

CHAPTER I

INTRODUCTION

1.1. Background

Language is an expression that contains the meaning of conveying something to someone else. Something meant by the speaker so that it can be understood by the listener or opponent speak through the spoken language. From time to time various notions of language have been proposed by experts. Bloom & Lahey (1978) revealed that language is a code in which ideas about the world/environment are represented by a set of symbols that have been mutually agreed upon to carry out communication. From of the expert understandings above, it can be concluded that language is a code that is used to represent or express one's ideas, thoughts, concepts, and feelings which are conveyed by a set of symbols or rules that have been agreed upon together. Through language, people can express their heart to others, so that other people will more easily understand it and there is a communication process.

Nowadays, there are such a lot of people who have the capability to use multiple languages in Indonesia, specifically their native language, national language, and foreign language. The language which commonly used well through people is their mother tongue or native language. Most of them firstly use their mother tongue to communicate to their family and

society. But sometimes when they meet other people with different mother tongues, there is a demand to be able to understand what they mean and recognize the opposite language. Therefore, many people learn other languages in order to communicate with others effectively. Moreover, in a formal situation like at school, Indonesian people also have Bahasa Indonesia as a unity language to be used. That is why Indonesian people become bilingual even multilingual.

In the process of teaching and learning English, there are many language changes from English to native language or vice versa by teachers or students. Because other languages are also present in language classroom as well as English, this means that code switching occurs in language classroom. Code-switching is an important tool of bilingualism or multilingualism. According to Alvarez Caccamo (1998), Code-switching is an alternation of languages that occurs during bilingual conversation in which participants have at least one language in common. While Poplack in Schmidt defined Code-switching in a similar way as the alternation of two languages within single discourse, sentence, or constituent. Based on theories above, It can be concluded that code-switching occurs when someone switches their language, or even when someone switches their dialect or speech style. Therefore, code switching usually occurs naturally and is commonly found in language classroom.

Code switching in language classrooms is specifically used as a tool for communication, with the intention of providing an understanding of

material that is easily understood by students and facilitating the teaching process in the classroom. The use of code-switching in the classroom can bridge communication between teachers and students so as to avoid miscommunication. Therefore, code-switching helps students to be more confident in conveying their ideas, or to communicate with teachers or friends in classroom.

Teaching in English classroom can be difficult. Teachers must make students understand the materials that the teacher tries to convey while they have different English skills. For students with high English language skills, it will be easy to accept the material presented by the teacher, but it will be different for students who have low abilities. Therefore, the teacher as a facilitator must have good communication competence in order to transfer knowledge effectively to students. Sert (2005:3) stated that code-switching which is performed by the teacher is not always performed consciously, which means that the teacher is not always aware of the functions and outcomes of the code-switching process. Therefore, code switching usually occurs naturally and is commonly found in language classroom.

The researcher has observed and Interviewed with one of English teacher at Madrasah Aliyah Negeri (MAN) 2 Tikep on February, 8th – 9th 2022. The teacher stated that code-switching is a method that must be used when teaching. Switching the language makes the teacher easy in conveying the materials to the students and the communication among

them can run well. The students also get more understanding about what the teacher tries to convey. Code-switching also often occurs when student want to speak in class they often have difficulty finding vocabulary in English so they switch in Indonesian.

For the variety of languages used, teachers prefer use Indonesian for switching, because the teaching process is a formal situation and they are required to be professional. Meanwhile, students often use bahasa pasar to their friends to discuss. From the observations, it was found that several languages were used in the English teaching and learning process; English, Indonesian, Ternate, Malay and Tidore language.

NO.	Sentence	Types of Code-switching			Function
		Tag	Inter	Intra	
1.	<i>Now, please find your partner for the team!</i> Cari pasangan untuk kelompok kalian!		✓		Repetitive
2.	Sekaligus pilih siapa yang akan menjadi <i>leader of your team.</i>			✓	Affective
3.	Jangan lupa <i>greeting.</i>			✓	Affective
4.	<i>Thank you so much for</i>		✓		Topic

	<i>today. <u>Sukur dofu-dofu.</u></i>				switch
5.	Okay, semuanya sudah siap?	✓			Affective

1.2. Statement of The Problem

1.2.1 What types of code-switching are used in English learning process **of 11th grade at MAN 2 Tikep?**

1.2.2 What functions of code-switching are used in English learning process of 11th grade at MAN 2 Tikep?

1.2.3 How effective is the use of code-switching in English learning process of 11th grade at MAN 2 Tikep?

1.3. Scope of The Research

In order to analyze the code-switching practice in English class, the researcher looked at issues such as the types of code-switching, the functions, and how effective is the use of code-switching on students in English class. The researcher focused on the use of code-switching in the English class of eleventh grade at Madrasah Aliyah Negeri (MAN) 2 Tikep.

