

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents such point as: background of research, problems of research, purposes of research, significances of research, scope of research, and definition of key terms.

#### **1.1 Background of Research**

Code switching is a phenomenon of languages as the result of language contacts in a bilingual society. Most of bilingual people used code switching when they make conversation among them. Code switching can occur in conversation between speakers' turns or within a single speaker's turn (Wardhaugh, 2006:101). It can occur between sentences or within a single sentence. Code-switching can arise from individual choice as a major identity for a group of speakers who must deal with more than one language in their common. Hoffman (1991) said that when bilingual tried to emphasize his/her meanings or give clarity of their speech, sometimes they use two different languages that they mastered to deliver their speech in saying the same utterance with the same meaning.

In daily communication, most people do not realize that they switch their language from one language to another. According to Hoffman (1991), there are seven reasons why people switch their languages or code when they

communicate with each other. One of them is repetition which is used for clarification. It means that if they are not able to express an idea in one language, they switch their language into another language to make the listener understand what they mean. In terms of Sociolinguistics, this is known as code switching.

Since it is known as a way to produce a smooth communication, nowadays code switching is usually used in teaching process. In terms of education, many teachers usually use code switching in teaching process. Code switching is usually used when the teachers switch their languages from one language to another. It helps the students easily catch the point of learning materials. Code switching is often used by the teachers when they teach specific subject especially English.

In teaching, teacher always communicates with the students. The teacher tries to make the students understand about what he/she have said. It is a common thing to use code-switching in the classroom. Sert (2005:2) said that the teacher uses code switching in classroom setting in order to transfer the necessary knowledge for the students for clarity. The teacher code switches to mother tongue in order to clarify meaning. In this case, stresses are very important on foreign language content for efficient comprehension. In this way, teacher uses some language in explaining the material. When the students cannot understand the purpose that explained, teacher can switch the language. By using code switching in teaching learning process, the teacher can use English first and switch to Indonesia to explain more the material.

The phenomenon of code-switching consequently presents in second language classroom. For instance, during an English lesson in a school, English and first language which also called mother tongue are frequently switched. In

EFL classroom, code-switching comes into use either in teachers' or students' discourse. Although it is not favored by many teachers, one should have at least an understanding of the function of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

This phenomenon happens in SMP Negeri 1 Seririt. Most of the teacher commonly use code-switching while in teaching process in the classroom. Based on the researchers' experience when was PPL-Real at SMP Negeri 1 Seririt, the researcher found pro and con about code switching from the students. The students from A class disagreed about the using of code switching in the classroom. They feel that they do not learn anything if the teacher used Bahasa Indonesia while teaching English subject. They give opinion about the teaching process and they want the teacher explain the material using Bahasa Indonesia after the class or outside the class. In the other hand, B class agreed with the using of code switching in the classroom. They need the assistance from Bahasa Indonesia in order to learn about English. If the teacher only used English while teaching English subject, they cannot understand about the material and also confused about the instruction of the teacher. When the teacher teach English subject accompanied with Bahasa Indonesia, they can follow the material well and they understand the material more easily. Mostly, the teacher is switching from English language to Indonesian language or Indonesian language to English language. For example: when the teacher asks the students to fill the blank of the

text. The teacher used English in order to give the instruction to the students and told them to listen while she reads the text. Next instruction, the teacher told the students to fill the blank on their worksheet. The students asked the teacher about the instruction using their mother tongue, then the teacher answered the question from the students using English but accompanied with Bahasa Indonesia. The teacher used Bahasa Indonesia in order to emphasize her instruction to the students. From the example, it is clearly that the teacher use code-switching strategy in the classroom and also the teacher wants to clarify the intention of her speech before.

In teaching process, the students' understanding is also affected by the teacher's code switching, because the students as the receiver in teaching process and all of the students are given different stimulus in terms of language used. Therefore, to ensure that the effectiveness of the use of code switching in teaching process is good or bad, it can be seen from the students themselves especially through their perception.

