CHAPTER I
INTRODUCTION

In this chapter, the writer presents: background of the study, statement of the problem, hypothesis, purpose of the study, significance of the study, scope and limitation, and definition of the key terms. Each section is presented as follows.

1.1 Background of the Study

Language is an important component of identity and culture for many groups (Holmes, 1992:70). Language and society are two things that cannot be separated. Language cannot exist if there are no people who use it to interact or to communicate. It means that language is a means of communication to make a good relationship with other person.

We are aware that a few other areas of study can also be included in the term sociolinguistic. Sociolinguistic is the study of language in its social contexts and the study of social life through linguistic. Besides, modern sociolinguistics is blurring distinctions between even further. This means that the structure we have imposed on the book is by no means an absolute or inevitable one. But it should give newcomers a way of appreciating important differences of emphasis within contemporary sociolinguistic (Coupland and Jaworski, 1997:1).

Actually after we learn about sociolinguistic we will know about language that is different from each other but still has the same function as a communication
tool in our life. The different can be caused by different level of social status, education, topography, area, and culture. People will use different languages in a certain situation and another variety or situation. Wardaugh (in Sabilah; 2003) mention the system of communication as a code. Code is a set of formal principles accepted by society or a group of people. They use it because it reflects the social life, culture, and individual preference. The use of code is usually determined by situation in which it happens.

In communication, a person changes from one variety of language to another because sometimes in society may be plurilingual, that is many speakers may use more than one language (Wardaugh in Sabilah; 2003). The process when a speaker is changing from one code or language to another during the conversation is known as code switching.

Indonesia is a country that has a lot of languages. There are Java, Sunda, Batak, the other traditional languages, Indonesia language, and foreign languages. Actually some of Indonesian use bilingual languages (Indonesia and local language) to communicate with each other. We can call it code switching. Code switching is potentially the from one language into another language because of the repertoire in their minds. Code switching is the most creative aspect of bilingual speech (Hoffman, 1991:109).

The phenomenon of code switching in Indonesia happens not only between local language and Bahasa Indonesia, but also among local languages, Bahasa Indonesia and English. It is used in daily conversation, some broadcaster programs,
and in Indonesian pop songs. Skiba (1997) suggests that in the circumstances where code switching is used due to inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code switching stands to be supporting element in communication of information and in social interaction; therefore, serve for communicative purposes in the way that it is used as tool for transference of meaning. In addition code switching is usually used to make song more interesting and attractive.

Recently, some Indonesian pop songs contain English phrases and/or sentences in their lyrics. Take, for example, Slank’s song entitled “My girl” which ends with “I miss you but I Hate You my girl” which was popular in 2004, Andika Pratama and Melly “Butterfly”, Cinta Laura “Oh Baby”, Irwansyah and Acha “Heart”, Bukan Bintang Biasa with “Let’s Dance Together”, She “Slow Down Baby” Project Pop “Dangdut is The Music of My Country”.

Usually youngers like to hear pop songs because mostly pop songs are easy listening and show about the realitities of teenagers including love story, emotion, etc. In fact some teenagers (first grade of junior high school) will memorize the lyrics of the songs, especially if the lyrics are easy to imitate. The teenagers often remember, repeat, try to understand, and find out what the English meaning in that lyrics.

Studying English especially in enlarging vocabulary is not easy because English is foreign language. Vocabulary is very important because it is the basic of language. We can write or say something because we have vocabulary skill. It is very necessary for students, especially junior high school students at first grade to enlarge
their vocabulary.

Based on preliminary study which done by researcher at first grade students in MTS Negeri Kota Batu concluded that the vocabulary ability of student was low. This conclusion get from interviewing English teacher and studying documentation of the result of the study.

Siska (2007) who studied about the using of code switching in teaching learning process at Palapa English Course found out that actually code switching in teaching learning process is the effective way to learn English. Meanwhile, some of previous thesis studied about song as media for teaching English showed that by using song the student will be interested in learning English and easy to remember vocabulary. In addition Ifa Dewi Safitri (2005) who studied about code switching in Indonesian pop song found out that in fact the teenagers are the prospective market to consume Indonesian pop song because they cannot detach their life from music/song.

In relation to the previous research above, it can be stated that song can be the best media for learning foreign language because the student will be interested in studying English and of course it will be easy to enlarge vocabulary. Moreover, Indonesian pop songs that include code switching will attract the teenagers (junior high school students) in enlarging their vocabulary.

Therefore, the writer intends to do an experimental research on the use of code switching in Indonesian pop songs to investigate whether the use of code switching in Indonesian pop songs can improve vocabulary ability at first grade students of MTs Negeri Kota Batu or not.
1.2 Statement of Problems

Based on the background of the study, the research problem is formulated as follows:

Can code switching in Indonesian pop songs improve vocabulary ability at first grade students of MTs Negeri Kota Batu?

1.3 Hypothesis

H₁: Code switching in Indonesian pop songs can improve vocabulary ability at first grade students of MTs Negeri Kota Batu.

H₀: Code switching in Indonesian pop songs cannot improve vocabulary ability at first grade students of MTs Negeri Kota Batu.

1.4 Purpose of Study

The purpose of the study is to find out whether code switching in Indonesian pop songs improve the vocabulary ability at first grade students of MTs Negeri Kota Batu or not.

1.5 Significance Study of Study

Basically the significance of the study is to give contribution for the English teachers in junior high school especially in teaching vocabulary effectively, help the student in junior high school to improve their vocabulary ability easily by using Indonesian pop song and to enlarge teaching English competence especially in teaching vocabulary.
The result of the research will give another model of learning English vocabulary that is probably appropriate for junior high school.

1.6 Scope and Limitation

The scope of the study will mostly deal with code switching in Indonesian pop song only. Meanwhile, the study is limited at first grade students of MTs Negeri 1 Batu.

1.7 Definition of Key Terms

1) **Code switching** is potentially the most creative aspect of bilingual speech (Hoffman, 1991:109). Bilingual speech, in this case means Indonesia and English in several Indonesian pop songs

2) **Improve** is something that can make better. In my thesis briefly that I use code switching in Indonesian pop song to improve vocabulary ability. It means that vocabulary ability will better than before. It is explained by the mark from pre test and post test.

3) **Vocabulary ability** is the quality of being able in vocabulary. It is also said that a natural or acquired vocabulary skill.(http://www.thefreedictionary.com). It will be measured from the score in pre test and post test ( how many vocabularies that student have)