CHAPTER I

INTRODUCTION

This chapter consists of several points, such as the background of the study, the scope of the study, the statement of the problems, the purposes of the study, and the significance of the study.

1.1 Background of the Study

By learning more than one language, a person can be said to be bilingual (Maksuwel & Efriyanto, 2020). That means that the speakers master more than one language besides their native language as well. According to Rinawati et al. (2021), if someone can master more than two languages, someone can be classified as multilingual. Both bilingual and multilingual are part of sociolinguistics (Wulandari et al., 2021). Bilingual or multilingual people usually speak more than one language. Wardhaugh (2002) states that any method two or more people use to communicate can refer to code. In social life, bilingual and multilingual people often switch from one code to another. This phenomenon is called code-switching.

According to Hoffman (1991), as cited in Candra & Qodriani (2018), Code-switching refers to changes in language that occur in the same conversations and usually in informal conversations. Social interaction is a functional communication model that achieves different social functions

(Appel & Muysken, 2006). Code-switching is a change in the use of language, while code-mixing mixes one language and borrows and blends it with the native language. Wardhaugh (2006) states that the environment or people around the speaker can influence the speaker by code-switching and mixing.

Code-switching is commonly found in places that require or use two or more languages. This phenomenon can be found on social media, in schools, tutoring places, and foundations. One of the learning foundations in Gianyar, namely Slukat Learning Center, is also where this phenomenon was discovered. Slukat Learning Center is a foundation in Keramas village that was built in 2007 and became operational in 2008. This foundation focuses on teaching English for free to students. Unlike other foundations, Slukat Learning Center foundation teaches English, taught directly by native speakers. The classes are divided into three categories; the first is the beginner-level class. The beginner level or basic class is for elementary students who are starting to learn and need help understanding English. The second class is the intermediate class, and the last is the advanced class.

Because it is taught directly by native speakers, it is not uncommon for students, especially beginner-level students in elementary school, to switch their English to Indonesian because of limited fluency in expressing opinions or answering questions using English. Not infrequently, beginner-level students also switch their language because of these limitations. Beginner-level students usually insert or switch Indonesian with English when beginner-level students have difficulty explaining things in English. With these limitations, code-switching is often found in such cases. However, it is rarely

known that beginners often use matrix language when producing code-switching. Knowing the language matrix of beginner-level students can show their fluency in English.

Research on code-switching has been carried out by several researchers, such as Sistajati and Suputra (2022), who researched code-switching in social media, namely YouTube, with the title The Analysis of Code-switching and Code Mixing Used by Indonesian YouTubers, where the researcher investigated it based on the types and reasons of code-mixing and code-switching used in social media. In entertainment, Hendryani et al. (2021) conducted research in the film field, namely, An Analysis of Code-switching in the Indonesian Movie "Bridezilla." Unlike the previous study, Purniawati et al. (2019) researched the social field with the title Code-Switching in an Indonesian-French Mixed Married Family. That focuses on the cause of code-switching, the type, and the function. Code-switching phenomena are also found in the educational context, such as research conducted by Leo and Sudarmawan (2022) entitled The Use of Code-switching in Teaching English as a Foreign Language in Senior High School. Elmiani et al. (2019) also conducted research in high school under the title An Analysis of Code-switching Used by English Teachers in SMA LAB Undiksha. This study focuses on the types of code-switching and its function.

This study addresses a notable gap in the existing research on code-switching by focusing on a population that has yet to be largely overlooked: beginner-level students at the most basic educational level. While previous research has extensively examined code-switching in contexts such as social

media, film entertainment, and various educational settings, it has predominantly centred on older students or more advanced language learners. Besides that previous research only did research in formal education scope that only taught by ordinary teachers. According to Hoffman (1991), as cited in Candra & Qodriani (2018), Code-switching refers to changes in language that occur in the same conversations and usually in informal conversations. In Slukat Learning Center, the native teacher is more active in using informal conversation when the teacher teaches the English language. So, the phenomenon of code-switching can be more occur in this situation. This study, conducted at Slukat Learning Center, specifically targets elementary school students from grades three to six who are in the beginner class and have limited proficiency in English. These young learners are not accustomed to using English fluently with native speakers, who are the teachers at the Slukat Learning Center, thus making code-switching particularly prevalent and insightful in this context. This research fills a population gap by investigating the types and production of code-switching among these beginner-level students. It provides valuable insights into how limited language proficiency influences language use and switching behaviours. This focus on young, novice language learners is unique and crucial for understanding the foundational stages of code-switching, thereby contributing significantly to the broader understanding of language acquisition and bilingual education.

