

CHAPTER I

INTRODUCTION

A. Background of study

Language is an interpretation of what the communicator wants to convey to the communicant. In communication, sometimes the communicators use two or more languages in sentence or what linguists call as code switching. It is common used in study, daily activity and especially in country which is the national language (Indonesian) and the international language (English). Hancock (as cited in Rita Amorim, 2012:177) explained that around the world, English is being learned to be used as the international, common and functional language. Code switching is common in multilingual Asian countries such as Indonesia, where English as well as other foreign languages (EFL) are mixed in an utterance.

Code switching is practiced by some of the teachers in classroom activity, not only the teachers who use code switching, but students also practice code switching in the classroom. Code switching has many functions. According to Sert (as cited Mujiono, 2013:48), he has investigated that the functions of code switching for students are known as equivalence, floor-holding, reiteration, and conflict control. The code switching gives students opportunity to communicate without gaps because of incompetence. Floor-holding is used when a student cannot remember a word, and uses their native language to avoid a break in communication. Reiteration helps the student to become more competent in the language they are trying to learn. Conflict control may be used to avoid misunderstanding when the students do not use a correct meaning in communication.

There are several reasons why teachers still use code switching to the native language when they are teaching a foreign language. Code switch is a learner-preferred strategy to make student more understand the materials in learning process. According to Atkinson (as cited in Clara Herlina K, 2007:120). It means that in the learning process, the students want their teachers to use some Native Language (NL) for their understanding instruction, rather than speaking fully in Foreign Language (FL). Other people say that it is a time saving strategy. Teachers do not have to repeat and explain the lesson over and over again, so it saves time to do other activities. Teachers and students will become more intimate if they are using the same language.

In the reality classroom, there is a situation where the teacher expressly change a code being used, namely switching from one to another. It is called code- switching (CS). The teachers often use code switching for giving instruction clearer and make the conversation more acceptable to students.

Code switching becomes an interesting phenomenon to study in particular of language usage in society because it is part of development process and use multiple languages (bilingual) or a mixture of (multi-lingual). Mackey (as cited in Abdul and Agustina, 1962:12) assumed that bilingualism is translated as the use of two languages by the speaker in their society with others by turns. To use the two languages, the speaker must be able to master the two languages.

Based on that explanation, the writer concluded that Code switching is common conversation in multilingual many countries such as in Indonesia. Communication using two or more languages in sentence is called code switching. Indonesian teacher consider that the use of code switching tend to be able to ease the student in comprehending English material. On the other hand, sometimes the teachers switch their talks from English into Indonesia language in order to make student understand to the teacher's explanation. The researcher realized that the existence of native language cannot be separated from English as the target language learned which guided to the emergence of code switching. Inspired by those facets the writer wanted to investigate the types of code switching in the teaching learning process in a research entitled. "The types of code-switching used by English teacher".

B. Reason for Choosing the Topic

This research was conducted because code-switching is important and a part of language teaching in which the researcher believed that English teacher used code-switching in the teaching learning process, so the researcher wanted to find out the types of code switching used by English teachers.

C. Problem of the Research

The problem of the research which was formulated by the writer is as follows.

1. What are the types of code switching implemented in English class?

D. Objective of the Research

Based on the problem above, the objective of this research was:

1. To find out the types of code-switching implemented in English class.

E. Clarification of the Terms

There is a situation where speakers deliberately change a code being used, namely by switching from one to another. The change is called code-switching. Code-switching has become a common term from alternate use of two or more languages, or varieties of language, or even speech styles (Dell H Hymes, 1875).

From the definition above, code switching is conversation strategy that the function is to express social meanings. Code-switching also has types of code-switching that used in the English class. Iwan (2012) explains that case of code-switching as above can be classified in accordance with two different classifications. They are grammatical and contextual clarification.

F. Contribution of the research

The findings of this research are supposed to provide benefits for some education practices, such as:

1. For the teachers
 - a. The teachers could use this research as a reference toward the activity of code-switching in English class.
 - b. The finding of this research will create teachers' awareness of the use of code-switching in English class.

2. For the Other Researchers

- a. The finding of the research could be replicated by other researchers who are interested to conduct a research which is related to the implementation of code-switching in English class.

