

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is taught in Indonesia's formal education system. English has become a foreign language in Indonesia and it is really important because English is the language of our international communication in all fields. In formal education, English has become a compulsory object which is taught starting from kindergarten to university level. Learning English enhances an individual's status and opportunities in education, technology, global trades, and business. As a result, in countries where English is not their first language or when learning a foreign language is difficult for learners because they cannot apply it in real-life situations, they should learn sentences in textbooks rather than in a real context. Therefore, teachers should always look for effective solutions to help them face difficulties in teaching English.

In teaching-learning process the teacher has important rule to make the student understand. To make the students understand, the teacher uses code-switching in teaching-learning process. According to Alvarez Caccamo (1990), Code-switching is an alternation of languages that occurs during bilingual conversation in which participants have at least one language in common. Switching from English to Indonesian or any language can also be employed as communication strategy classroom instruction. The strategy of using code-switching in a teaching-learning process is to make it simple for students to recognize the subject that is taught. The duty of the teacher in teaching language is

to make the students interested in learning the material. Each grade of education uses a different method in teaching subject material. It would be difficult to teach full English when the language (English) is a foreign language. Regarding this issue, depending on the objective and situation the teacher can use two languages or switch the language while understanding the material. When students do not understand the material of what the teacher is saying, the teacher can change the language by using code-switching in the teaching-learning process. For example, the teacher could begin the class with English and then switch to Indonesia to further clarify the material.

Several development programs have been created to address this problem. One of the foundations is Dynata School Primary. Dynata School Primary is one of the favorite private schools referring to the National Curriculum (2013) combined with the extracts of the Education Curriculum in Singapore. The curriculum based on the Indonesian national curriculum that is integrated with international lessons will be able to meet the needs of all students through a learning experience that motivates and increases self-confidence to explore the potential of students themselves. Furthermore, as the data source the researcher choose the teacher's utterances in Dynata School Primary since the school used many code-switching during the class based on their Singapore curriculum which can be analyzed easier according to the theory that will be used. The teacher and students used code-switching in their conversation of English lesson to simplify the language in learning and teacher can easier in delivering material and communication that can be understood by students. The students can also understand the material that has been delivered and explained by the teacher. Following preliminary research, here

the example of code-switching employed by English teacher at the first grade “*Our class rules today please turn off your audio if there are no questions, jika tidak ada pertanyaan audio nya di matikan*”

Following the example above, the researcher found inter-sentential switching used by English teacher which existence of mother tongue cannot be separated from the learning of English. The researcher aims this study can be a thought for teachers in determining which languages used in the classroom. The focus of the study the researcher is analyzing the types of code-switching and their functions. Therefore, as the background has mentioned before, the researcher decided to carry out a study with the title “An analysis of code-switching used by an English teacher in teaching-learning process at the first grade of Dynata School Primary in academic year of 2021/2022”.

1.2 Problems of the Study

There are two research questions depending on the first chapter regarding the background of study above:

1. What are the types of code-switching found in Teaching-learning process used by an English teacher at the first grade of Dynata School Primary in academic year 2021/2022?
2. What are the functions of code-switching that found in the Teaching-learning process used by an English teacher at the first grade of Dynata School Primary in academic year 2021/2022?

1.3 Objectives of the Study

The objectives of this study to find the solutions to the problems which have been discussed above, there are two objectives:

1. To identify the types of code-switching used by English teacher at the first grade of Dynata School Primary in academic year 2021/2022
2. To specify the functions of code-switching used by English teacher at the first grade of Dyanta School Primary in academic year 2021/2022

1.4 Limitation of the Research

To reduce the possibility of the misunderstanding of what researcher has described, the researcher narrowed the limitation of the research to be more comprehensive and focused. This research is limited to discussing the types code-switching applied theory from Poplack (1980) and functions of code-switching applied theory from Gumperz (1982) in analyzing utterances by the teacher in teaching English at Dynata School Primary in the academic year 2021/2022.

1.5 Significance of the Study

This study is suitable to give benefaction for English Teachers, students, other researchers, and readers.

1. English Teachers

The result of this study can be used by the teacher especially in English Teacher. English Teacher can use the learning results to easily instruct to the students. Learning results can be used by teachers to teach the students easily.

Hopefully, the teacher can teach easier in deliver the material by using code-switching.

