CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, research problems, purpose of the study, scope and limitation, and the definition of key terms.

1.1 Research Background

Language cannot be separated from society, because people in society use language to speak with other persons. As Holmes (2013) mentions that sociolinguistic is the study of relationship between language and society, and how it is used in multilingual speech communities. The possible relationships between language and society are social structure may influence or determine linguistic structure and behavior, opposed to the first directly: linguistic structure and behavior may either determine or influence social structure, and bi-directional is the influence that language and society may influence each other (Wardhaugh 2006). Furthermore, Meyerhoff (2006) believes that sociolinguistic is the study about how individual speakers use language, how people use language differently in different regions or towns, and how a nation decides the language which will be recognized in education or courts. People are not use the same language, but some of them use language in a different way in any situation or place.

Some countries and cities have different language and sometime people talk in two or more languages, they switch their language such as from mother language to
second language. Code-switching is a communicative phenomenon where a speaker constantly switching between two languages in a bilingual’s speech repertoire (Modupeola, 2013). In addition, code-switching is the use of two or more languages by people in same conversation or utterance. People do code-switching in their daily life as they have their mother language and sometime switch to second language or foreign language. For example, the Indonesian people in their daily life speak in Indonesian language and speak in English. The use of code-switching is to convey a certain social meanings in which speakers could use two languages with the habitual use of that two languages in the community, Gal (in Swann 2000).

Teaching and learning is the purposeful activity which even the most imaginative activities directly towards a certain desired language with the outcomes of factual knowledge, thinking and reasoning skills, conceptual understanding, and collaborative and communication strategies (Danielson, 2011). Code-switching can be practiced by integrating it into the activities used to teach second language by teachers. Teachers can employ a code-switching as a means of giving students with opportunities to communicate and enhancing an understanding of students. This will be an effective way to increase the effectiveness of learning activity.

Developing teaching and learning on students’ comprehension use code-switching can help teacher easier to explain the material. In teaching reading, teacher will need strategy to make the content of subject learning can be understood by the students which means students get the meaning of the reading materials. According to
Turnbull and Arnett (in Makullolluwa, 2013), teacher use first language or apply code-switching when teaching language are for pedagogical purposes, to manage classroom, and to maintain social interaction between teacher and students. Teaching reading use code-switching can promote a good communication between teacher and learners. In the various positive and facilitating the functions of code-switching approved by teachers and students such as explaining new vocabularies, relaxing the students, explaining grammar, and establishing contact with the students.

The previous research which was conducted by Hidayati (2005) about code-switching by psycholinguistics lecturer in teaching at English Department of University Muhammadiyah Malang, found there are two types of code-switching that are situational code-switching and metaphorical code-switching. In this previous research, explained that situational code-switching used by the lecturer because he wanted the explanation more understandable, acceptable, and practical for the students. While the metaphorical code-switching, because the lecturer wanted to deliver the information which went beyond the lecturer actual words, especially to define the social condition. As in that research finding, the writer conclude that code-switching had significant role in learning process especially in providing particular emphasis of the materials.

Another study by Fatemi (2014) about the effect of code-switching strategies on listening comprehension of EFL students at Islamic Azad University found that strategy of teaching listening use code-switching can facilitate comprehension of
difficult structures and vocabulary in which participants could cope with more complicated grammatical structures as well as difficult words to process for their meanings. Besides, by using code-switching enhanced students’ listening comprehension ability. In conclusion, teachers can take advantage of code-switching strategies to augment students’ listening comprehension capability.

From the discussion above, the researcher intends to conduct a study about code-switching used by English teacher in teaching reading for eighth grade student at SMP Aisyiyah Muhammadiyah 3 Malang. In this research, the researcher wants to know how the English teacher use code-switching in teaching reading. Beside, the researcher also interest to know why the teacher use it.

1.2 Research Problems

Based on the background of the study, the researcher will analyze the problem of this study is formulated as follows:

1. How does the English teacher use code-switching in teaching reading to eighth grade student at SMP Aisyiyah Muhammadiyah 3 Malang?

2. Why does the English teacher use code-switching in teaching reading to eighth grade student at SMP Aisyiyah Muhammadiyah 3 Malang?
1.3 Research Objectives

According to the research problems above, the writer makes the objective as follows:

1. To describe how the English teacher use code-switching in teaching reading to eighth grade student at SMP Aisyiyah Muhammadiyah 3 Malang.

2. To know why the English teacher use code-switching in teaching reading to eighth grade student at SMP Aisyiyah Muhammadiyah 3 Malang.

1.4 Scope and Limitation

The scope of this study is code-switching used by English teacher in teaching reading at SMP Aisyiyah Muhammadiyah 3 Malang. The limitation of this study is only for the eighth grade students at SMP Aisyiyah Muhammadiyah 3 Malang.

1.5 Research Significance

Theoretically, the result of this study can be useful for more knowledge about code-switching and the use of code-switching, how code-switching used when interact with others too. This study will also lead scholars to a better understanding of code-switching behavior and will provide beneficial information about code-switching for teachers and educational authorities which will be of value for the development of students’ English language proficiency. In addition, it will give a
lesson of how code-switching is very beneficial for teaching reading, especially for students’ reading understanding.

Practically, this study is useful for teacher when teaching reading use code-switching to make better interaction with the students. It is also for the researcher/students who conduct a research of code-switching in reading skill as their previous study. Moreover, bilingual education researchers may benefit from this sort of research because it shows how bilingual students talk in the classroom when they react with each other.

1.6 Definition of Key Terms

1. *Teaching* is helping or showing person to study about something or how to do something by giving instructions and guiding the learning, confer the knowledge, in order to know and understand (Brown, 2001).

2. *Code-switching* views as the concept when an individual bilingual alternates between two languages during speech engagement with another bilingual (Madupeola, 2013).

3. *Reading* is a part of the way of people use language in their daily life in order to gather information, for enjoyment, and communicate with others (Stephenson and Harold, 2009).
4. *SMP Aisyiyah Muhammadiyah 3 Malang* is a school with good religion knowledge to make the students become people who are not merely superior in education but also have kind attitude and personality. The school use curriculum 2013 as the guidance in teaching and learning with principles that the implementation of curriculum is based on the potential, development and children’s condition to master the competence which useful for them. ([http://www.smpam3malang.sch.id/#](http://www.smpam3malang.sch.id/#))