

## CHAPTER I

### INTRODUCTION

#### A. Background

Indonesia has plurality of ethnic group, culture, and language. Indonesians who live in particular territory must use particular language that is different from the other territory. For instance, the Indonesians living in west java use Sundanese but the Indonesians living in east java use Javanese. Those particular languages that are commonly acquired immediately after birth by Indonesians is named mother tongue. Thus, Indonesians have different mother tongues. However, Indonesians use Bahasa Indonesia that was legalized as their national language in 1945. Moreover, in order to keep up with globalization era through international communication, Indonesians also use English that was thought as a foreign language (Lauder, 2008).

Since Indonesians use those languages, they are called by bilingual people. The bilingual people are those people mastering two or more languages (Wardough, 2016). To use more than one language is not only conducted in informal situation but also in formal situation such as classroom. In the context of learning English in Indonesia, other languages beside English may appear in the classroom for both teacher and student who are not native of English. This phenomenon leads to a situation in which codes are switched. Code-switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate (Johansson, 2013). Riehl (2005) defined code-switching as the practice of moving back and forth between two

languages and it is a widespread phenomenon in bilingual speech. As an Indonesian who has been living in opened speech community like bilingual dormitory for four years, the phenomenon of code-switching is inevitable to reduce. It encourages the researcher to investigate code-switching phenomenon.

There are researches of analyzing code-switching in the classroom that have been conducted by some researchers. The analysis of code-switching in the classroom was found in China (Jingxia, 2010). The focus of the research was revealing the attitudes of teachers and students towards the patterns, functions, factors and influence of the switching to Chinese in the EFL classroom of Chinese universities. The other research was found in Israel (Shay, 2015). The focus was about analyzing of code-switching's patterns conducted by nine high school English teachers. Moreover, the researches to analyze code-switching in the classroom were also conducted in Indonesia. The analysis of teacher's code-switching practice was found in Jombang (Susanti, 2015). Another analysis of teacher's code-switching was conducted in Padang (Murtafiah, 2017).

In this current research, the phenomenon of code-switching in the classroom is what the researcher tries to investigate. Exploring types and functions of code-switching conducted by teachers and students' responses will be focus of this research. Moreover, the setting of this update research will be in bilingual classroom as the place where code-switching easily happens. Analyzing types and functions of code-switching conducted by English teachers in bilingual classroom will be main focus on this happening research. Thus, the researcher presents this happening research by the title "Exploring Teacher's Code-switching Practice at

Bilingual Classroom” (A Descriptive Research at Bilingual Classroom of Mathla’ul Huda Boarding School).

### **B. Research Questions**

This research concentrates to solve following questions:

1. What are the types of code-switching practiced by the English teacher at bilingual classroom?
2. What are the functions of code-switching practiced by the English teacher at bilingual classroom?
3. What are students’ attitudes towards code-switching practiced by the English teacher at bilingual classroom?

### **C. Research Objectives**

From the research questions above, this current research is aimed to:

1. Find out the types of code-switching practiced by the English teacher at bilingual classroom.
2. Find out the functions of code-switching practiced by the English teacher at bilingual classroom.
3. Find out the students’ attitudes towards code-switching practiced by the English teacher at bilingual classroom.

### **D. Significance of The Research**

There are three significances of this research: theoretical, practical and professional aspects. Theoretically, this research is aimed to enrich readers’ knowledge about code-switching practiced by English teachers at bilingual classroom. Practically, this research is expected to remind English teachers in practicing code-switching wisely. It is also used to explore what students’

responses of the code-switching practiced by English teachers. Professionally, this research is aimed to aware English teachers and English future teachers that the practice of code-switching should be allowed in certain situation.

### **E. Theoretical Framework**

Code switching refers to the situation where people switch between different languages within the same communication activity. This can be done by using a different language in a different sentence or different part of the communication activity (Palmer, 2009). Code switching is regarded as a communicative phenomenon of constantly switching between two languages in a bilingual's speech repertoire. Davy Crystal (1987) viewed the concept as a code switch when an individual who is bilingual alternates between two languages during his or her speech engagement with another bilingual. While Essien Okon (as cited in Bangbose et al., 1995) described it as an alternate switch from one language to another. All these definitions infer that the speaker in a code-switching situation must have communicative competency in two languages for them to be able to switch from one language to another; it may be the mother tongue and a second language, in the same discourse. In normal conversation between two bilinguals, code - switching consists of eighty-four percent single word switches, ten percent phrase switches and one percent clause switching (Skiba, 1997).

