

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a system of communication. Language gives us the ability to let others know our thoughts and connect with various types of communication. One of the most important languages in the world recently is English. There are several reasons for such spread of English. One of these is socio-cultural, which relates to people's dependence on English for their well being including politics, businesses, safety, entertainment, media and education. Therefore, English has become the language of communication in the world and then the need to learn English appears to make this communication easier.<sup>1</sup>

English in Indonesia is as foreign language. Some experts when discussing teaching-learning English in language classrooms, two terms are used to describe them: English as a second language and English as a foreign language. ESL classrooms mean that the second language can serve as both the medium of instruction and the content of instruction, which means that the learner is expected to understand and communicate in second language. Besides, the students in the English as second language have change to practice the language in natural circumstances. In

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<sup>1</sup>Ronald Wardaugh, *an Introduction to Sociolinguistics Fifth Edition* (USA: by Blackwell Publishing Ltd, 2006), 25.

EFL classrooms, in contrast, the learner learns the language in an environment where there is little natural use of the language though they are expected to use the target language as the language teaching medium and for communication. Furthermore, the foreign language is treated equally to the other.

In foreign language classrooms the language to be learned is both the target and as the instruction, even though, in addition to the target language usually there is another language present in the language classroom as well, it is usually the native language of the teachers and the learners. Because two languages exist in the classroom, it leads to a situation in which codes are switched. Therefore, code-switching is usually a natural part of language classroom interaction.<sup>2</sup>

Code-switching is common practiced by the bilingual society as well as the students who are learning the foreign language from their surroundings.<sup>3</sup> Code switching could be allowed and used such the way to enrich the skill of communication. The bilingual society generally practices code switching to conceal their second language deficiency and to express their attitude and feeling toward the interlocutor, these intention could be appeared in the language classroom too.

John Gumperz and Eduardo Hernandez claim that those who code-switch make a mess out of the conversation and cannot speak the language properly.<sup>4</sup> Sarah G. Thomason maintains that in some communities code-switching is even seen as

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<sup>2</sup> Florian Coulmas, *The Handbook of Sociolinguistic* (Tokyo, Blackwell Publishing, 1998), 159.

<sup>3</sup> Ibid,202.

<sup>4</sup>Ibid, 254.

something unacceptable.<sup>5</sup>

However, there are experts who support the use of code-switching in the language teaching. Olcay Sert suggests that code-switching can be used for self expression and is a way of modifying language for the sake of personal intentions.<sup>6</sup> Olcay Sert suggests that code-switching can have a positive effect. When we code-switch we build a bridge from the known, our native language to the unknown, target language. He claimed that this may have a vital and positive effect on foreign language learning.

THORIQUL HUDA Islamic Junior High School is one of the schools in Ponorogo that has English learning process with good ability teachers. There is also have possibility for the teachers and the students use the code switching because English lesson is a second language for them.

Thus, because of the point of view about code-switching utility in the language classroom, the researcher is interested to do the research with title “*The Use of Code-switching by English Teacher in Foreign Language Classroom Islamic Junior High School THORIQUL HUDA*”.

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<sup>5</sup>Thomason, S, G, *Language contact, an introduction*. [e-book] Edinburgh: Edinburgh University Press Ltd., 2001. Available through: <http://books.google.com/>, 15.

<sup>6</sup>Ibid, 25.

## **B. Research Focus**

This research is focused to the use of code-switching in foreign language classroom at the eighth grade students' of Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo in academic year 2016/2017.

## **C. Statements of The Problems**

Based on the background of the study, the writer formulates the statements of the problem below:

1. What are the types of code-switching used in foreign language classroom at the Eighth Grade Students' of Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017?
2. What are the factors triggering the English teachers use code switching in foreign language classroom at the Eighth Grade Students' of Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017?
3. What are the functions of the code-switching in foreign language classroom at the Eighth Grade Students' of Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017?

## **D. Objectives of The Study**

In relation to the problem statements above, the objectives of the research are to find out:

1. The types of code-switching commonly used in foreign language classroom at the Eighth Grade Students' of Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017.
2. The factors triggering the English teachers to use code-switching in foreign language classroom at the Eighth Grade Students' of Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017.
3. The functions of code-switching in foreign language classroom at the Eighth Grade Students' of Islamic Junior High School Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017.

#### **E. Significances of The Study**

This research is significant for several reasons. **First**, the outcomes of this research are expected to be meaningful description for the teacher about the existence of the alternation between mother tongue and foreign language, i.e. code-switching, in the foreign language classroom that might not be denied. Therefore, it is expected to raise the teacher awareness about the utility of code switching in the foreign language classroom and to find out the most common types of code-switching occurring in the classroom by the teachers and also the students.

**Second**, it is expected to describe common factors triggered code-switching appears in foreign language classroom.

**Third**, it is hoped that the functions of the use of code switching in foreign

language classroom can be described as some language teachers are still uncertain about its advantages. And finally, this research is also expected to be meaningful information for the further research in the future for the better understanding of the utility of code-switching and to maintain its proper application in foreign language classroom. Therefore, the misconceptions of the use of code-switching in the classroom can be avoided for the better foreign language teaching-learning process in classroom in the future.

#### **F. Research Method**

The method used in this research was descriptive qualitative method. It described the use of code-switching by the teachers in English foreign language classroom. Therefore, in this research need a method particularly in collecting data and analyzing data which suitable with the purpose of this research in order to get a precise description of the use of code-switching by the English teachers in foreign language classroom.

The technique of data collection in this research use observation with a deep attention; interview with the target of the research; and documentation.

The procedures that will be use in the research are three steps. There are the researcher do in pre-research, while research and after research.

## **G. Organization of The Thesis**

As description of the researcher idea design that is poured in this thesis, the researcher organizes the organization of thesis that is divided into five chapters. Each chapter consists of subs that are connected and an entire unity.

### **CHAPTER I : INTRODUCTION.**

In this chapter, it explains background of the study, research focus, and statement of the problems, objectives of the study, significance of the study, research method and organization of the thesis.

### **CHAPTER II : REVIEW OF RELATED LITERATURE**

This chapter talks about review of related literature and previous study.

### **CHAPTER III : RESEARCH METHOD.**

This chapter contains about the methods that researcher use. Steps are must be followed by the researcher. This chapter also explains about the instruments of the research, and technique of data analysis.

### **CHAPTER IV : DATA PRESENTATION.**

This chapter contains with general and specific data of Islamic Junior High School Thoriqul Huda as the target of this research. Then this chapter explains about findings and discussion the types of code-switching in the foreign language classroom at the Eighth Grade Students' of Islamic Junior High School Thoriqul Huda Cekok

Babadan Ponorogo in Academic Year 2016/2017; the factors triggering, and also the functions of code-switching used by them.

#### CHAPTER V : CLOSING.

This chapter is designed to give ease for reader who takes subsistence from thesis. This chapter consists of conclusion and recommendation.