1.4 Objective of The Research

Based on the statement of the problem, there are three objectives of this research as follows:

1.4.1 To identify the types of code-switching used in English learning process at the MAN 2 Tikep.

1.4.2 To describe the functions of code-switching used in English learning process at the MAN 2 Tikep.

1.4.3 To analyze the effectiveness of code-switching in English learning process of students at MAN 2 Tikep.

1.5 Significance of The Study

1.5.1 Theoretical Significance

The benefits of this research are expected to be able to contribute in the field of Sociolinguistic research. Especially for researchers or students who have an interest in the field of code-switching in the teaching and learning process so that they can use this thesis as a reference.

1.5.2 Practical Significance

This research is expected to increase the knowledge and experience of the researchers themselves. In addition, this research is also expected to be beneficial for readers, especially English teachers and students. Through this research, teachers and students can know the types and functions of code switching so that teachers can determine a good strategy in teaching English, while students can realize that switches language in English class is something natural, so students are more confident in communicating in classroom.

1.6 Literature Review

In this part of review of related Literature, the researcher wants to show and prove that many of previous studies have used the same topic with different object.

Based on research by Murtafiah (2017), *Analysis of Teachers' Code-switching Prctice in The Process of Teaching English at SMAN 2 Padang Cermin*. In this preliminary research, the researcher focused of the types of code-switching, the functions of teacher's code-switching, and the language involved in the English class. The data of the type of code-switching is analyzed by the researcher using Poplack theory. While the data of function of code-switching is analyzed by using Mattson and Burenhelt theory. The researcher was conducted through descriptive qualitative research. The result of the research showed that there were found 3 types: Inter-sentential, intra-sentential, and tag switching. The functions of code-switching used by the English teacher were found 3 functions: topic switch, affective function, and repetitive function. And there were 4 languages involved in the process of code-switching: English, Indonesian, Arabic, and Sundanese.

Tri Rahayu (2019), *An Analysis Of Code Switching In Teaching English Speaking Skill Used By The Teacher And The Students At The Eighth Grade Of SMPN 1 Sambit Ponorogo*. The researcher focused on the types of code-switching, functions of code-switching, and student's perceptions toward the use of code-switching in teaching English speaking skill at the eighth

grade of SMPN 1 Sambit Ponorogo. The data of the type of code-switching is analyzed by the researcher using Kajja's theory. While the data of function of code-switching is analyzed by using Janet Holmes' theory; participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing. The result of the research showed that there were 3 types, 3 functions of code-switching, and 10 students' perceptions toward code-switching used by the teacher and the eighth-grade students at SMPN 1 Sambit Ponorogo.

Mei Lyna Girsang (2015), *An Analysis of Code Switching and Code Mixing as Found in Television Advertisement*. This research was conducted by using Descriptive Qualitative Research. The data were analyzed by using Hoffman's theory of Code-Switching and Code-Mixing. It was found that there were 3 types of Code-Switching found in ANTV television advertisement namely Intra-sentential Switching, Inter-sentential Switching and Tag Switching. Besides, it was also found that there were 3 types of Code Mixing found namely Intra-sentential Mixing, Intra-lexical Mixing and Involving a change of pronunciation.

The difference between this research and several previous research is that this research focuses on types of code-switching, functions of code-switching, and the effectiveness of code-switching in the English learning process at MAN 2 Tikep. To identify the types of code-switching the researcher uses Poplack's theory; Tag switching, intra-sentential, inter-sentential. While to describe the functions of code-

switching using the theory of Mattson and Burenheld; Topic switch, affective function, repetitive function.

1.7 Theoretical Base

1.7.1 Sociolinguistic

Sociolinguistics is the study of the relation between language and society. According to R.A.Hudson (1996), sociolinguistics is part of the study of language. Therefore, the value of sociolinguistics is the light which it throws on the character of language in standard, or on the characteristics of a few particular language.

According to Spolsky (1998) sociolinguistic is the study of the link between language and society, of language variation, and attitudes about language. It is supported by Hudson (1996) defined as a study of the relationship between language and social factors such as class, age, gender and ethnicity. Sociolinguistics is the study of the impact of any and all elements of society, such as cultural norms, expectations, and context on the way language is used (Trudgill, 2000).

