

CHAPTER I INTRODUCTION

A. Background of The Study

Education is the important thing in our life. It takes important role in the development of a nation. A nation will be considered as a respectable one because of its education.

Education in the basis of local and global quality is education that knows how to exploit local quality and the needs of global competitive ability in economic, culture, language, information and communication technology, ecology, etc. that are useful for developing students' competence.

English as an international language is used to communicate, to strengthen and to fasten relationships among all countries in all fields, for example: in education, tourism, business, science, and technology, etc.¹

English plays an important role for specific function. Because of the importance of English, we have to give special attention to the English teaching learning in our country.

The reason why English becomes so important from the elementary up to the higher is from the fact that English is now becoming the language of almost all kinds of science. Almost all kinds of sciences use English as the mediating language. Therefore, for non English speaking people, it is likely obligatory to master English if they want to master many kinds of sciences. This is the spirit of seeking a science. In Islam, the instruction to seek any science is very encouraged. As Allah SWT has said in the Holy Qur'an:

¹ Ramelan, *Introduction to Linguistic Analysis* (Semarang: IKIP Semarang Press, 1992), p. 2.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
 انشُزُوا فَانْشُزُوا يَرَفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

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“Oh you who believe! When you are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. And when you are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. And Allah is well- acquainted with all you do”. (QS. Al-Mujadilah: 11)²

In Indonesia, English has been chosen as the first-foreign language in school curriculum. It is because of a simple reason that English plays an important role in the international world. Our government hopes that it can be a means function to acquire science and technology. Therefore, Indonesian people will become intellectual and skillful person who are ready to face both national and international development.³

In multilingual country like Indonesia, the reality to switch one language and another is accepted as quite normal. Code-switching or code-mixing is a common phenomenon among bilingual or multilingual society.⁴ English as an international language is usually switched with Indonesian. People sometimes switch without any plans, without hesitation, and often without extensive thought.

Indonesia is a multilingual country. Many languages are spoken within the country, and many people in the country use more than one language.⁵ Almost all Indonesian people like switching from Indonesian to

² http://www.harunyahya.com/Quran_translation/Quran_translation58.php accessed on February 22nd 2011

³ Ramelan, *op. cit.*, pp. 1-2.

⁴ Ronald Wardhaugh, *An Introduction to Sociolinguistics* (New York: Basil Blackwell Inc., 1986), p. 86.

⁵ P. W. J. Nababan, *Proficiency Profiles: A Study in Bilingualism and Bilinguality in Indonesia. In Bilingual Education, ed. Limkiat Boey.* (Singapore: Singapore University Press for SEAMO Regional Language Center, 1980), p. 209.

English or the contrary from English to Indonesian. Bilingualism and multilingualism are common in Indonesia.

The switching code is a popular phenomenon in our life. Many people, especially students, teachers, executives change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. Code is a language or variety of a language.⁶ It can be said that people use language as a code to explain their ideas in order to be more understandable.

Code-switching is different from code-mixing. It refers to the use of two languages in the same sentence or discourse. It means that the substitution of words, phrases, or sentences from one language with another words, phrases, or sentences in a single speech event. For example, a person who said, "I want to eat." and "Saya ingin makan." in a single utterance. Speakers of more than one language are known from their ability to code switch their languages during communication. This occurs when bilinguals substitute a word or phrase from one language with a word or phrase from another language.⁷

In classroom learning activities, one thing that can drive teachers wild is when their students are apparently unwilling to use English in the classroom, especially during communicative activities. This is often seen as an example of student/teacher failure. After all, if the students are not using English everyone is wasting time. However, there are many understandable reasons why students revert to their own language in certain activities.⁸

In this study, the writer assumes that teacher sometimes code-switches when they taught the students. Therefore, here, the writer wants to know the languages that teacher code-switch. He basically wants to find the frequency, functions, and possible factors of teacher's code-switching in the classroom. Thus it is important to investigate the usage of code-switching by

⁶ Ronald Wardhaugh, *op.cit*, p. 86.

⁷ Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies* (Singapore: Singapore University for SEAMO Regional Language Center, 1983), p. 7.

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (Edinburgh Gate: Longman, 2001), p. 131.

teacher to get details information above and the teacher can get the information about the teaching learning process.

B. Reason for Choosing the Topic

Code-switching is a common phenomenon among multilingual. As far as the writer knows, people have already used code-switching in their life normally but it is still limited study identifying about it and its functions.

The writer assumes that there are little previous researches about code-switching which are conducted particularly especially for English teacher's code-switching in classroom. The writer wants to reveal the frequency, functions, and possible factors of teacher's code-switching which is sometimes used by the teachers of education as one of ways of their explaining techniques in the classroom. It is hoped that the topic can be used as a reference to be a consideration of problem solving in the study of sociolinguistics, especially in the study of conversational code-switching.

C. Research Questions

In order to limit this study, the writer would like to state some purposes of this study are to answer the questions as follow:

1. How many code-switching are made by 10th grade teacher of SMAN 7 Semarang in the classroom in the academic year of 2010/2011?
2. What types of teachers' code-switching that made by 10th grade teacher of SMAN 7 Semarang in the classroom in the academic year of 2010/2011?
3. What are the possible factors of teacher's code-switch by 10th grade teacher of SMAN 7 Semarang in the classroom in the academic year of 2010/2011?

D. Objectives

The objectives of the study are as follow:

1. To explain and describe the numbers of code-switching that made by teacher in the classroom.
2. To explain the types of code-switching that made by teacher in the classroom.
3. To reveal the possible factors of teacher's code-switch in the classroom.

E. Pedagogical Significances

By doing this study, the writer analyzes the facts of teacher's code-switching in the classroom. It is expected that:

1. The result of this research hopefully would be valuable and useful for the researcher himself and other researchers in the next study especially for the study of Sociolinguistics.
2. The study will give descriptions of teacher's code-switching in the classroom and the possible reasons.
3. Through this study, the study is supposed to be useful as a reference in teaching English.

F. Key Word Definition

a. Code

Code is a set of numbers, letters, or symbols that shows what something is or gives information about it,⁹ in another word is "a term which refers to a variety."¹⁰ Thus a code may be an idiolect, a dialect, a sociolect, a register or a language.

People use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange. A speaker has a linguistic repertoire which consists of various codes. Thus he

⁹ *Longman Dictionary of Contemporary English, The Living Dictionary*, (England: Pearson Education Limited, 2003), p. 288

¹⁰ Asril Marjohan, *An Introduction to Sociolinguistics*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 48.

usually has a set of codes, each code having certain functions or maybe some of them have similar functions.

b. Code-Switching

Code-switching involves the alternate use of two languages or linguistic varieties within the same utterances or during the same conversation. In the case of bilinguals speaking to each other, switching can consist of changing languages: in that of monolinguals or shift of style.¹¹ Pietro stated that code-switching is the use of more than one language by communicants in the execution of a speech act.¹²

c. Descriptive Study

Descriptive study is a kind of research problem. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time¹³. In another word, descriptive study is a research that the purpose is to know a certain condition about something, what and how, how much, how far, and etc.

¹¹ C. Hoffman, *An Introduction to Bilingualism* (UK: Longman Group UK limited, 1991), p. 110.

¹² Made Iwan Indrawan Jendra, *Sociolinguistics, The Study of Society's Languages*, (Yogyakarta: Graha Ilmu, 2010), p. 74.

¹³ James P. Key, *Research Design in Occupational Education*, (Oklahoma State University, 1997). Accessed from World Wide Web: <http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage110.htm>, on 15th Maret 2010