

CHAPTER I

INTRODUCTION

This chapter discusses about the Background of the Study, the Reasons for Choosing the Topic, the Research Questions, the Objectives of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms and the Outline of the Study.

1.1. Background of the Study

Language is a system of communication. Language gives people the ability to connect by using various types of communication. One of the important languages in the world is English. There are several reasons for English to be used widely and become one of the international languages. One of the reasons is socio-cultural, which relates to people dependence on English for their well-being including politic, business, safety, entertainment, media and education. Therefore, English has become the language of communication in the world and then the need to learn English appears in order to make communication easier.

English in Indonesia is still learned and used not in daily lives. English is still a Foreign Language. However, since English is important so English is taught widely both formal and informal institution starting from elementary schools up to universities and informal courses. Unlike in English for second language where language can serve as both the medium of instruction and content of instruction in natural circumstances, while English Foreign Language (EFL) classrooms, the

learner learns the language in an environment where there is little natural use of the language, although they are expected to use the target language as the language teaching medium and for communication. In foreign language classrooms, English is learned as the target and also as the instruction, but in addition to the target language there is usually another language presented in the language classroom as well, which is usually the first like Indonesia language or Bahasa, or even mother tongue language of the teachers and the learners like Javanese or other tribe languages. Because two languages exist in the classroom, it leads to a situation in which codes are switched. Therefore, code-switching is usually a natural part of language classroom interaction.

Thomas (2001) maintains that in some communities code-switching is even seen as something unacceptable. However, in contrast there are experts who support the use of code-switching in the language teaching. Sert (2005) suggests that code-switching can be used for self-expression and is a way of modifying language for the sake of personal intentions. He thinks that code-switching can have a positive effect. When using code-switch people, in this case teacher and students, build a bridge from know a native language to the unknown target language. He claimed that this may have a vital and positive effect on foreign language learning.

In MAN DEMAK the English teacher intensively in teaching English. Even though the English teacher is fluent in communicating, explaining, and teaching in English, he sometimes switches his code or language into *Bahasa*

even into his mother tongue, like Javanese or other tribe languages. Code is language or variety of a language. The switching code is a popular phenomenon in teaching learning process as well as in communication. Many people, especially students, teachers, executives change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. There are many factors that can influence code-switching used by the English teacher and the frequency the teacher used in which this study will try to find out.

Therefore, to describe such linguistic phenomenon of code-switching, it is very interesting to have the research entitled “Code Switching Used by Advanced Level of English Teacher at MAN demak (A Case Study of Advanced Level English Teacher of MAN Demak)”.

1.2. Reasons for Choosing the Topic

There are some reasons for choosing the topic, as follows:

1. Looking at the phenomena in English as foreign languages classroom where teacher usually switch their code of English language into other language into other languages so it is very curious and interesting to know how often a teacher doing code switching to make student understand what teachers explain about the material so the communication between the teacher and student during teaching learning process will go smooth and easier.

2. Exploring the other reasons or additional factors for an English teacher to do code switching besides making the communication and the process of understanding discussed topic easier done by English teacher in his teaching learning process.

1.3. Research Questions

There are two research questions formulated in this study as follows:

1. How often does the English Teacher use code-switch while teaching in the classroom?
2. What factors influenced the English teachers at MAN Demak in using code switching during teaching-learning process?

1.4. Objectives of the Study

In accordance with the research questions, the objectives of the study are as follows:

1. To know the frequency of code-switching used by the English teacher in the English as foreign language classroom.
2. To find out and describe the influential factors of the teacher in using code-switching during teaching learning process.

1.5. Limitation of the Study

This study will be limited to one class of eleventh grades in the Islamic senior high school (MAN) Demak. The study will aim at students who are

enrolled in a science class where English is the medium of instruction. Another limitation is on the use of code switching from English to Bahasa Indonesia and Javanese language only. Code switching which used other languages or body language will be not counted. The third limitation is on the factors as background of the code switching which will be focused more to the internal factors only.

1.6. Significance of the Study

The result of this study hopefully can give some practical advantages to language teacher, student and future research as follows:

1. For the teacher

The teacher hopefully will make teacher have knowledge of using strategy to use code-switching and make the explanation easier to be understood by student

2. For the student

It is hoped that student will realize that code switching is only used to help them easier in understanding the material so that they will be more motivated and interested in further discussion about topic which they learn.

3. For future researchers

The report of this study hopefully can be a reference for future researcher who to take the same topic research.

1.7. Definition of the Key Terms

To avoid ambiguity, this study provides definition as follows:

a. Code Switching

There are some different of code switching from expects as follows:

Trousdale (2010) defines that code switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire. According Trousdale that people use code switching when two peoples from other place meet in the one situation or place and they want speak each other in there.

Romaine (2000) has stressed the point that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for monolingual speaker.

b. Advance level proficiency teacher

Proficiency (CPE) qualification shows the world that you have mastered English to an exceptional level. It proves you can communicate with the fluency and sophistication of a highly competent English speaker. Preparing for and passing the exam means you have the level of English that's needed to study or work in a very senior professional or academic environment, for example on a postgraduate or PhD programme.

Chastain (1989:48) suggests that, 'The term seems to fall into that category of words that are commonly used without conscious attention to exact meaning. The result is fuzzy thinking that characterizes our discussions and carries over into our teaching'. The literature in Australia reveals that terms such as 'quality',

‘proficiency’ and ‘competency’ are used almost interchangeably and with imprecise definition.

1.8. Outline of the Study

To present the outline of the study to the reader, this study systematizes the research as follows:

Chapter I consists of Background of the Study, the Reasons for Choosing the Topic, the Research Questions, the Objectives of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms and the Outline of the Study.

Chapter II is about supported materials which consist of General Concept of Code Switching, English as Foreign Language Classroom, Level of English Proficiency, the Previous Related Studies, and the Conceptual Framework.

Chapter III outlines about Research Design, population and sample, validity and reliability of the research and instrument, instrument of the research, Source and Data, Technique of Data Analysis.

Chapter IV presents Finding of the Research and Discussion.

Chapter V consists of Conclusion and Suggestion