In all these definitions, it is clear that sociolinguistics is a discipline that makes a link between sociology and linguistics. As a branch of sociology, it deals with the use of language which determines the linguistic requirements of a society. Every society has its linguistic codes that are acceptable for interaction (Meyerhoff, 2006). Sociolinguistics shows how groups in a given society are separated by certain social variables like

ethnicity, religion, status, gender, age and level of education and how adherence to these variables is used to categorize individuals in social classes (Hudson, 1996). All definitions mentioned above show that sociolinguistics is concerned with the use of language and the response of society to it.

1.7.2 Bilingualism

The definition of bilingualism often refers to people who have knowledge and are able to use more than one language. The other definitions of bilingualism from Grosjean (1982), he stated bilinguals are people who need and use two or more languages in their everyday lives. According to Meyers-Scotton (2002), Bilingualism is the ability to use two or more languages sufficiently to carry on a limited casual conversation.

Bilingualism and multilingualism are normal in many parts of the world. Most countries in the world are bilingual or even multilingual with different linguistic ethnic groups. According to Shin (2013:25), it is often assumed that actual bilinguals are people who are similarly proficient in their two languages, with competence in both languages corresponding to those of monolinguals of those languages. Sociolinguists agree that bilingualism is so widespread in the world that there are so many people who are bilingual or even multilingual.

Wardhaugh (2006:96) stated multilingualism is a norm in a community. Communities are multilingual and no effort is made to

suppress the variety of languages that is spoken. Moreover, Schmidt states that multilingualism refers to societies where more than two languages are found. It can be concluded that multilingualism is the presence of several languages in a given space, in other words, it is the practice of using more than two languages, for different levels of proficiency, among individuals and societies.

1.7.3 Code-Switching

Code switching is a sociolinguistic phenomenon that involves the use of two or more languages in a speech community. According to Wardaugh (2006:101) people are generally required to choose a particular code whenever they choose to talk and they may also determine to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process referred to as code-switching. Code switching can arise from individual choices for markers as the main identity for a group of speakers.

Trudgill (2000:16) stated that code-switching is switching from one language variety to another when the situation demands. Speaker can switch completely from one language to another. Regarding to the definitions above, it can be summarized that when people opened their mouth, they should select a particular code. In selecting a code, people may additionally switch to another code. When a speaker talks in one code then he switch to another code, it is generally referred to as 'code-switching'.

1.7.3.1 Types of Code-Switching

There are different types of code-switching. Poplack has differentiated between three main types which are tag-switching, inter-sentential and intra-sentential code-switching (Poplack in Romaine 1995: 122-3):

1. Tag-switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language.

For example:

“Okay, Semuanya sudah siap?”

2. Inter-sentential

Inter-sentential takes place between sentences, the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. For example:

“Thank you so much for today. Sukur dofu-dofu.”

3. Intra-sentential

Intra-sentential switching refers to the switching that occurs inside the same clause or sentence which then contains elements of both languages. Basically, intra-sentential switching is similar with code mixing it is supported by Hoffman (1991:104) that switch happen in one sentence that inserted of clause, lexical, idiom, phrase, word is intra-sentential switching or code-mixing.

For example:

“Sekaligus pilih siapa yang akan menjadi *leader of your team.*”

1.7.3.2 Functions of Code-Switching

In teaching-learning activities, the teacher’s use of code-switching is not always performed consciously. Therefore, in some cases, it may be regarded as an automatic and unconscious behavior. Mattson and Burenhult (1999) explained the functions of code-switching as follows:

1. Topic switch

In topic switch, code-switching occurs when there is a change of the topic discussed in the classroom. Teachers switch code his language to students’ mother tongue and make use of students’ native language to talk about grammatical items. As stated by Mattson and Burenhult (1999), the topic switch is aimed to direct the students’ attention to the new knowledge by making use of code-switching and accordingly making use of the native tongue. Here, code-switching is seen as a bridge to transfer a new content by making use of the students’ mother tongue.

For example:

“Masing-masing sudah punya kelompok. *Who knows about announcement?*”

In this case, the teacher used Indonesian sentence to emphasize that students have their own groups, and switch the topic by asking questions about the material using English. The teacher did the

topic switch since the teacher used English sentence to invite the students to continue the next section.

