CHAPTER 1
INTRODUCTION

1.1. The Background of Study

Language plays an imperative role in people's lives, this has to do with the fact that language is one of the tools used by humans in supporting the delivery of speech, feelings and thoughts in communicating. In every region of the world, there exists cultural diversity, which explains the existence of subculture and dominant culture. Therefore, a language barrier is built up between languages, particularly between subculture and dominant culture that exist within a country. This fact, which also in line with Language Acquisition Theory, pursues people from around the world to begin enhancing their ability in other languages besides their own, to break the language barrier that exists (Krashen, 2009).

In Indonesia educational plan, English is an obligatory subject which ought to be taught starting from middle school up to senior secondary school. While elementary school, English is not a compulsory subject to be taught. For most middle school students, learning English could be their most memorable thing in learning new language officially. This is because English is not an obligatory subject for the previous level. English in Indonesian elementary school now is not a compulsory school program (Hawanti, 2014).

Switching between languages or code switching, often occurs, especially to people who are bilingual or multilingual (Appel & Muysken, 2006). For those whose English is not their first language, they tend to use their mother tongue or native language, in their daily lives, which leads to them having some difficulties while speaking English, i.e. finding it difficult to express one's self using English. This is due to the fact that they are not accustomed to use English in their daily conversation. As a result, the code-switching phenomenon will be triggered, where they will use their native language to express something that they are unable to in other languages (Waris, 2012).

Some past researchers have been connected with the subject of the ongoing concentrate in different setting, for instance a journal written by Muhammad Adna (2016) with the title "Code Switching as English Teaching Strategy." The researcher came up with the conclusion that the mainly used teacher's strategy while performing code switching falls into six categories: inter-sentential switching, emblematic switching, establishing continuity with previous speaker, intra-sentential switching, intra-lexical doe switching, and lastly, involving a change of pronunciation (Adna, 2016). The researcher identified each one of the code switching functions that were most commonly used by the teachers in classroom. The purpose was to make it understandable for students to comprehend the subject, concept, or material, to clarify meaning, and to ensure that teachers and students are able to communicate effectively.

Based on the fundamental examination conducted by the writer at Yayasan Pendidikan Karya Anugerah (Y.P Winfield) on March 28th 2023, a few types of code switching, mostly inter-sentential switching, were implied in the teaching learning procedure with the aim of getting the students to understand better about

the related subject. Here are some examples of the conversation, the model as followed.

Conversation 1:
Teacher　　: *who is absent today?* **Coba lihat ada yang merasa temannya tidak hadir?**
Students　　: **Nathania and Darren gak datang,** *sir.*
Teacher　　: *only both of them are not here today?* **Ada yang absen lagi selain mereka?**
Students　　: *no sir!*
Teacher　　: *okay. Let's start our lesson then.*
Conversation 2:
Teacher　　: *Do you know what superstitious is?* **Ada yang tau?**
Students　　: **gak tau sir.** *Never heard of it.*
Teacher　　: *okay, so, superstitious is a belief in superstitions or in Bahasa* **kita sebut tahkayul. Paham ya semua.**
Students　　: *yes sir!*
Teacher　　: *good, now let's take a look at the paper I gave you just now.* **Kita jawab pertanyaannya.**
Students　　: *ok sir.*

Based on the data above, the conversation involving code switching, the teacher used code switching because the students came across a new term that they do not understand in English, presumably not their first language. Therefore, it is more effective for the teacher to use code switching to elaborate the significance of the term, in the teaching learning procedure.

The writer would like to conduct a research on types of code switching performed by educators in teaching learning procedure. This exploration focuses on the utilization of code switching in teaching English at school. The writer chooses Yayasan Pendidikan Karya Anugerah (Y.P Winfield) as the subject of this study with the intention of analyzing the effectiveness and purpose of code switching implementation in the teaching learning procedure. The reason of Y.P Winfield being chosen is because there are a lot of experienced teachers which excel in their own respective field, their teaching methods makes it easier for the students to understand the subjects. Hence, the writer writes a journal with the title "The usage of code switching in teaching English at Y.P Winfield" based on her own research.

1.2. Review of Literature

Code switching is for the most part defined as a shift starting with one language then onto the next by the speaker during discourse. It happens when bilingual speakers starting to change language from one language to another in a similar discourse. Sometimes inside similar expressions including the substitute utilization of two dialects or etymological assortments inside a similar expression or during a similar discussion (Wahyu, 2019). Code switching is more normal during casual relational collaborations, remembering those that happen between relatives for regular context (Diaulhaq, 2013). In the context of teaching, classroom code switching is defined as a classroom participant's alternate use of more than two linguistic codes in the classroom, including teachers and students. Code switching has long existed as a result of language contact noticed unfathomably; particularly in multicultural and multilingual networks, where the utilization of at

least two dialects as media of guidance includes to shift degrees(Suganda et al., 2018).

1.3. Formulation of The Study

Based on the description of the background, the problems yet to be discussed in this study are:

1. What types of code switching can be used by teachers in teaching learning process?
2. How are the word changes between language in code switching used by teacher and students?
3. What are the reasons of using code switching during teaching and learning process in Y.P. Winfield?

1.4. Scope and Limitation of The Study

In this study, the limited issues in code switching research while teaching children are:

1. This study focuses on conversations between teachers and students to figure out the types and causes of teachers and students using code switching.
2. To limit this research so that it remains focused on the topic, the writer conducts a research based on an observation on students in a particular grade.

1.5. The Objective of The Study

Based on the formulation of the problem and the limitation of the problem above, the objectives of this study are:

1. To conduct a research on types of code switching that can be used in teaching.
2. To find out how to change words in between language in code switching.
3. To explain why the usage of code switching occurs in teaching.

1.6. The Significant of The Study

In doing research on a subject matter, for instance languages, particularly code switching in this study, one could reach a conclusion of the conducted research, and its conclusion performs useful functions both to the theoretical and practical use of language. The following are the benefits:

1. Theoretically, the benefit of conducting this research is to gain sociolinguistic knowledge, namely regarding code switching.
2. Practically, the benefit of conducting this research is to be useful for:
   a. For English instructors
      It is hoped that this research could be useful for teachers to gain their insight and knowledge of language bilingualism, since it could improve effectiveness in the educational field, as a case in point, teachers shifting from one language to another with the purpose of getting the students to understand what the teacher taught more clearly.

b. For students
The benefit of this research for students is to widen students' insight, so they could understand sociolinguistic particularly code switching. It is hoped that they could apply it on daily basis.
c. For other researchers
It is hoped that this research could increase knowledge concerning code switching. Besides that, the result of the writer's research could be reference for other researchers who wish to examine their study, notably in the matter of sociolinguistics in code switching.

1.7. Relevant Study

1. The first research is by Dinar Dipta (2014) titled "*A Case Study of Code-Switching Strategies by English Teacher in the Accelerated Classroom Program*". This study was conducted by using qualitative case study which produced descriptive data. The results also described the factors initiating the teacher to switch code are participant, topic, situation, solidarity and status. It was revealed that these code switching gave a good impact on the students' performance.

2. The second study is by Mei Lynn Girsang (2015) titled "*An Analysis of Code Switching and Code Mixing as Found in Television Advertisement*". The study examines the various types of code mixing and switching that are prevalent in Indonesia television commercials. The result of this study is there were three kinds of code switching that are prevalent in ANTV television commercials, such as intra-sentential switching, inter-sentential switching and tag switching. Furthermore, it was additionally observed that there were three kinds of code mixing found, those were intra-sentential, intra-lexical and involving a change of pronunciation.