1.2 Problem Identification

Based on the background of the problem above, the code-switching phenomenon can be encountered in the English language learning process at the Slukat Learning Center Foundation. With the limited use of English by Slukat Learning Center foundation students, especially beginner-level students, can create a code-switching phenomenon, especially the transition from English to Indonesian. Learning activities such as discussions with friends, answering teacher questions, and other activities in the class can help beginner-level students use code-switching. Therefore, the researcher is interested in researching more about the use of code-switching by beginner-level students in learning English at Slukat Learning Center Foundation by analyzing the types of code-switching and how code-switching is produced.

1.3 Research Problem

Based on the background of the problem above, the problem can be formulated as follows:

1. What types of code-switching are used by beginner-level students at Slukat Learning Center Foundation?

2. How do beginner-level students produce code-switching at Slukat Learning Center Foundation?

1.4 Purpose of the Study

Based on this problem, the purpose of the study can be described as follows:

1. To identify the type of code-switching used by beginner-level students at Slukat Learning Center Foundation.

2. To describe how code-switching is produced by beginner-level students at Slukat Learning Center Foundation

1.5 Scope of the study

This study focuses on the use of code-switching by beginner-level students at Slukat Learning Center Foundation. It only focuses on the types of code-switching and how beginner-level students produce code-switching.

1.6 Significances of the study

Based on the problems and research objectives described earlier, the significance of the research can be described as follows:

1.6.1   For other researchers

The results of this study will likely provide more information about the use of code-switching. It is also hoped that this research can serve as a reference for other researchers who want to conduct similar research.
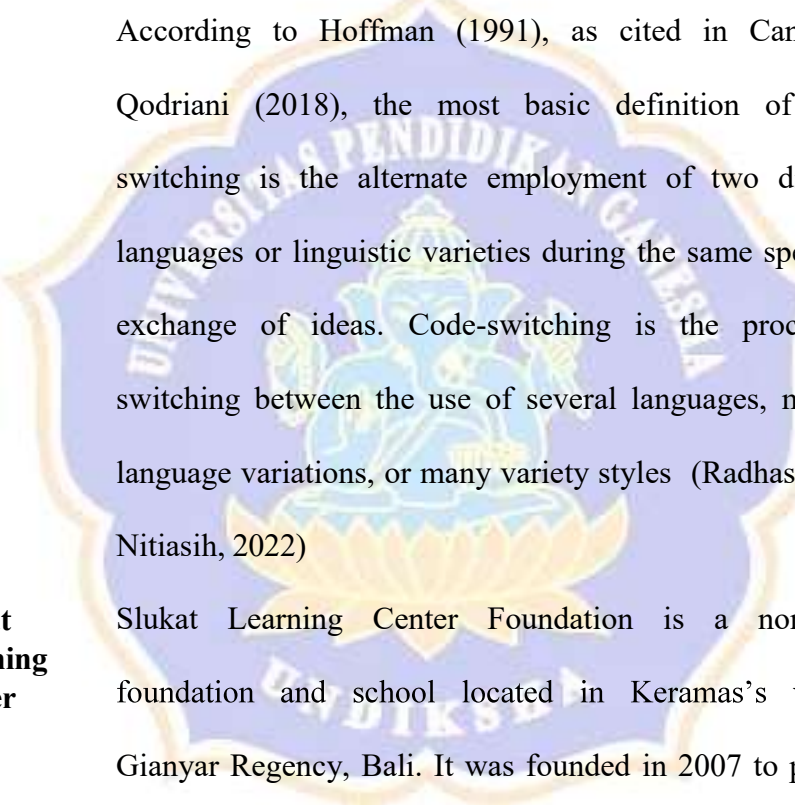
1.6.2   For lecturers

Lecturers can use this paper as supplementary material in teaching sociolinguistics, especially code-switching. Therefore, lecturers can explain code-switching, especially those carried out by beginner-level students at Slukat Learning Center Foundation.

1.6.3   For student

This research can benefit students looking for information about sociolinguistics, especially code-switching. I hope students will be able to understand sociolinguistic knowledge, especially code-switching, deeply.

1.7 Definition of the Key Term

Code	According to Hoffman (1991), as cited in Candra & Qodriani (2018), the most basic definition of code-switching is the alternate employment of two different languages or linguistic varieties during the same speech or exchange of ideas. Code-switching is the process of switching between the use of several languages, multiple language variations, or many variety styles (Radhaswati & Nitiasih, 2022)
Slukat Learning Center	Slukat Learning Center Foundation is a non-profit foundation and school located in Keramas's village, Gianyar Regency, Bali. It was founded in 2007 to provide better educational opportunities for children and youth in the area.
Beginner-level students	Beginner-level students are elementary students who are just starting to learn English at Slukat Learning Center and need help understanding English.