

CHAPTER I

INTRODUCTION

A. Background of the Study

In daily life, language is crucial, particularly when sharing ideas with others. Language serves as a tool for education, culture, and personal identification in addition to being a means of communication. It means language is a symbol used for communication, creativity and rules. Language becomes an important part of human life that is used as a means of interaction. This means that language has become an inseparable part of human life. As conveyed by Danesi that without language, there would be no science, religion, trade, government, literature, philosophy, and there would be no other systems or activities that are characteristic of humans.¹

Faisclough stated that language is part of society, linguistic phenomena are specific social phenomena, and social phenomena are linguistic phenomena.² Thus, things that happen in social activities in terms of language use become part of a linguistic phenomenon, and vice versa. Based on this, it can be said that language and social interaction cannot be separated. Besides that, talking about language is certainly

¹ Marcel Danesi, *A Basic Course in Antropological Linguistics*, (Toronto: Canadian Scholars Press Inc, 2004).

² Norman Fasiclough, *Analysis the Critical Study of Language* (London: Longman, 1997). p. 188.

inseparable from linguistics. Here are some experts who define linguistics.

Linguistics is a science that takes language as its object of study.³ It means linguistics is an autonomous science and uses scientific methods. The study of linguistics is the study of natural language, this usually includes the study of language structure or grammar, the study of meaning or semantics and the social function of language, namely sociolinguistics.⁴

It is further explained that the scientific study of language under the name of linguistics only began at the end of the 19th century and currently the development of linguistics is very rapid, other aspects related to the fields of language are also developing, the study of language does not only cover one aspect but has expanded to fields or aspects outside of language related to the use of language and human life, branches of linguistics can be divided into phonology, morphology, syntax and semantics.

In addition to the linguistic branches, there are relevant and complementary branches of science with linguistics, namely sociology, psychology and anthropology, the science of sociology and linguistics

³ Abdul Chaer, *Linguistik Umum* (Jakarta: Rineka Cipta, 2012).

⁴ Sayama Malabar, *Sosiolinguistik* (Gorontalo: Ideas Publishing, 2015).

that gave birth to a sociolinguistic hybrid provides knowledge how to use language.

According to Wardhaugh sociolinguistics is a science that studies the relationship between language and society, linking two fields that can be studied separately namely the formal structure of language by linguistics and the structure of society by sociology.⁵ Sociology is an objective and scientific study of humans in society regarding the institutions and social processes that exist in society while linguistics is a field of science that studies language or a field of science that takes language as its object of study.

Thus, it can be easily said that sociolinguistics is an interdisciplinary field of science that studies language in relation to the use of that language in society.⁶ It can be concluded that sociolinguistics is a branch of linguistics that is interdisciplinary with sociology and with the object of research being the relationship between language and social factors in a speech community.

Every particular field of knowledge has uses in practical life. Likewise with sociolinguistics, the uses of sociolinguistics for practical life are numerous because language is a tool of human verbal

⁵ Ronald Wardhaugh, and Janet M. Fuller, *An Introduction to Sociolinguistics* (New York: Blackwell Publisher, 2015).

⁶ Sayama Malabar, *Sosiolinguistik* (Gorontalo: Ideas Publishing, 2015).

communication which of course has certain rules in its use. Sociolinguistics also has a big role, especially in multilingual countries like Indonesia. An interesting phenomenon that occurs frequently nowadays is the large number of people changing the code. Both code switching and code mixing. Code Switching occurs when the language used changes according to the situation the user finds himself in. The speakers here switch from one code to another or they speak from one language to another. While code Mixing is the mixing of one language into another language by a speaker in communication.⁷

Code switching is the alternation of two languages within a single discourse, sentences or constituent.⁸ It means code-switching is an event of language contact in the form of language variations, and different language styles in which a speaker can do so because he has acquired mastery of a foreign language and its application at a certain time and situation. Thus, code-switching shows symptoms of interdependence between contextual functions and relevant situations in the use of two or more languages.

When it comes to a person's or a group's use of language variations, code-switching plays a significant role in society, particularly

⁷ Novedo and Endar Rachmawaty Linuwih, Code Switching and Code Mixing Used by Sarah Sechan and Cinta Laura Talk show. Seminar Nasional Ilmu Terapan (2018), p. 2.

