

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. 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 (Lady & Gentleman, 2022).

Nowadays, with so many people having the ability, society has been infected by the phenomenon that bilingual communities are inevitable. In Indonesia, a large number of people are multilingual, speaking three languages: their mother tongue, their country's language, and a foreign language. The language that people most frequently and effectively utilize is their mother tongue, or native speech. The majority of them

initially communicate with their family and community in their mother tongue. However, occasionally there is a need to be able to comprehend what others mean and distinguish the language spoken by those whose mother tongue is different. As a result, a lot of people acquire second languages in order to improve their ability to communicate. Additionally, Bahasa Indonesia is used by Indonesians as a unifying language in formal settings, such as schools. Due to this, Indonesians acquire bilingualism.

According to Wittgenstein (in Suriasumantri, 2001, 171) which stated language is used in communication is very important for human life. By mastering the language one can get information and knowledge sharing. In communicating, sometimes people do not only use one language. Interesting phenomenon what is currently happening is that many people make code changes, namely code switching in communicating with other people. In the linguistic dictionary, the definition of code switching is the use of variations of another language or another language to adapt to other roles or situations or because of the presence of other participants.

Code switching is a phenomenon that can be observed directly in places like businesses, institutions, classroom debates, and podcasts, as well as indirectly through electronic media like TV shows and podcasts. Additionally, if we really pay attention, we frequently engage in code-switching in verbal and written communication with speakers and

interlocutors in daily life. When it comes to how an individual, community, or group uses language variations, code switching plays a crucial role in society. This is particularly true when it comes to language use in bilingual or multilingual societies, such as in educational settings. One may say that the school, in this instance SMP Negeri 15 Kota Ternate, is distinctive in its own right.

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 1980 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.

The interest part of this study is that students and teachers tend to use code-switching when they are in the process of learning indoors.

The speaking and conditions they do basically refer to informal situations, such as chatting together. This code switching phenomenon really needs to be studied further because the existence of code switching depends on how speakers enjoy the language.

In this study the writer raised the title of the proposal on "Analysis of Code Switching in the English Learning Process at SMP Negeri 15 Kota Ternate" because based on a background of problems that are important for conducting a study. And based on the results of preliminary observations that I made at school I was interested in the problems that occurred in the process of learning English in the classroom. For this reason, the writer is interested and wants to research this proposal at the SMP Negeri 15 Ternate City school.

1.2 Research Questions

- 1.1.1 What are the types of code-switching used in English learning process of SMP Negeri 15 Kota Ternate?
- 1.1.2 What are the functions of code-switching used in English learning process of SMP Negeri 15 Kota Ternate?

1.2 Scope of The Research

In order to examine the practice of code-switching in English classes, the main focus is on interpreting the forms, purposes, and types of code-switching as well as the causes and types that encourage students to use it more frequently. The researcher concentrated on the use of code-switching by SMP Negeri 15 Kota Ternate students in their English lesson.

1.4 Objectives of The Research

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

- 1.4.1 To describe the function of code switching used in the English learning process at the SMP Negeri 15 Kota Ternate.
- 1.4.2 To identify the types of code switching used in the English learning process at the SMP Negeri 15 Kota Ternate.

1.5 Significances of The Study

1.5.1 Theoretical Significances

The significances of this research include its potential application as a theoretical foundation or reference work, as well as its potential to directly or indirectly support the phenomenon of sociolinguistic theory particularly code switching for readers.

1.5.2 Practical Significances

This research is expected to increase the researcher's own knowledge and experience. In addition, this research is also expected to be useful for the readers, especially English teachers and students to be able to help as a guide for them. Through this research, teachers and students can know the types and functions of code switching so that teachers can determine good strategies in teaching English, while students can realize that code

switching in English classes is something natural, so that students are more confident in communicating in the classroom.

1.5 Review of Related Literature

In this part of review of related Literature, the researcher demonstrates how speech act is a topic which has been highly researched across different objects. Although many studies have covered this area, there is still needed more to describe this phenomenon from different view.

