

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Language is a platform for humans in order to communicate with each other and because of it, humans learn new words, new thoughts and new things (Izzah et al, 2021) and there are some people who have the ability to use several varieties of languages like in bilingual and multilingual society (Wardhaugh in Candra and Qodriani, 2019). In Indonesia for example, as a multilingual country where it has various languages since the country has many ethnics and culture. Therefore, it is not possible again that Indonesian people may master two different languages both their mother tongue and local language, so the existence of sociolinguistic phenomena can be found. One of the phenomena is code-switching. Modupeopla (2013) stated that code-switching as a means of communication which involves a speaker alternating between one language and another in communicative events. This code describes code-switching as the ability to select the language according to interlocutor, the situational context, and the topic of conversation.

The code-switching phenomenon can be found in the use of English and Indonesia since English is still the second language for Indonesians because they think that English is complicated so that they do not make much effort to learn it (Haidara in Dosia and Rido, 2017). Aminatun et al (2019) also added that in Indonesia, English has a position as a foreign language that demands its people to comprehend it as their first foreign language. Thus, most of them still need code-switching when speaking English. Interestingly, English also applied to the education field as a

foreign language in Indonesia. Children learn language through being part of a social group (Rodriguez, 2004:1). They also learn the appropriate time to use it within the context of a social context. Therefore, a school could be one of the media for children in learning English language because teachers have to facilitate learning process encouraging the students to speak and give opportunities to them to express the language (Lee in Rido et al, 2014). Although in teaching and learning process, the teachers are the ones who responsible for the success of the learning in the classroom (Marsella, 2020). In Lampung Province for example, there are some primary schools which provide English as their basic language for learning.

In this study, the researcher tries to observe the phenomenon of code-switching in the Primary School. The researcher conducted a research in one school in Bandar Lampung which is Wellington School since it considered as one of favorite primary school that admitted in Bandar Lampung and has good quality in education (Holmes, 2013: 331). Wellington School Lampung is a formal education that have English international standard of Singapore Singapore curricullum. This school was established the first time in Bandar Lampung on 2009 and located in Kedamaian Street. It provides educational services start from Kindergarten, Elementary, and Junior High Level (Dyna, 2014).

In this research, the researcher analyzes the teacher in Wellington School, especially Primary School Lampung. The teacher handles all English classes in the school. The teacher is helped by one assistant. In the classroom, Indonesia language is still used by English teacher during teaching. Hence, most of the time, the teacher uses code switching to encourage the students in learning English. Caroline (2015)

stated that the teacher should pay more attention to how the teacher delivers the speech since the teacher is a model for the students in speaking. In this case, it is highly recommended that every teacher should be able to manage a questioning strategy so that it is not only to make students participate in communicating, but also to lead them to think critically (Mackey in Rido et al, 2021). Since communication between teacher and students during teaching and learning process is considered as an important element to perform an effective learning (Andewi and Waziana, 2019). Hence, it can be said that in the classroom interaction, the teacher uses language patterns that can increase students' curiosity in seeking knowledge (Cahyono and Pribady, 2020).

Further, related to the communication, the writer noticed that code switching is not only used for the teacher to the students, but the students also sometimes can apply it as the result of their study of English language. Thus, correlated with the phenomenon of code switching, Poplack (2000) explained that there are some types of the use of code-switching, such as tag switching, inter-sentential switching, and inter-sentential switching. All of the types are often used by Wellington School, especially their primary school since the teacher use as the strategy to easily help students understand the lessons. The big issue of using code especially code-switching is the changes of grammatical unit that can destruct the rules of arranging a sentence. However, since studies have shown that teachers roles define the characteristics of their classroom interaction (Rido, 2017), the teachers should not only act as a guide and counsellor, but give suggestions and ask questions as they do the activities using code switching (Rido et al, 2017). As like the occurrence code-switching in Wellington School that used by the teacher, that there are some

deconstructions of grammar when the language is switched and becoming out of the grammatical rules (Romaine, 1989: 122).

Moreover, the writer also chooses code switching as the topic of the research since it still considered as part of language learning and teaching that will become important in the future (Qodriani and Kardiansyah, 2018) and also, in the educational context, most students have emphasized that understanding and comprehending the subject become the important thing to their academic success (Olsen and Huckin in Kuswoyo et al, 2020). In addition, the reason why the writer selects Wellington School as the object of research is because the teaching and learning process happens in two ways around between the teacher and the students. Since the characteristics of teachers and teaching and learning process are closely interwoven (Richard and Farrell in Rido and Sari, 2018). Therefore, the researcher wanted to analyze further about the types of code-switching that occurs in teaching class of Wellington school, especially the third elementary class.

## **1.2 Research Question**

Referring to the background of the study above, the writer formulated the research question into:

What are the types of code-switching used in the classroom by English teacher of Wellington School Lampung?

## **1.3 Objective of the Study**

This study purposed to know the types of code-switching used in the classroom by English teacher of Wellington School Lampung.

## **1.4 Uses of the study**

### **1.4.1 Theoretical Uses**

Theoretically, the writer hopes this research can provide the knowledge and information about code-switching that occur during teaching and learning process as habit and culture in classroom. In addition, the result of this research can be used as the future reference for every student who wants to analyze the aspect of code-switching from the other point of views.

### **1.4.2 Practical Uses**

Practically, the result of the study can provide the information about code-switching that occurs in the teaching learning process and use code-switching as a strategy communication in the classroom with the students.

## **1.5 Scope of the Study**

The writer focused only to analyze the types of code switching in learning process classroom used by English teacher of Wellington School Lampung. The main subject is English teacher and the way teacher delivering the lessons to students. The writer will take the data from Elementary in third grade of Wellington school. There are 15 Elementary teachers, and 17 students per class. For example, third grade is only one class contains 15 students. During learning process, there are two teachers in class, one for the assistance and another for main teacher. Every teacher teaches the lessons in English not only for English subject, but also in every lessons except Bahasa Indonesia subject. However, in this case, the writer only focused for English teacher as main subject with related to English background (Dyna, 2014). The subject is also chosen based on the frequently occurrence of code-switching.