2. Affective Functions

In affective functions, teachers switch code to build solidarity and intimacy with the students. Mattson and Burrenhult (1999) emphasize that code-switching can be used as the strategy to build a good relationship in the bilingual classroom. In this sense, code-switching gives contribution to create a supportive language environment in the classroom.

For example:

“Sidra, sudah pernah dengar *announcement* atau belum?”

The teacher asks about the material to one of the students to show his attention. This shows that the teacher did code-switching for the affective function to have a good relationship with the students.

3. Repetitive functions

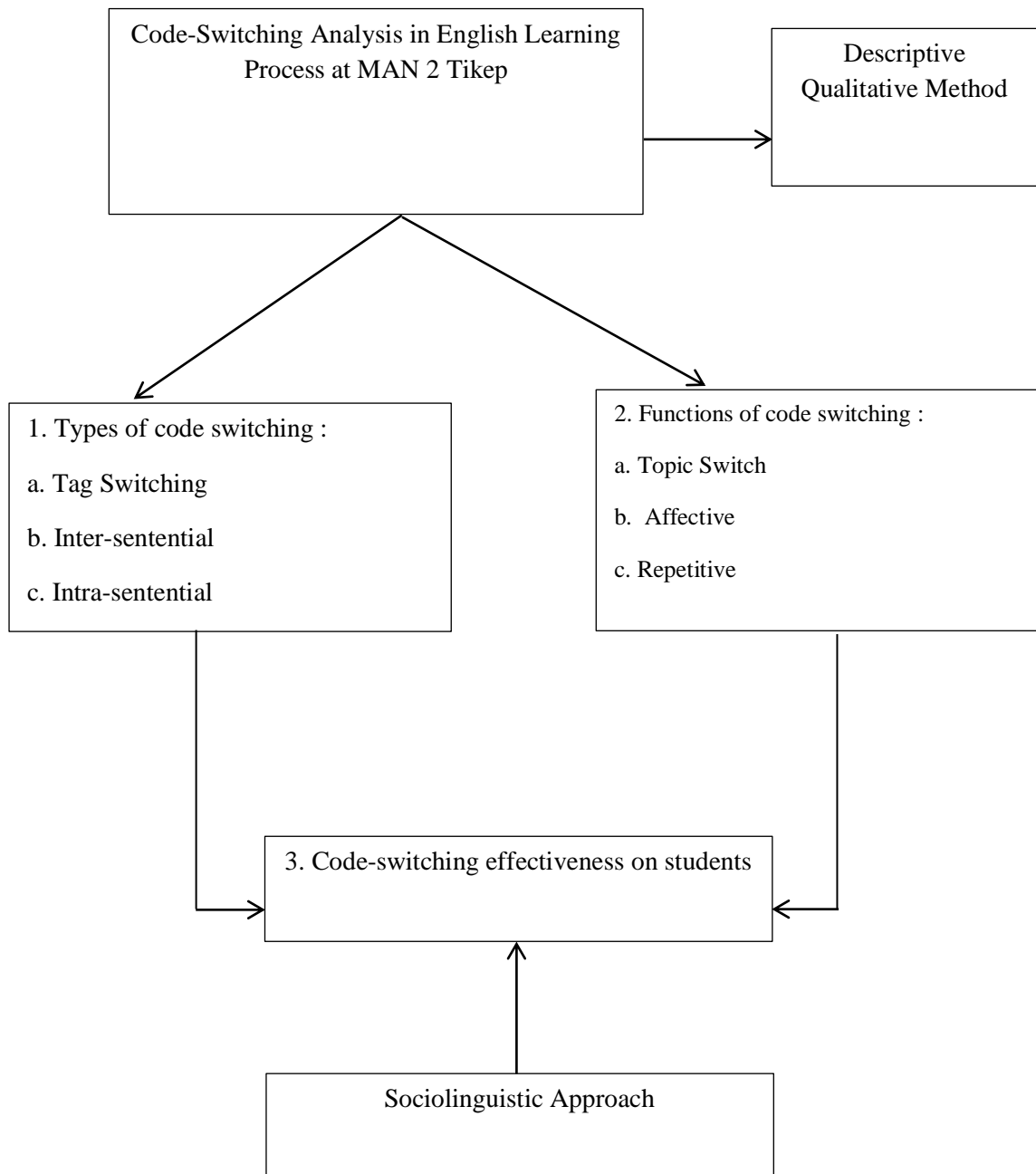
In this case, teachers use code-switching to transfer the necessary knowledge to the students for clarity. Following the instructions in the target language, the teachers switch code to the students' native language to clarify meaning.