In the relation with the use of code switching, students' perception can be used to ensure the effectiveness of code switching in teaching process, because the students act as the receiver when the English teacher teaches them using code switching. Unconsciously, when the teacher uses code switching in teaching and learning process the students receive the information from the teacher using two different languages. It means that the students can assume whether the use code switching has an important role in teaching process or not. Since it is known as a way to produce a smooth communication, nowadays code switching is usually used in teaching process. In terms of education, many teachers usually use code



switching in teaching process. Code switching is usually used when the teacher switch their languages from one language to another. It helps the students easily catch the point of learning materials. Code switching is often used by the teacher when they teach specific subject especially English.

Previous study conducted by Trisulichartini, Rustiva (2014), Rahmina & Tobing (2016), Susilo (2012), Indahsari (2014) found that there were three types of code-switching used by the teacher namely tag-switching, inter-sentential switching and intra-sentential switching. They also conclude the reason why the teacher used code switching based on interview, they are to make the students more understand the lesson, to help the students more understand the lesson on improving speaking and listening ability and to make students use English in little context such as pray, asking permission etc. Hamzah (2008) finds that the teacher used Indonesian and English interchangeably, and the larger proportion is English. The findings of the study also revealed that the code-switching in the classroom had pedagogical purposes. The teacher made switching for classroom management, humor, information clarification, understanding enhancement, and content presentation.

Considering the phenomenon above, this study was intended to analyze the students' perception of the eighth grade students about the teacher who implement code switching strategy at SMP Negeri 1 Seririt and the reason of the English teacher used code switching strategy in teaching and learning process at the classroom.

## **1.2 Problems of Research**

Based on the background of research, the problems of this research are formulated as follows.

1. What are the students' perceptions on the teacher who implement code-switching in teaching and learning process?
2. What are the reasons of English teacher to use code switching strategy in the teaching and learning process at SMP N 1 Seririt?

## **1.3 Purposes of Research**

Based on the statements of problems, the purposes of this research are described as follows.

1. To identify the students' perceptions on the teacher who implements code-switching in teaching and learning process at SMP N 1 Seririt.
2. To know about the reasons of the English teacher to use code-switching strategy at SMP N 1 Seririt.

## **1.4 Significances of Research**

### **1.4.1 Theoretical Significances**

The result of this study is expected to give a positive contribution on the teaching and learning process at SMP Negeri 1 Seririt. By this study hopefully the perception of the students to the teacher that used code switching will be known.

### 1.4.2 Practical Significances

The present study hopefully has benefits for teacher, students and the other researchers.

#### 1. Teacher

For the teacher, the result of this study will help them as a consideration of using code-switching in teaching and learning process at SMP Negeri 1 Seririt.

#### 2. Students

For the students, the result of this study will help them to get their needs in teaching and learning process, especially the level of using code switching by the teacher.

#### 3. Researchers

This study is expected to become a reference for the future researcher that interested in same field study, especially in students' perception on the use of code-switching.

### 1.5 Scope of Research

In order to avoid any misinterpretation of the problem, the researcher would like to limit the scope of the study. This study will be conducted to identify the students' perception on the teacher who implements code-switching strategy in learning process at SMP Negeri 1 Seririt and to know about the reason of English teacher used code switching strategy in teaching and learning process. The subjects of this study are the eighth grade students of SMP Negeri 1 Seririt and English teacher who teach eighth grade classes.

## 1.6 Definition of Key Terms

In order to avoid miss understanding, there are a number of term which need to be defined conceptually and operationally.

### 1.6.1 Conceptual Definition

#### 1. Code Switching

Code switching is code shift actualized as a process within the individual that the speaker moves from one code to another and back, more or less rapidly in course of a single sentence Halliday (1978).

#### 2. Perception

Perception is everything you see, hear, taste, feel, or smell created by the mechanisms of your senses. This means that what you perceive is determined not only by what is “out there”, but also by all the senses Goldstein (2010).

### 1.6.2 Operational Definition

#### 1. Code Switching

Code switching is the use of two languages by the English teacher in teaching process. The teacher tries to make the students understand about what he/she have said. It is done by the teacher in order get better communication with the students.

#### 2. Perception

Perception is individual thinking of all eighth grade students at SMP Negeri 1 Seririt about the use of code switching by the English teacher. Students' perception is very important for the teacher. From the students'



perception, the teacher can know about the reaction of feedback from the students. The feedback itself can be as the reflection for the teacher in order to have better teaching performance in the future.

