CHAPTER I
INTRODUCTION

This chapter presents some topics related to the background of the study, statements of the problem, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

Teaching is one of the most important professions in our education, although teaching students is not easy especially for English subject. As we know that English and Bahasa Indonesia are different. Brown (2000) states that definition of teaching is the way how the teacher deliver material through practice games of language learning and also the opportunities for students to make them mastering in, any skills such as listening, think, take a risk, feedback etc. Every teaching process which is done by a teacher must aim to be achieved at the end of class because teaching is effort to improve students’ knowledge and behavior. The key of good teaching is by constructing communicative process of language learning. It means that teachers and students must have good language for communication.

The era of globalization and modernization, language becomes an important part in human life, since it is the means of communication. Language is a medium used by people to interact with other people whose language and topic are typically the same. Brown (2000) states that language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of a given community to communicate intelligibly with one another.
People can choose one of many languages he or she mastered in oral and written communication, which is commonly called bilingualism. The more languages they master, the more flexible they are in communication. Further people will get more prestige from other people because they have special capability in using many languages. In multilingual community, speakers tend to distract one language to another, in different sentences. Sometimes speakers speak clearly using one language on one sentence and different language in other sentences, which is commonly called as code-switching. The essence of switching the language is to make the audiences understand about what the speakers mean to say.

People who master two languages commonly have different abilities in mastering both languages or varieties. Sometime, they might be able to use one language perfectly and sometime they might forget. However, they may also switch the language in accordance with the situation they have. Although the different aspects were hard to find, the choice of code-switching depends on location (city or country), formality, gender, status, intimacy, seriousness, and type of activity (Wardhaugh, 2002). Situation also becomes one aspect that affects the occurrence of code-switching.

Strategy in teaching learning process has purpose to make students easy to understand the material. The duty of teachers in teaching language is to make the students interested in understanding the material. Every grade of education has different method in teaching material. In EFL context where English is used as foreign language, it will be difficult for the teacher to teach students with full English in the learning process. Teacher must be creative to teach students, in this context the teacher should be able to adjust the student’s abilities. From this
problem, the teacher can use two languages or switch the language in order to make students understand the material based on purpose and situation.

In this way, teacher uses some languages in explaining the materials. When students cannot understand the purpose, which has been explained, teacher can switch the language. By using code-switching in the process of teaching and learning, the teacher can firstly use English and switch to Bahasa Indonesia for more explanation of the material.

SMPN 02 Lawang is one of the best junior high schools in Lawang. This school requires all teachers, especially English teachers, to fully use English within the teaching process, such as greeting, giving instruction, explaining, discussing lesson and answering questions. However, the reality does not match with the supposed expectation as regulated in the requirement for the teacher. The English teacher still combines or mixes their language in teaching. In fact, teachers sometimes switch or mix English with Bahasa Indonesia and Javanese during teaching learning process. Hence, it means that the code-switching is done by English teacher in SMPN 02 Lawang.

Some studies attempting to uncover phenomena of code-switching which have been conducted by several researchers. For instance, there is a study aiming to identify code-switching used by the teacher and students in Ta’mirul Islam Boarding School that is conducted by Faulani (2012). He found that the school requires all the elements to use bilingual language as alternately. Moreover, it has been concluded that using bilingual language could influence students’ communication. When the teacher explains about certain material used code-
switching, the students will get easier to understand the material as long as the teacher switches the language in teaching learning process.

Another previous research, conducted by Indahsari (2014) about code-switching employed by English teacher in teaching at SMPN 2 Sumber Ngopol at first grade, has shown that that there are two types of code-switching used by English teachers, namely intersentential and intrasentential code-switchings. The reason why the teacher used code-switching is that the teacher wants to make students deeply understand, accept, and improve their speaking and listening abilities. In addition, the usage of code-switching is supposed to make students use English in little context such as responding a question, asking permission, and so forth.

Based on the explanation above, the researcher is interested in finding types of code-switching that occur and also factors of using codeswitching. Therefore, the researcher decides to conduct a research under the title An Analysis of Code-Switching Used by English Teacher in SMPN 02 LAWANG.

1.2 Statement of Problem

This research is conducted to collect detailed information on the use of code-switching employed by English teacher at SMPN 02 Lawang. The research problems are:

1. What are the types of code-switching used by English teacher in teaching of English at SMPN 02 Lawang?

2. What are the teacher’s reasons of using code-switching in teaching of English at SMPN 02 Lawang?
1.3 Purpose of Study

Based on the research problem, the purposes of this study are:

1. To know the types of code-switching found in teaching learning process used by English teacher of SMPN 02 Lawang.

2. To find out the teacher’s reason of using code-switching in learning process at SMPN 02 Lawang.

1.4 Significance of Study

The findings of this study are expected to give contribution to lecturers, students and other researchers. Further, it is also expected to enrich the knowledge of sociolinguistic field, especially the knowledge of the use code-switching in the context of conversation.

1. English Teachers

The result of the study can be used by the teacher to teach their students easily. Hopefully, the teacher can teach more effectively and easily. By understanding the result of the study, the teacher is supposed to be able to give the students good understanding about the material.

2. Students

The result of the study can be used by students to learn about code-switching. It can make students easy to understand the material given by the teacher.

3. Other Researchers

The result of the study can be used by other researchers to conduct a further research dealing with using code-switching in teaching learning process.

1.5 Scope and Limitation
To avoid misunderstanding of what the researcher has explained, the researcher limits the scope of the study in order to make it more detailed and focused. Here, this research focuses on the use of code-switching in teaching English which occurs in the classroom activities. This research is limited to discuss kinds of code-switching spoken by the teacher in teaching English at the second grade of SMPN 02 Lawang.

1.6 Definition of key Terms

1. Bilingualism is the ability using two languages in communication depending on the topic, participant and context which mostly happens in informal situation and the rules of language choice based on with whom the bilingual speaks.

2. Code-Switching is to alternate two languages or linguistic varieties within the same utterance or during the same conversation (Holmes, 2013).

3. SMPN 02 Lawang is one of the best schools in Malang that requires teachers to speak English all the time during the English class.