⁸Shana Poplack In Ammon, U. Dittmar, N Mattheir, K.J & Trudgil P. An Intersentential Handbook of the Science of Language (2nd ed). Berlin: Walter de Gruyter.

in bilingual or multilingual communities. Generally speaking, sociocultural shifts in language contexts are the cause of this code-switching. The relationship between the speaker and the listener, linguistic variances, the goal of speaking, the subject being covered, and the time and location of the conversation are some examples of these changes.⁹ Especially for the people of Indonesia, where not a few people master several regional languages and the Bahasa Indonesia itself.

Code-switching is a phenomenon that can happen in a variety of settings and contexts, including the educational sector, particularly in formal settings like schools. When the teacher or students switch between languages while teaching, it's known as "code-switching" in foreign language classrooms. Most students in a foreign language class switch back to their mother tongue or native language at regular intervals [L1]. In EFL classrooms, teachers use various strategies to optimize input and uptake. Observations indicate that code-switching to the learner's first language is a common strategy. According to earlier observations made at SMAN 3 Kota Serang, the researcher discovered that the English teachers there alternate between English and Indonesia or vice versa, or occasionally, they use their native tongue, like Jaseng [Javanese Serang].

⁹ Asih Prihandini, M. Rayhan Bustam and Nungki Heriyati, *Campur dan Alih Kode Pada Pola Komunikasi Antar Dosen dan Mahasiswa di Lingkungan UNIKOM dalam Aplikasi Media Sosial - Kajian Sosiolinguistik*, Majalah Ilmiah UNIKOM, Vol.14, No.2.

Teachers use this as a teaching strategy because they are concerned that students won't understand if they use full English. Not a few students are interested in English lessons; this happens because it involves students' abilities in English, which is not good whether it is oral or in writing.¹⁰ In this instance, it can be argued that students' understanding of the materials may be hampered by the use of English in the classroom. Students are thought to need more time for it. Therefore, one way for teachers to deliver material is to switch from their mother tongue to English in the classroom.

Related to some of the facts above, the researcher will analyze the phenomenon of the occurrence of the use of code-switching by teachers when teaching English in class with the aim that the researcher can find answers to the research problems themselves. Which research was conducted at several high schools in Lebak using qualitative research methods.

B. Focus of Study

This research is specified to the use of code switching on English teacher in the classroom. It involves not only code switching between English and Indonesia, but also Indonesia and English. In this research, researcher focused on the types, functions and the factors of code

¹⁰ Result of Premierly observation at SMA Negeri 3 Kota Serang.

switching used by teacher in English Classroom teaching. This research was conducted in five senior high schools in Lebak-Banten namely SMAN 1 CIBADAK, SMAN 1 KALANGANYAR, SMAN 1 RANGKASBITUNG, SMAN 2 RANGKASBITUNG, SMAN 3 RANGKASBITUNG.

C. Identification of the Problem

The researcher determined the following issue based on the problem's background:

1. During the English teaching process, teachers frequently used code-switching.
2. Teachers use code-switching for a variety of reasons.
3. Teachers switched between Indonesian and English codes.

D. Formulation of the Problem

The following research questions are developed from the formulation of the problems:

1. Which types of code-switching are most frequently used by English teachers?
2. What are the functions of teacher code switching?
3. What are the contributing factors to code-switching among teachers?

E. The objective of the Study

There are three objectives of this research:

1. To observe the types of code-switching commonly practised by teachers in the English teaching process.
2. To know the function of teacher code switching in the English teaching process.
3. To ascertain the factors of code-switching practised by teachers.

F. Previous Studies

The researcher located three pertinent studies to bolster this investigation. "**Code Switching Used by English Teacher in Teaching Learning Process at SMA PGRI 2 Padang**" by Diah Rahmalisa is the first study the researcher discovered and examined. The types and forms of code-switching that teachers at SMA PGRI 2 Padang employ are the main focus of this study. This study employed a qualitative approach and the Sudaryanto technique known as "simak bebas libat cakap" (SBLC) to gather data. In order to analyze the data, the researcher recorded, transcribed, classified, described, and analyzed the data before drawing conclusions. The researcher used two English-teaching teachers as the data source. The findings indicated that tag switching, inter-sentential switching, and intra-sentential switching were the three categories of code-switching that the researcher had identified. Additionally, she

discovered that there are two types of code-switching: external and internal.