Example:

“*Now, please find your partner for the team!* Cari pasangan untuk kelompok kalian!

The teacher gives orders to students using English sentences, then repeats them with Indonesian sentences. Based on this case, the teacher used code-switching for repetitive functions.

1.8 Conceptual Scheme



1.9 Methods and Technique

1.9.1 Method of Research

In this research, the researcher used descriptive qualitative method. According to Moleong (2002) qualitative method is the research that produce the descriptive data in form the word written or oral about the people behaviour that observe. Qualitative research requires the researcher to collect mainly textual data and examine it using interpretive analysis. The focus of qualitative research is on participants and how participants experience and interact with phenomena at certain points in time and in certain contexts. A descriptive qualitative research was selected by researcher because the study explained the phenomenon happening from the communication done by the teacher and students during the English learning process of the eleventh grade.

1.9.1.1 Location of Research

This research were doing at Madrasah Aliyah Negeri (MAN) 2 Tikep, Jl. Raya Rum Soasio Kelurahan Mareku, Tidore Utara, Kota Tidore Kepulauan, Maluku Utara.

1.9.1.2 Population

The research population is generally a large collection of individuals or objects that are the focus of research. The population of this research were students and teachers in Madrasah Aliyah Negeri (MAN) 2 Tikep with a total 320 population.

1.9.1.3 Sample

The sample is a small part of the total population and has certain characteristics. In this research, the researcher used a simple random sampling system so that the sample was randomly selected in the research process. A simple random sample is a randomly selected subset of a [population](#). Sugiyono (2001:57) stated it is called 'simple random sampling' because it is done randomly without categorizing anything in the population. In this sampling method, each member of the population has an exactly equal chance of being selected.

According to Arikunto (2010) if the total population is less than 100, it is better to take all of them as the sample but if the total populations are more than 100 students, the sample can be taken between 10-15% or 20-25% or more. Regarding this idea, the researcher has taken 34 students and 2 teachers as sample of the research.

1.9.2 Technique of Collecting Data

The researcher used observation, interview, and question naire to collect the data.

1.9.2.1 Observation

The researcher conducted observations in the classroom. The researcher joined the class and observed the learning process passively without any involvement in the classroom. The researcher also recorded during the learning process, what language was used in the classroom,

and how the students reacted during English learning. Then, the researcher transcribed the recording of the utterances in the form of written. The data were analyzed using Poplack and Mattson & Burenhult's theory to find the types and the functions of code-switching done in English learning process.

1.9.2.2 Interview

After making observations, the researchers conducted interviews with English teachers. The researcher conducted interviews to find out more information about the use of code-switching practiced in the classroom. The kind of interview questions used are semi-structured interviews which allow the researcher to get more information needed.

1.9.2.3 Questionnaire

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The researcher used a questionnaire to know the students' perceptions about code-switching used in English class, so that researcher can find out how effective the use of code-switching is in the classroom. The type of questionnaire that is used is closed-questions which is an indicative question that can be answered either in one of the two options, "yes" or "no" or "true" or "false".

1.10 Source of data

1.10.1 Primary Data

The primary data of this research is English teachers and students at MAN 2 Tikep. The researcher wanted to analyze the types of code-switching, the functions of code-switching, and the effectiveness of code-switching that used in the classroom.

1.10.2 Secondary Data

This research takes secondary data from several journals, books, theses and internet media related to the research objectives.

1.10.3 Analysis of Data

Data analysis is a process of organizing and classifying the data into patten, category and basic unit of analysis in order to find a theme and to formulate hypothesis as data suggest (Moleong, 2002: 248). The data were analyzed by using descriptive qualitative method, which is the researcher transcribed the data into a written transcript then the data is identified and also classified.

Miles and Huberman (1994) stated that analysis as consisting of three concurrent flows of activities; data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction refes to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in

written up field notes or transcription. In this research focused on analysis of code switching used in English learning process.

2. Data display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help the researcher to understand what is happening and to do something either analyze it further or take action. In this stage the data will be written in detail and orderly, so that the data is easy to understand and describe.

3. Conclusion and verification

In this implication, the researcher made a conclusion. "Final" conclusions may not appear until data collection is over, depending on the size of the corpus of field notes, the coding, storage, and retrieval methods used, the sophistication of the researcher, and the demands of the funding agency, but often have been prefigured from the beginning, even when a researcher claims to have been proceeding "inductively".