

## **Chapter I**

### **Introduction**

#### **Background of Study**

To fulfill people's needs, they may use one or more than one language. There are thousands languages in the world, such as; English, France, Arabic, Korean, Russian, etc. In Indonesia, it is known that there are many languages also, such as; Indonesian, Javanese, Gorontaloese, Sundanese, etc. It is normally if people are able to speak more than one language or namely bilingualism and multilingualism. It was explained by Wardaugh R (2006 p.99) that in many parts of the world, bilingualism and multilingualism are normal. Lowi R (2005) supports that a bi-multilingualism are the use of two or more languages as people resources at their conversation. Bilingualism is the use of two languages in interaction to another people, Nababan P.W.J (1993 p. 27).

In bilingual communities, code-switching are widespread phenomenon today. It is known that it become a style when speaker has ability to speak two or more language. Most of them are proud when they use foreign language even it is a little. Even though, they have to switch their language from Indonesian to English.

In classroom learning and teaching process in English subject, teacher and students switch their language from English into Indonesian or from Indonesian into English. It is known that, if they are in English class they have to use English as their language as a tool for communication.

The case that I found by my previous experience that when teacher performed English subject in the class, the teacher often translated the material by in sentences, clause and phrase. Teacher and students were using two languages in the class teaching and learning process.

In senior high school, it is usually found that some students have ability to use more than one language, means they are included in bilingual. Based on my previous experience in teaching English at SMA N 1 Kota Gorontalo, 80% students in English class spoke bilingual of Indonesian, and English. Sometime, when I taught English, students did not understand the language, unconsciously I switched language from English into Indonesian. In this situation, switching language made students understand of what I said. It includes of making code-switching in my daily life. It is explained by Redoune (2005), that code-switching are those people who shift their language code during conversation in bilingual communities. It means that, in one situation there are two or more people communicate together, and then understand the language use.

From the pre-research that I found from other English teacher who implemented the English in the teaching and learning process in English classroom at SMA N 1 Kota Gorontalo, (August 2014) teacher used two languages in his teaching activity. His language code-switching can be seen in the following examples:

Teacher	: Well students, now we will learn about expressing sympathy. So, who knows what sympathy is?
Student A	: <i>Ojo bahasa Inggris terus toh pak. Saya nggak ngerti.</i>
Teacher	: <i>Owch, iya siapa yang tau apa itu simpati?</i>
Student B	: <i>Saya pak... Simpati itu adalah perasaan yang kita ungkapkan kita teman kita mendapat musibah.</i>

Teacher : Excellent. *Siapa bisa memberikan definisinya dalam bahasa Inggris?*

Student C : *Saya pak.* So, sympathy is expression that we express when our friend gets some problem.

In this case above, code-switching happen in English, Indonesian, and Javaneese. It happened because the studnets know the teacher can speak in Javaneese. From the example above, among teacher and students did code-switching in English, Indonesian and Javanese. In the first dialogue, the teacher used English to give stimulation for students about what would they learn. Student A is basically from Javanese, he gave comment what teacher said because he did not understand the language. In this situation, the teacher was directly responding the students A's statement then switching from English into Indonesian to make student A and the others understood. Suddenly student B gave comment the teacher's statement in Indonesian. The teacher comments it by saying "excellent" and continued by asking to look for the student's response in English. Student C comment what teacher said. First comment is in Indonesian; she said that "*saya pak*" and continues with English.

From the explanation above, it is known that there are three languages used in this classroom, such as; Javanese, English and Indonesian. The problem is, although teacher and students are in English class, but they are still switching their language from English, Javanese, and Indonesian. When teacher and students are in English class, it means that they are in English language situation. Based on some previous studies, this linguistic phenomenon is happening because of some reasons. Even though they switch their language in different level, but they still do one of linguistic phenomenon, namely is code-switching.

Those situation shows that, there are problems of using bilingual occurred in teaching and learning process. Those problems are important to be analyzed, because those refer to the kind of code-switching that teacher and students use, what motivation that cause them to do code-switching, and to illustrate what the factors of it. The important thing of those problems is I want to know deeply the applying of code-switching and factors that influence them do code-switching.

In this study I explore more deeply about the bilingual code-switching in the case of teacher and students in senior high school. This research is conducted to find out the types of code-switching and the factors that influence it. This research was study about the analysis of code-switching on the conversation among the teacher and students in classroom. It is used the main theory suggested by Wardaugh R (2006) and supported by the other theory from some experts.

### **Research Questions**

From the basic consideration above, there are research questions as the bellow:

1. What are the types of code-switching happened among the teacher and students in the classroom?
2. Why teacher and students using code-switching in English classroom?

### **Objectives**

1. To know types of code-switching often used in teaching and learning process in the classroom activity.
2. To know the reasons of the teacher and students using code-switching.

### **Reason for Choosing the Research**

The main reason that I choose code-switching in English classroom is caused in English class, the teacher and students have to use English, but for some reasons it make them to do code-switching.

As my previous experience, teacher and students in senior high school often use code-switching while interaction in classroom of English subject. For students in senior high school, they are not learning about code-switching. Even they often do it, but they still do not know what the name of this phenomenon. It is possible that they may not realize that the thing often they do is namely code-switching.

There are some reasons in conducting this research, they are as follow:

- a. Teacher and students are potentially to do code-switching in English teaching and learning process. Actually, even they are often doing code-switching but they still do not know the name of it.
- b. Students in University are still confused to make the different both of code-switching and code-mixing.
- c. It is important to show the reader about the effect of doing code-switching and code-mixing in teaching and learning process in classroom.

### **Significance of Research**

By doing this study, there are some significances to the students, teachers, and researchers. They are the first; for students this study will be helpful the students to get more deeply information about code-switching. In the expectation it hopes they will understand the content of this study and easy to distinguish two

kinds of code and their types. Second, for teacher this study can provide some information. As well as references, the result of this study is to know and distinguish between code-switching and code-mixing. For some cases, people use code-switching but they do not know what types of code-switching that they the used. Also this research is as guidance for teachers in performing learning. Third, for researcher this research will give information, and can make it as a reference of developing study about code-switching.