To define 'code' in code-switching, Wardhaugh (2016) pointed out that the term *code* is a neutral term rather than terms such as *dialect*, *language*, *style*, *pidgin* and *creole* which are inclined to arouse emotions. Code can be used to refer to "any kind of system that two or more people employ for

communication”. In the term of code-switching, there have been various definitions. Gumperz (1982) referred to code-switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. Cook (2000) came up with the notion that code-switching is the process of going from one language to the other in mid-speech when both speakers know the same languages. As defined by Lightbown (2001), it is the systematic alternating use of two languages or language varieties within a single conversation or utterance. In conclusion, code-switching is a phenomenon of the shift from one language to another within a conversation or utterance. In the context of foreign language classroom, it refers to an alternative usage of the first language and the target language, a means of communication by language teachers when the need arises. Brice (2001) stated that code-switching should be used in foreign language classes to express complex concepts, explaining difficult vocabulary and grammatical concepts, practicing the use of some phrases and expressions, and also giving suggestions and instructions.

There are three types of code-switching identified by Poplack (as cited in Jingxia, 2010); tag, inter-sentential, and intra-sentential. Tag-switching is the insertion of a tag phrase from one language into an utterance from another language. Inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. Intra-sentential switching takes place within the clause or sentence and is considered to be the most complex form of switching.

The teachers use the code-switching in English classroom due to three functions including a topic switch, affective function, and repetitive function (Flyman-Mattsson & Burenhult, 2009). In a topic switch, the teachers switch the language based on the topic that is brought to the discussion. In affective function, the teachers try to get intimate with the students by switching the language in order to build solidarity and good relation. The last is the repetitive function. It is conducted to clarify the meaning of transferring necessary knowledge.

#### **F. Previous Researches**

There are five previous researches used as standards for this happening research. First, the research was conducted in China with three universities-Three Gorges University, Hubei University, and Zhenjiang University (Jingxia, 2010). It focused on revealing attitude of teachers and students towards the patterns, functions, factors, and influence of the switching to Chinese in the EFL classroom. It used quantitative and qualitative methodologies. The research was participated by 60 teachers and 261 undergraduates' students with differences of levels, majors, districts, family characteristics, research backgrounds, cognitive styles, and experiences. In the result, the research showed positive attitude towards Chinese as their mother language in learning English as their foreign language.

Second, the research was conducted in Sweden with upper secondary school as the object (Johansson, 2013). The focus on the research was about when and why teachers in upper secondary school code-switch when teaching L2 English. It has also looked into what language the students preferred in different classroom

situations. It used both quantitative and qualitative methodologies. Five teachers were interviewed and 96 students taking English 5 and 6 responded to a questionnaire. As the result, four of the teachers generally conducted code-switching in order to clarify their teaching while one of the teachers mainly switched for social reasons or due to the shortcomings in L2 proficiency. When it came to the students, they preferred a combination of Swedish and English in situations such as grammar explanations and test instructions.

Third, the research was found in Malaysia (Engku Ibrahim, Ahamad Shah, & Armia, 2013). One of public universities was the place to conduct the research. The focus was to see the teachers' attitudes towards code-switching in teaching English as a foreign language to Malay students. The methodology was qualitative. The participants of this research were 2 English teachers teaching at an English medium public university in Malaysia. The results of the research showed that teachers do code-switch in the language classroom. Analysis of the data showed that, in most cases, code switching by teachers was done to serve pedagogical purposes.

Fourth, the research was found in Semarang-Indonesia (Susanti, 2015). It was conducted in SMKN 1 Jombang. The focus was to examine code-switching in the classroom discourse. Qualitative design was chosen for the methodology. The participant was a teacher-a non-native English speaker at SMKN 1 Jombang. The result showed that code switching is needed by the teacher because code switching benefits the result of teaching learning activity.

The last, the research was also investigated in Indonesia. SMAN 2 Padang Cermin was the place for the research (Murtafiah, 2017). The focus of the

research was about analyzing teacher's code-switching practice in the classroom. The research observed an English teacher natural behavior in natural setting during teaching process. The qualitative design was used for its methodology. The results of the research were about analyzing the types of teacher's code-switching practice, exploring the functions of teacher's code-switching practice, and examining languages involved in teacher's code-switching practice.

In order to vary academic findings, this present research has some differences with the previous researches. Those differences are found on the content and the setting. If the previous researches only focused on teachers' code-switching practice, this update research tries to present both teachers' code-switching practice and students' responses on it. Moreover, if the three previous researches were conducted in outside Indonesia, this happening research is conducted in Indonesia. Furthermore, this happening research uses bilingual classroom as the setting of the research to differentiate with those previous researches. The main intention on this newest research is to explore English teachers' code-switching practice and students' responses on it. This research will be conducted at bilingual classroom of Mathla'ul Huda Islamic Boarding School.