Based on research by Ibrahim et al. (2013) Teachers' Perception of Their Code-Switching Practices in English as a Foreign Language Classes, found that teachers perceived code-switching in the classroom as positive; it was used for educational purposes. A similar finding was found by Rivera and Mazak (2017) in which students in their study had neutral to positive perceptions of code-switching. Therefore, they often code-switched in the classroom. Whereas While Poplack in Schmidt defines code-switching in the same way as the alternation of two languages in one discourse, sentence, or constituent. Based on the theories above, it can be concluded that code switching occurs when a person changes his language, or even when a person changes his dialect or style of speech, so code switching usually occurs naturally and is commonly found in language classrooms (Zainil & Arsyad, 2021a).

Based on research by Paramytha Wijayanti (2019), Teacher's Use Of Code Switching And Her Motivation In English Class, This research focuses on the use of code-switching by teachers. This research focuses on

the use of code-switching by teachers which includes types, reasons/motivations, and functions of code-switching. This research uses qualitative method in the form of case study. Furthermore, the data analysis technique used in this research is an interactive model consisting of data reduction, data presentation, and conclusion/verification. Conclusion/verification. The data in this study are teachers' speech, students' speech, and interview statements. The data collection techniques in this research are observation and interview. The implementation of code switching in Junior High School is a common practice because it brings benefits to the English teaching and learning process (D et al., 2019) .

Nur Maria Ulfah (2021) *The Use Of Code-Switching By English Teachers In Foreign Language Classroom*, This research aimed at finding out; (1) types of code-switching used by English teachers in foreign language classroom, (2) the factors triggering the English teachers to use code-switching in the classroom, and (3) the functions of code-switching used by English teachers in the classroom. This research was conducted through descriptive qualitative method. The samples of the research consisted of 6 English teachers. In order to gather the data, the researcher used three instruments of research, they were: classroom observation, recorder, and interview (Ulfah et al., 2021).

Nur Afifah (2020) in her journal, this study aims to determine the types and functions of code switching used by English teachers at MAN 1 Pidie. This research approach uses qualitative methods. Data were collected from

direct and indirect observations of the English teaching process in the classroom. The author used Jendra's (2013) theory to analyze the types of code-switching and Mattson and Burenhult's (1999) theory to analyze the functions of code-switching from the selected data. The findings of this study show that teachers use all three types of code-switching in the English teaching process which include tag code-switching, inter-sentence code-switching, and inter-sentence code-switching.

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.

The difference between this research and some previous studies is that this research focuses on the functions of code switching, types of code

switching, and factors of code switching in the learning process of SMP Negeri 15 Kota Ternate.

This research was conducted using descriptive qualitative method. The research sample consisted of 2 English teachers. To collect data, the researcher used three research instruments, namely classroom observation, recording devices and interviews. To identify the types of code switching, the researcher used Poplack's theory, namely; Tag switching, intra-sentential, intra-sentential. While to describe the function of code switching using the theory of effective function, repetitive function.

1.6 Sociolinguistic

According to Fishman (2003) sociolinguistic is more related to the details of the actual use of language, such as description of the patterns of language, or dialect usage in particular culture, the speaker's choice of language or dialect usage, the topic, and the setting of the conversation. Fishman said sociolinguistic studies are more qualitative in nature and are more related to details of actual language use. As description patterns of use of dialects in certain cultures and choices the usage by the speaker of the topic and the setting of the conversation.

Sociolinguistic as a branch of linguistic views or placing the position of language in relation to language users in society, because in social life, humans do not again as an individual, but as a social community (Wijana and Rohmadi 2013: 7). In society, a person is no longer seen as a separate

individuals , but as members of a social group. By therefore, language and usage are not observed individually , but connected socially. Language and usage that is seen socially influenced by linguistic factors and non-linguistic factors. So, sociolinguistic is an interdisciplinary in society.

Therefore, in this study the researcher uses Fishman's perspective on sociolinguistics to interpret code switching among students and female students at SMP Negeri 15 Ternate City School which through the definition of sociolinguistic studies by Fishman, the researcher views that according to sociolinguistic studies it tends to lead to two basic things, namely about who speaks (speakers) and what type of language he uses (language choice), and is carried out at the time or social conditions in which the interaction occurs.

