CHAPTER 1

INTRODUCTION

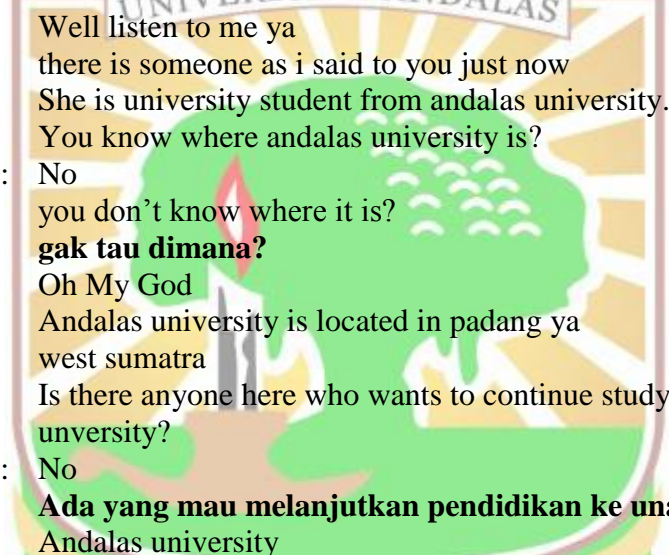## 1.1 Background Of The Study

Language is an important thing in our life. We use language to communicate with others. It is commonly known that language plays a very significant role in our life. As stated by Halliday and Hasan (1986), language functions as means of communication and is used for various communicative purposes. In education, for example, language is media for teachers to communicate with their students.

In the schools, teachers and students come from different social and linguistics background. For example, English teachers, they use both language English and Bahasa Indonesia as their codes to communicate with their students and others. While students use Bahasa Indonesia and their mother tongue as their codes to communicate in daily life.

In Indonesia, English is learned by students in the Senior High Schools because English is compulsary subject as other subjects such as Bahasa Indonesia, IPA and IPS. As we know, English is foreign language for them and it will be difficult to understand the subject. Because of that, the teacher needs to switch their language during the teaching and learning process in the classroom, whether from English to Bahasa Indonesia, or Bahasa Indonesia to English in order to make the students easier to understand the lesson. In linguistics study, this phenomenon is called as code-switching.

Code-switching is the condition where people uses more than one language or code in the same topic or context. Hoffman (1993,p.110) says that the most general description of code-switching is that involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation. It can be at home, another for contact with the outside world of formal places such as, office and schools.

Example of code-switching in the classroom:

S1	Teacher:	Well listen to me ya
S2	Teacher:	there is someone as i said to you just now
S3	Teacher:	She is university student from andalas university.
S4	Teacher:	You know where andalas university is?
S5	Students:	No
S6	Teacher:	you don't know where it is?
S7	Teacher:	**gak tau dimana?**
S8	Teacher:	Oh My God
S9	Teacher:	Andalas university is located in padang ya
S10	Teacher:	west sumatra
S11	Teacher:	Is there anyone here who wants to continue study to andalas unversity?
S12	Students:	No
S13	Teacher:	**Ada yang mau melanjutkan pendidikan ke unand?**
S14	Teacher:	Andalas university

(Conversation in the Senior High School 4 : 2018)

The conversation above is between teacher and his students when they are studying in the classroom. The conversation happened at the beginning of the class, the teacher gives the explanation that there is a university student who wants to join their class. When explaining to the students about the information, in the sentence 6 the teacher asks the students about the location of the university. Then, the teachers switches his language into Bahasa Indonesia like in the

sentence 7. In the sentence 11, the teacher continues his question by using English and switches his language in the sentence 13.

This example describes that code-switching occurs when explaining the information to the students in order to make them understand more about the massage of the information. According to Poplack (1980, as cited in Hana 2004, p.14-15), the type of this code-switching is Inter-Sentential Switching, it involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other.

Besides Inter-Sentensial switching, there another type of code-switching, Tag-Switching and Intra-Sentensial Switching. Tag Switching, it involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions. The last type is Intra-Sentential Switching, it is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level.

