

CHAPTER K

INTRODUCTION

A. Background of Research

Communication is a process of delivering a message. The message should be delivered in understandable language. To be understood by the others, someone needs to know some ways in using the language. In multilingual community, speaker tends to switch from one code to another so that it can be understood by the other speaker from the other community. The process of switching code is commonly called code switching. According to Richards (1992:58) code switching means switching from one language variety to another when situation demands. Many linguists believe that code switching is not only taken in informal situation but also in formal one, including in the classroom. Code switching is a widely observed phenomenon especially seen in multilingual and multicultural community. Coffey (2011:1) strengthens that code-switching is the practice of moving between variations of language in different contexts. Everyone who speaks has to learn how to code-switch depending on the situation and setting. In an educational context, code-switching is defined as the practice of switching between a primary and a secondary language or discourse.

The fact of the use of mother tongue or first language with foreign language in the teaching learning process which called code switching can not be avoided. The teachers and lecturers consider that the use of code switching tends to be able to ease the students in comprehending both languages used and the material taught. One of the schools which use code switching in teaching the material is RSBI School. This school provides students with quality and high standard in their competencies such as science, language behavior, entrepreneur and good moral value based on National Education Standard. Some subjects in RSBI School especially three Science subjects especially Mathematic is taught using both English and Indonesian language.

The comprehension of the material by the teacher is not asked anymore. However, the use of English as a medium of instruction in delivering the material becomes a big problem. Those are because of Science teachers do not comprehend or master the English language well so that they usually find a lot of difficulties in delivering the material using both languages. The fact was revealed when the writer was doing an assignment to observe RSBI School to know the teaching and learning process of English subject. Inspired by those facts the writer wants to investigate the use of code switching in the teaching learning process in a research entitled “The use of Code Switching by Math Teachers at RSBI Schools”.

The writer's reasons in choosing Math teachers than the other science's teacher were because in RSBI, Math is one of the science subjects which the teaching learning process's intensity is more often than the other. Beside that Math also one of Science subjects which included as one of the national Examination's subjects and a lot of students assumed that Math is one of the difficult examination's subjects than the other Science subjects. The level both teacher and student's English fluency is also still low. Looking at those reasons, the writer assumed that there will be a lot of code switching.

B. Reasons for Choosing Topic

The reasons that the writer conducted this research are:

1. the topic is very interesting for the writer because the use of code switching is not only occur in informal but also in formal situation (teaching and learning process).
2. the research will help the reader to know the types of code switching that are usually used in teaching and learning process.

C. Problems of Research

The writer has three problems that discussed in this research.

1. What are the types of code switching that had been used in Math classes?
2. What are the teacher's reasons in using code switching in Math classes?

3. What are the student's perceptions on the use of code switching by Math teachers?

D. Aims of Research

The objectives of this research are:

1. to find out the types of code switching in Math teaching learning process used by the teachers at RSBI Schools.
2. to reveal the teacher's reasons in using code switching in Math teaching learning process at RSBI Schools.
3. to find out the student's perceptions on the use of code switching by Math teachers.

E. Clarification of Terms

1. Code switching

According to Richards (1992:58) code switching is a change by a speaker from one language or language variety to another one. There are two classifications of code switching those are grammatical and contextual classification. Grammatical classification is based on where the sentence or utterance the switching appears. There are three types of grammatical code classification those are Tag code switching, inter-sentential code switching and intra-sentential code switching. While contextual classification is code switching which is based on the reasons why people switch. There are two types of contextual classification those are situational and metaphorical code switching (Jendra, 2008).

2. Mathematics

Sujono in Masthoni (2009: 2) stated that Mathematic is a science which is exact and systematically organized. Mathematic is a science which tell about the concepts or ideas in hierarchic structured and use deductive logical. Arithmetic, Algebra, Geometry and Trigonometry are some of branches of Math.

3. RSBI School

RSBI or International Standard School Pioneering is the school that provides students with quality and high standard facility and process so that they will have high competencies such as science, language behavior, entrepreneur and good moral value based on National Education Standard.

F. Research Contributions

There are two benefits to be achieved from this research.

1. Theoretical Contributions

- a. Giving beneficial input to linguistics, especially in sociolinguistics.
- b. Broadening reader's knowledge especially in code switching.
- c. Giving more insight about the variety of language used in certain occasion.

2. Practical Benefits

- a. Giving an input to anyone who has a concern in sociolinguistics research.

- b. Giving an input to teacher especially in RSBI Schools in conducting their teaching learning process by considering the phenomenon of code switching which probably happen within the classroom activities.
- c. Students will try harder to be fluent in English so that they can understand the material well by limiting the use of code switching.

