CHAPTER I

INTRODUCTION

A. Background of the Problem

Currently, there are many people who master more than one languages. People who speak two or more languages are called bilingual or multilingual. Many people use different language whether native or foreign to communicate with others from different races. The languages that are usually mastered well by people are their first language or mothertongue. The languages are mastered by the people, and they routinely use two or more languages in their daily life. "The practice of alternately using two languages will be called bilingualism" (Weinreich, 1968) cite in (Hoffman, 1991, p.15).

The fact that people can use more than one language encourages them to switch languages whenever they speak. "Switching between two or more languages, or language varieties, in the context of a single conversation" is what it called code switching (Amelia, 2013, p. 30). The learning to speak more than one language often involves putting together from two languages. It means Code switching involves more than one language and may combine in different ways.

Auliyah (2017) has noted "Code switching occurs not only in social community but also it always occurs in the class situation" (p. 31). It means code switching also appears in formal situation (in the classroom). A classroom is a space where students from different linguistic backgrounds

meet, communicate in two (or more) different languages and try to make sense of what they understand and know and what they are doing. Students always have conversation among themselves and teachers. In this case, the languages that are used are Indonesian as the formal language and English as the target language.

English could often be heard and seen everywhere: in the classroom,TV, radio, movies, magazines, novel, the tourists around us, and teaching and learning process. Students and teachers often use code switching in teaching and learning process. It is something natural when it happens in teaching and learning process, because the teachers and the students are Indonesian people while English is a new or foreign language for them. Because of the language contact among people happened by hearing and seeing, English is able to be switched whether spoken or written. Code switching used by the English teachersis one of an example of language switching.

The study about code switching in language classroom has become an interesting topic to be investigated. There have been several studies carried out dealing with code switching, among them are: code switching in teaching and learning process (Aulia, 2017) and code switching in EFL instruction practiced by the English lecturer (Mujiono, 2013). "The studies of code switching are important, because bilingualism and bidialectalism are important" (Hymes, 1974, p.103).Based on the researcher observation in library of State Islamic University of Sultan Syarif Kasim RiauPekanbaru, in

the English study program there has not been any study about code switching. Therefore, the writer is interested to fill the gap and investigate about code switching used by the English teachers.

As in the researcher's preliminary observation at State Vocational High School 1 Rengat, the writer had an opportunity to meet some English teachers and had conversation with them. They often switch their language in their utterances when they were speaking in formal situation (in the classroom during the teaching and learning process). They didn't know that their utterances were a language phenomenon namely code switching. Based on National Minister of Education Regulation Number 16 Year 2007 about English Teacher competences at Vocational High School, one of which is: having knowledge about English language in all its aspects (linguistic, discourse, sociolinguistics, and strategies) (Sudibyo, 2007). It means the teacher should know language in all its aspect. It includes code switching which is the branch of sociolinguistic.

The fact that some of the English teachers at State Vocational High School 1 Rengat did not know the term of code switching it contradict with National Minister of Education Regulation article 1 number 1 which stated: Every teacher should meet academic qualification standards and teacher competencies that occur in national. Therefore the researcher is interested in conducting a study on code switching that used by the English teachers at State Vocational High School 1 Rengat.

Code switching is the branch of sociolinguistics. Sociolinguistics means a study of language phenomena in relation of society. Tagliamonte (2006) who is a sociolinguist has stated sociolinguistics issue matters in her book that has got the writer interest which stated:

> Sociolinguistics issues are as multi dimensional as sociolinguistics itself. An issue may also involve tracking the origins and function of a given feature in a given dialect, evaluating the grammaticalisation of a form, or event to determine acquisition patterns. All that is required of an 'issue' is that there is an interesting question to investigate which justifies undertaking the research in the first place.(Tagliamonte, 2006, p. 28).

Therefore based on the theories above the researcher is interested in sociolinguistics issues they are: determine code switching types and the reason of the switch of two languages: types of code switching used by the English teachers and the reason of the teachers in using code switching.