The second is Putri Nurjannah "**The Analysis of Code Switching Used by the Students in Classroom Discussion at SMA NEGERI 2 Gowa.**" The types and purposes of code-switching were the main topics of this study. Similar findings were found in other Wardi studies, such as Code Switching on Teacher-Student Classroom Interaction at SMA Negeri 4 Palopo, which examined the type of code-switching. It is somewhat different, though, as Wardi's research also focuses on how students view code-switching. Putri Nurjanah employed the same qualitative approach through interviews and observation. However, the eleventh-grade IPA 2 students at SMA Negeri 2 Gowa are the research subjects. The result of this research is that the researcher found three types of code-switching: tag switching, intra-sentential switching, and inter-sentential switching. She found four functions of code-switching: to emphasize, to reinforce a request, to communicate friendship or family and to ease tension and inject humour into a conversation.

The third is Nursapna Harahap's "**An Analysis of Code Switching Used by Teacher in Teaching English of 12th Grade at SMAN 1 Tulang Bawang Tengah.**" The types and purposes of code-switching are also the main focus of this research. The researcher employed a qualitative approach to gather data through interviews and

observation. Tag switching, intra-sentential switching, and inter-sentential switching are the three categories of code-switching that the researcher discovered. She also discovered three functions: repetitive, affective, and topic switch. Researchers also discovered earlier studies, such as *An Analysis of Code Switching Used by an English Teacher in Teaching Process*, that addressed code-switching by Nur Afifah. Just like previous research by Nursapna Harahap, where the focus of this research is also the type and function of code-switching.

The similarities and the differences between three previous studies above are:

From the first previous study there are similarities between the most recent research and the earlier research's focus, which was on the types of code-switching that teachers employ during the learning process. Additionally, the most recent study differs from the earlier one in that the researcher focused on examining the impact and function of code-switching. Additionally, the most recent study was qualitative and employed questionnaires and observation. The earlier study focused on code-switching and also employed a qualitative approach using a Sudaryanto technique called SBLC (*Simak Bebas Libat Cakap*). Other than that, the location and the participants are where the most recent study differs from the earlier one.

The analysis of the types and purposes of code switching is where the most recent study and the second earlier study are similar. The qualitative method was used in the prior study. The research topic and object, the instrument employed, and the location are where the two of them diverge. Students in the eleventh grade at SMA Negeri 2 Gowa served as the research subjects in the earlier study, which focused on just two objects. The study's instruments were observation and interview, and it was conducted at SMA 2 Gowa. In the most recent study, eleventh-grade students from various high schools and a number of English teachers served as the research subjects. So, the object of research is also coupled with a focus on the impact of code-switching. Then, the instruments used in the latest study are observation and questionnaire. The location is in Lebak.

The use of code-switching by teachers when instructing English is one area where the most recent study and the third earlier study are similar. The study's focus, which is on the types and purposes of code-switching, is another similarity. In addition, the qualitative method was employed in the research process. Additionally, the most recent study focuses on the factors of code-switching, and the instrument used is a questionnaire, whereas the previous study used interviews. These are the two studies' differences. Additionally, it is situated in Lebak, whereas the prior study was conducted in Tulang Bawang Tengah.

G. Organization of Writing

Chapter I: Introduction. Background information, problem formulation, study objectives, study limitations, and study significance are all presented in this chapter. The researcher clarifies the key terms and paper structure at the end of this chapter. Chapter II: Foundational theory. The findings of the researcher's search for theories or related research studies in related fields are presented in this chapter. It gives the readers the theories they need to understand the current research. Chapter III: Approach. Here is an explanation of how to use the data to support the body of this research. Research design, samples, data collection, data instrumentation, and data analysis will all be covered in this session. In this section, a lot of the data that the researcher needs is gathered and examined. The contribution of the samples gives a lot of objective views in gaining the data required. Chapter IV: Results and Analysis. It is the essence of the documents. All of the data analysis results are shown in the findings. This chapter provides answers to the research questions. The researcher presents the findings' discussions in a way that is easier for readers to understand. Conclusion and Recommendations in Chapter V. The chronicles of homograph history are presented to the readers in this chapter. To prevent ambiguous descriptions, the researcher presents all the factors influencing the evolution of homograph meanings and forms, including the origin and development of homographs.