By the example of code-switching above, according to Mattson and Barenhult (1999), the function of this code-switching is Repetitive function, it means the teacher uses code-swtiching in order to transfer the necessary kowledge for the students for clarity. Mattson and Barenhult also describes other functions of teachers's code-switching. They are; affective functions. It means serving expression of emotion. This function also used to build good relationship between teacher and students in the classroom. Last one is topic swtich, it means the
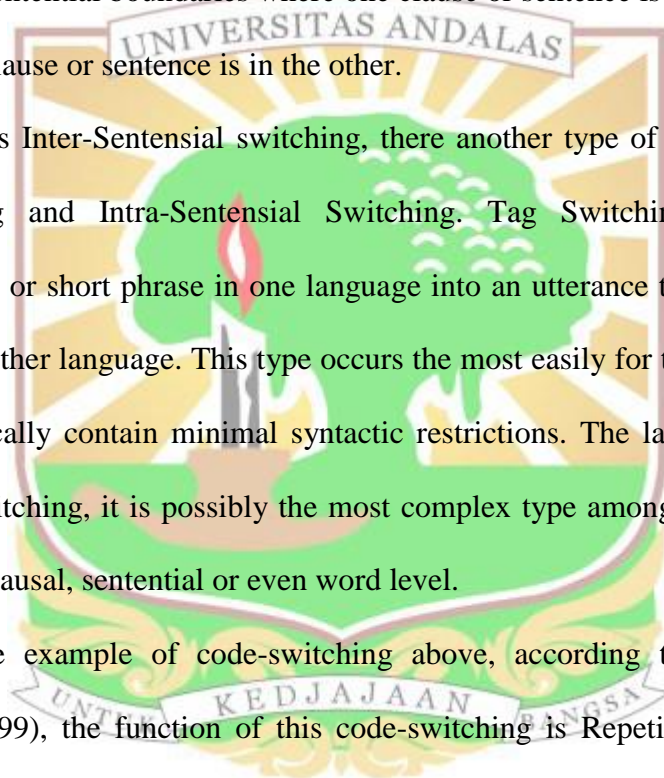
student's attentionn is directed to the new knowledge by using of code switching from native tongue to their second language.

This study is to describe the types of code-switching used by English teachers and it functions at three Senior High Schools in Tebing Tinggi Village. This research is attempted to study about code-switching as found in the teacher's utterance in communication with their students in the classroom. It aimed to find the types of code-switching and its function of code-switching.

1.2 Identification of the problem

The problems that are going to study here are:

1. What are the types of code-switching used by the teachers?

2. What are the functions of code-switching used by the teachers?

1.3 The objective of the study

The present research are aimed to answer the following questions

1. To identify the types of code-switching used by the teachers

2. To describes the functions of code-switching used by the teachers

1.4 Scope of study

This study is focused on the types and the functions of code-switching used by English teachers at Senior High Schools 2 Tebing Tinggi, Senior High Schools 4 Tebing Tinggi and Senior High Schools YPMM Tebing Tinggi. The data will be taken by observation-note taking and recording the teacher's utterance in the classroom. The classroom will be followed in three meetings of each English teachers in each Senior High Schools. After that, the data will be taken only five minutes in the beginning of the recording.

1.5 Method of study

There are three steps in conducting a research. They are data collection, data analysis, and presentation of the result.

1.5.1   Data Collection

This research involved subject of research, observations-note-taking, and recording. The following section will be describe how the data used in this study.

1.5.1.1 Subject Of Research

The subjects of this research are English teachers teaching at three different senior high schools at Tebing Tinggi Village. They are Senior High School 2 Tebing Tinggi, Senior High School 4 Tebing Tinggi and Senior High School YPMM Tebing Tinggi.

1.5.1.2 Observations - note-taking and recording

It is important to note any changes in the utterance behaviour of teachers and the non-verbal communication that cannot be acquired by audio-recording. Observations and note-taking will make during interactions between teachers and students in the classrooms and the writer will be joined the classes starting from the beginning until the end of the class. This research will observed code-switching from English into Bahasa Indonesia, and Bahasa Indonesia to English.

1.5.2   Data Analysis

The analysis of the types of code-switching will be based on Poplack (1980) theory. Firstly, two languages which appear in the data are marked. The first language (Indonesian) of the data is marked with bold, while the second language

(English) is Times New Roman. Meanwhile, the function of code-switching is analyzed based on Mattson and Barenhult (1999).

1.5.3 Presentation of the result

In the last step, the presentation of result are provided descriptively in written form. The results are also orally presented in front of the examiners in thesis examination. In addition, the percentage will be shown in form of table to show the dominant types and functions of code-switching that used by three English teachers at Senior High Schools.