1.7 Bilingualism

The definition of bilingualism is a person's capacity to use more than one language (Trudgill, 2003). The bilinguals mostly have their own dominant language. The dominant language is the language that tends to be the strongest. This language is not always the first or native language of the bilingual (Byram, 2000). However, a bilingual can also be fluent in both languages without being able to function in either of their languages as monolingual (Romaine, 1995).

1.8 Code-Switching

Interacting bilingual speakers use a communicative technique called "code switching," which involves speaking in multiple languages within a

single conversation. Teachers use code-switching in their classroom education. Instructor who makes use of Code switching can be used to transition from an English language class to a second language lesson. They aim to make the instruction as communicative as they can in this way. Students are not always aware of the reasons for code switching, as well as its purposes and results, just as it is with professors. Even though they might be doing code swapping unintentionally, it obviously has certain uses, whether good or bad (Putera et al., 2021).

One technique for speaking many languages in a conversation is code switching (Zainil & Arsyad, 2021b). According to Bensen and Çavuşoğlu (2013, p. 72), code-switching is a means of expressing emotions to foster camaraderie and a positive relationship with the students. And Hymes (1974) states that the term "code-switching" refers to the alternative use of two or more languages, dialects, or even speech patterns. There is code switching. When the language used adapts to the circumstances the user finds themselves in. The people speaking here either swap codes or converse in other languages.

Therefore, there are a lot of definition about code switching that exist nowadays. In this study, researcher used poplack's interpretation to analyse the result that found in this study. Poplack (1980) stated that code switching is a way of mixed the language toward others through the speech by added or insert of words, phrases, and sentence. He does defines code switching

is about the alternation of two languages within a single discourse sentences or constituent (1980:208).

In other words, Poplack definition about code switching above is involves all of the general defitions from others. Moreover, he does classify some types of code switching which researcher used to analyse the data of this study.

1.9 Types of Code-Switching

According to (Suwito, 1985: 78-80) based on linguistic elements involved in code mixing can be divided into insertion elements in the form of words, the insertion of elements in the form of prharases, and the insertion of elements in the form clauses. In other word, means code switch is about a speaker who tend to change some of the word that she/he want to speak toward another word that directly strainght to the point of what topic she/he would like to talk.

In this study, researcher to use Poplack (1980) interpretation, he defines code switching into three parts that will explain below:

1. Tag-Switching

Tag switching or symbol switching are terms used to describe this sort of reroute. In another language, a switch is merely an interjection, tag, or sentence filler that acts as a sign of ethnic identity. Code switching using sentence tags that before or follow a sentence is known as tag switching.

For example : “Okay, Semuanya sudah siap?”

2. Inter-sentential Switching

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 Switching

Code switching within a clause or phrase is known as intra sentential switching. The speaker can substitute sentences, lexical objects, and even morphemes in this scenario. Code switching within a sentence occurs when there is a movement between clause or sentence boundaries.

For example :

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

1.10 Functions of Code-Switching

There are several functions of code switching proposed by experts. The author uses the code switching function proposed by Mattson and Burenhult (1999) because the code switching function is widely used in teaching and learning activities, the use of code switching by teachers is not always done consciously. Therefore, in some cases, code switching can be considered as automatic and unconscious behavior These functions are:

1. Topic-switching function

In topic switching, this can be seen in cases where the teacher changes his language according to the topic being discussed in class. Topic being discussed. In situations where grammar is instructed, the teacher switches her language with the students' mother tongue to talk about grammatical matters.

As stated by Mattson and Burenhult (1999), topic switching aims to direct students' attention to new knowledge by utilizing the native language. Here, code-switching is seen as a bridge to transfer new content by utilizing students' mother tongue.

2. Affective function

In the effective function, language teachers use code-switching to build solidarity and a more intimate relationship with students. solidarity and a more intimate relationship with the students. The teacher also found other cases related to this function.

Mattson and Burrenhult (1999) emphasize that code-switching can be used as a strategy to build good relationships in a bilingual classroom. In this case, code-switching contributes to creating a supportive language environment in the classroom.

3. Repetitive function

Another function of code-switching in the classroom is the repetition function. In this function, teachers code-switch to clarify statements or explanations that have been conveyed previously and make statements or explanations that have been conveyed previously and make students confused, following instructions in the target language, the teachers code-switch to the students' mother tongue to clarify the meaning

1.11 Conceptual Framework