Based on the problem and the theories above, this research was conducted to observe this phenomenon more deeply. The study focused about code switching phenomenon in teaching process. So in this study entitle "An Analysis of Code Switching Used by the English Teachers at State Vocational High School 1 Rengat". The researcher analyzed the types of code switching that will be used by the English teachers at State Vocational High School 1 Rengat.Then the researcher was going to find the reason of the teachers in using code switching.

B. The Problem

1. Identification of the Problem

Based on the background of the problem, the problems were identified into the following identifications:

1. What are the types of code switching used by the English teachers at State Vocational High School 1 Rengat?

2. What are the reasons that the teachers have in using code switching at State Vocational High School 1 Rengat?

3. How many frequency of code switching that used by the English teachers at State Vocational High School 1 Rengat?

2. Limitation of the Problem

The teachers at State Vocational High School 1 Rengat have a problem regarding on code switching. It is they did not know the term of code switching which contradict with National Minister of Education Regulation article 1 number 1.ThAside of that, in the English study program, there has not been any study about code switching. Therefore the researcher is interested in conducting a study on code switching that used by the English teachers at State Vocational High School 1 Rengat.

This research was limited to what types of code switching: Inter sentential switching, intra sentential switching and tag switching that used by the English teachers at State Vocational High School 1 Rengat. The researcher considers this because it usually happened in teaching English

by the English teachers at State Vocational High School 1 Rengat. The teachers usually used two or more languages in one sentence of communication that different from the words or languages. The last, this research was limited on what are the reasons that the teachers have in using code switching at State Vocational High School 1 Rengat.

3. Formulation of the Problem

The problems of this research are:

a. What are the types of code switching used by the English teachers at State Vocational High School 1 Rengat?

b. What are the reasons that the teachers have in using code switching at State Vocational High School 1 Rengat?

C. Objective and significance of the Research

1. Research Objectives

Based on the problem statements above, the researcher aims:

a. To find out the types of code switching used by the English teachers in the first grade of State Vocational High School 1 Rengat?

b. To find out the reasons of the teachers in using code switching in the first grade of State Vocational High School 1 Rengat?

2. **Research Significances**

    a. This study is expected to give contribution for English Education, related to code switching, for reference or additional knowledge for who are interested in code switching or in sociolinguistics field.

    b. Practically, the benefits of this research are for teachers. Through this research, the teachers can recognize code switching concept.

    c. For English department students, this study will very useful for those who are interested in doing a further research related to this study.

D. **Reason for Choosing the Title**

The reason why the researcher is interested in carrying out this research are:

1. A study about code switching does not exist yet in English Education Department in Education and Teacher Faculty of State Islamic University Sultan Syarif Kasim Riau. Therefore, the writer is interested to investigate it.

2. This research is very important to do because it is one of the requirements of academic demands.

3. The topic is relevant to the researcher as one of the students of English Education Department in Education and Teacher Faculty of State Islamic University Sultan Syarif Kasim Riau.

E. **Definition of Terms**

The title of this research is "An Analysis of Code Switching Usedby the English Teachers at State Vocational High School 1 Rengat". In understanding this topic of this research easily, the researcher would like to present the definition of terms, they are:

According to Oxford dictionary (2008) "An analysis is study of something by examining its parts" (p.14). It means an analysis is the research method that describes something in detail literary work element; analyzed and interpreted the data. It is a study of the planes complex of procedure to decide the quick, most efficient order for carrying out the procedure and it is about how to explain something in detail literary element.

Teacher is a person who teaches, especially in the school (Oxford Dictionary, 2008, P. 445). In this study means that the teacher is a person who teach English at State Vocational High School 1 Rengat.

Code switching is the use of two or more languages in utterance or conversation. Using two or more languages or language varieties, in the context of a single conversation or utterances is what it calls code switching (Amelia, 2013). Hymes have also noted "Code switching has become a common term for alternate use of two or more languages, varieties of a language, or even speech styles" (Hymes, 1974, p. 103). It means code switching is the practice of using two or more languages or varieties of language or even its styles.

The meaning of code switching above can be concluded as two or more languages or codes uttered by speaker in conversation or discourse. In this study, the meaning of code switching is the use of two languages in an utterance or conversation. It is because the researcher observes the use of code switching during the lesson. In this case, the languages that are used are Indonesian as the formal language and English as the target language.