

CHAPTER I

INTRODUCTION

A. Background of Study

In learning English in Junior High School, teachers are not possible using one language fully when carrying out learning. One of the important elements for achieving learning goals is giving clear instructions. To achieve learning goals in teaching learning process run smoothly, teachers usually deliver instructions in order to make the students comprehend the teachers' command. Instruction is a statement that describes how to do something. There are some strategies that can be used by teacher to give instruction. One of the strategy is switching the language when the students do not understand what teachers are conveying. It is called code-switching. Crystal (1987) stated that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. Thus, it is clear that the code-switching is language products that is produced naturally by the people who use multiple languages either a doubling in the level of words, phrases and sentences.

Code switching between languages occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in a long narrative. In English Foreign Language (EFL) instruction, code switching comes into use either in the teachers' or the students' interaction. As Flyman-Mattson and Burenhult (1999) explain, there are some reasons why teachers use code-switching for giving instructions. The main reason is to make the students understand their utterances. Teachers can check their students'

understanding through code switching. In addition, teachers often switch their code to translate or elaborate the significant messages while explaining new vocabulary or instructions instead of proceeding in the foreign language; this makes comprehension easier.

According to the explanations before, the researcher is interested in investigating about English Teachers' code switching strategy in giving instructions. This research will explain about the extend to which the teachers use code switching and the types of code switching. It will help other teacher to use this kind of strategy in a good way. So, the researcher wants to investigate “English Teachers' Code Switching Type in Giving Instructions”.

B. Reasons for Choosing the Topic

This research will conduct based on some reasons, those are:

1. EFL teachers should have a strategy to make the students understand about what they are saying in the teaching process.
2. English is not our L1, so students have difficulties to figure out about teachers' command in English learning process.

C. Problem of the Study

Based on the background of the study, it is attempt to address the following questions:

1. What types of code switching are used by the teachers in giving instructions?

2. How is the teachers thought about code switching?

D. The Objectives of the Research

Based on the research problems before, the aim of this research are:

1. To know the types of code switching that are used by the teachers in giving instructions.
2. To know teachers' thought about code switching.

E. Clarification of Terms

In order to avoid misunderstanding and misinterpretation of this research, the researcher clarifies the essential term of the research classified.

The term are clarified as follow:

1. Instruction

For educators instruction is finding the right words or the smallest things to make connections with your students to spark learning (Williams, 2015)

2. Code Switching

The term of “code switching” refer to the alternate use of two or more languages, where the switch takes place at sentences or clauses boundaries (David C.S., 2008). Code is switching going from one language to the other in the mid-speech when both speakers know the same language (Cook, 2008).

F. Contribution of the Research

This study expected to become an input that is useful for the teachers and readers how EFL teachers implement code switching strategy. The researcher hopes that this study can give contribution for:

1. Teachers

The teachers can get more information about the code switching strategy in giving instructions. Then, this research will be a valuable reference to other teachers in teaching learning process.

2. Researcher

The result of this research will be input for the researcher to develop the teaching strategy in English subject. And also the researcher will get scientific data of the EFL teachers' strategy, and it will be able to formulate new plans based on the findings.

