. Chapter I : Is introduction. This chapter deals with the describes background of the research, statement of research problems, objectives of the research, significance of the research, the scope and limitation of the research, the definition of kay terms and organization of thesis.
2. Chapter II : Is underlying theory presented in review of related. This chapter also concerns with the theories of code switchig and topics related, definition of code switching, bilingualism and multilingualism, diglossia, code, types of code switching, classroom discussion, sosial factors of language switching.
3. Chapter III : Is research method. This chapter consist of the research design, subject of the study, data and data source, the research instrument and collecting method and data analysis.
4. Chapter IV : It includes research finding.
5. Chapter V : It includes discussion.
6. Chapter VI : It presents the conclusion of this research and suggestion.