

CHAPTER I

INTRODUCTION

This introduction chapter covers the background of the study, research questions, objectives of the study, significance of the study, then scope and limitation of the study.

1.1 Background of the Study

English language has an important role in Indonesia, although Indonesia is not a country which uses English as the main language. One of the reasons English language is very important is because English language is a global language. Therefore, English becomes a required subject in formal education system from elementary school up to the university level.

In Indonesia, the learning process of English language as foreign language is different from country that makes English as a mother tongue. Sometimes in learning process, the teacher as the facilitator in learning process use English language and their first language. As stated by Myers (2006), speaking in one or more languages is called bilingualism. Bilingualism is used as a cover term for multilingualism, or speaking more than two languages. In bilingual or multilingual setting, someone who speaks two or more languages normally tends to do the “Code Switching”

Code switching is a phenomenon happened when the speaker switches into two or more languages in a conversation (Waris,2012 p.125) Here is the example of code switching phenomenon:

Agus : *Menurutku, semuanya karena mereka tidak tahu persis artinya,de..*

Mark : *Hi Agus*

Agus :*Eh, how are you Mark? Mark this is Made our friend from Mataram*

Made :*Nice to Meet you Mark.*

Mark :*Nice to meet you too.*

Agus :*Nah, ini dia kita bisa..Mark can you help us?*

(Puspitasari, 2013, p.4)

From the example above, Agus as the speaker does code switching because

he switches from one code to another code that is from Indonesian to English. According to Baker (2006), there are several aims of code-switching in bilingual or multilingual people, they are to emphasize, suit domain of knowledge, unequal, reinforce a request, communicate friendly or family bonding, suit of the language, interject a conversation, ease tension and inject humor into a conversation and exclude people from a conversation. He also said that this issue is frequently raised by parents and teachers of children of differing age. Munawar and Harun (2016) postulated in *Master Bahasa*, the language code switching made by the teacher caused by differences in social status or habitual factors in using the local language” (Saddono, 2017, p.79).

The phenomenon of code switching is usually found in teaching process. It also happens in SMAN 1 Wungu Madiun especially in English lesson. English material in SMAN 1 Wungu, Madiun is divided into two, namely mandatory and specialization. Both of the English materials are held once a week in each class. If it is counted in one month the students get eight English lessons. Although, students get two English lessons in a week, sometimes they still face understanding problem. Sometimes, they feel any difficulties in learning English because that language is not the language they use in their daily life. Some students still feel strange when using it. In order to minimize it, there are many strategies that used by English teachers. One of them is using code-switching when deliver the material. The teacher switches her language during the learning process whether between Indonesia to English, English to Indonesia, Indonesia to Javanese or vice versa.

Some descriptions above lead the researcher to conduct a study entitled “**A Study of Code Switching Found in English Teaching Activities at SMAN 1 Wungu Madiun**”.

1.2 Research Questions

Based on the background of study above, this research has two questions to answer, namely

1. What are types of code switching found in English teaching activities at SMAN 1 Wungu Madiun?
2. What are the reasons of code switching found in the English teaching activities at SMAN 1 Wungu Madiun?

1.3 Objectives of the Study

From the problem of the study, the researcher formulates the objective of the study related to the study as follow:

1. To describe types of code switching used in English teaching activities at SMAN 1 Wungu Madiun
2. To explain the reasons of code switching used in English teaching activities at SMAN 1 Wungu Madiun

1.4 Significance of the Study

1. Theoretically, the results of this study are expected to enrich knowledge in Sociolinguistics especially about Code Switching and giving information to the reader about the practice of Code-Switching by English teacher in classroom.
2. Practically, the results of this study are expected to be useful for:
 - a. English teacher

This research is expected to add insight to English teachers about the types and reasons of Code Switching in English classroom so that the teacher can wisely does code switching according to type and reasons. For example, when the English teacher want to make his student understand about what he said before, he can does the repetition used for clarification as one of the topic in Code Switching.

- b. English Department Students

The result of this research is able to make the English student more understand to the Sociolinguistics knowledge especially code switching and directly can apply into their daily basis life.

- c. The next researcher

This study can be the additional references for further research that will be analyze about Code Switching especially about types and reasons of code switching in English Classroom.

1.5 Scope and Limitation of the Study

In order to be cognizant on the research problem that had been formulated above, the researcher contrives the scope and limitation of the study that is Sociolinguistics. The limitation of this study is focuses on analyzing the types of code-switching using Wardhaugh's theory (2006) and the reasons for code-switching by using Hoffman's theory (1991) that found in English teaching activities at 10th grade of SMAN 1 Wungu Madiun. The researcher chooses the English learning class in grade10 start from class 10A,10B and 10C because at this stage the students do not master a lot of English vocabulary, therefore Code Switching is used as one of the appropriate methods to facilitate students understanding.