2. Students

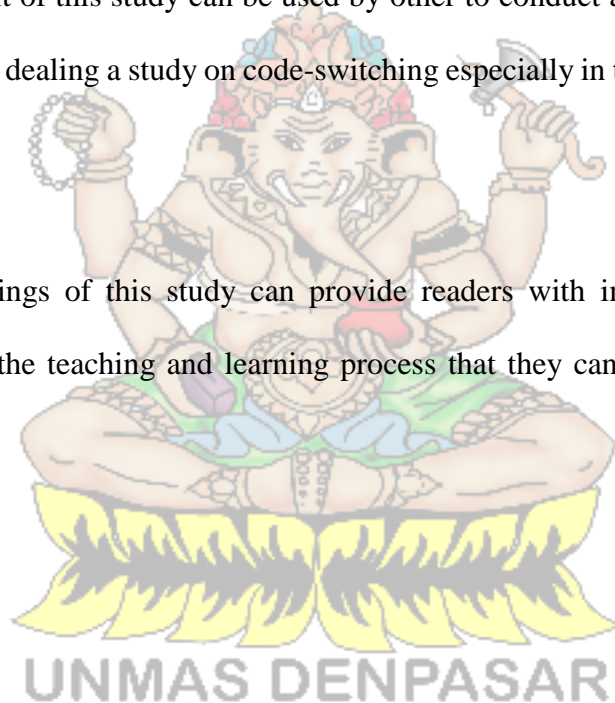
Students can use the findings of this study to learn about code-switching by using the educational objectives. This could make it easier for students to understand the material given by the teacher.

3. Other Researchers

The result of this study can be used by other to conduct a future researcher to supervise and dealing a study on code-switching especially in the teaching-learning process.

4. Readers

The findings of this study can provide readers with information on code-switching in the teaching and learning process that they can apply in their daily lives.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter is intended to convey the review of related literature from some researchers, concepts for solved the problems of this study, and underlaying theories for some linguistics in order to identifying and classifying the objectives that would help the researcher accomplish this research.

2.1 Review of Related Literature

This research in has been several reviews of related literature on code-switching. In conducting the study the researcher presents some reviews of related literature that compares able of this research. There are three previous studies were chosen to be reviewed. The first is a thesis entitled “Types and Speech Functions of using Code-Switching by the main character in Critical Eleven Novel” by Agitha (2018) from Sanata Dharma University. The second is a thesis entitled “An Analysis of Code Switching and Code Mixing in Teaching English process at SMAN 5 Pinrang” by Salmawati (2020) from Islamic Institute of Surakarta. The last is an article entitled “An Analysis of Code-Switching used by an English Teacher in Teaching Process at SMPN 4 Terangun Gayo Lues” Nur Afifah, Syamsul Bahri, Diana Fauzia Sari (2020) from Syiah Kuala University, Banda Aceh.

The first thesis was conducted by Agitha (2018) that thesis on the Types and Speech Functions of using Code-Switching by the main character in Critical Eleven Novel. The data sources of the researcher study were taken from the Critical Eleven Novel. The technique of collecting the data the researcher acquired the information

with procedures of familiarizing and Organizing, Coding and Reducing, Interpreting and Representing, and Validating of the experts. The researcher identifying the functions of code switching applied the theory by Hoffman (1991) the researcher found 641 data there are 310 data of inter-sentential code-switching, 266 data of intra-sentential code-switching, 16 data of Establish Continuity with the previous speaker, 34 data of Emblematic Code-Switching, and 15 data of a change of Pronunciation Features. In identifying the types of code-switching the researcher applied the theory by Gumperz (1982) the researcher found 641 data there are 19 data of Quotation, 90 data of Addressee Specification, 44 data of Interjection, 27 data of Reiteration, 338 data of Message Qualification, 123 data of Personalization versus Objectification.

Comparing to this study, there are some similarities and differences between this study and previous study. The similarities are finding the types and function of code-switching, beside that there are also some differences found between Agitha previous study and this study. The differences are the study took the data source from Novel, while this study took the data source directly to the location, second is the study used the theory by Hoffman (1991) in finding the types of code-switching while in this study the researcher used Poplack (1980) in finding the types of code-switching. Third, in this study technique collecting the researcher did not use validating of the experts while the researcher collected the data with observation, interview, and documentation.

The second thesis was conducted by Salmawati (2020) a thesis on the code switching and code mixing in teaching English process at SMAN 5 Pinrang. The objectives of the study were to explain the types of code switching and code mixing

that made by the teacher and explain the factors are causing the process code switching and code mixing in English learning process. In the technique of collecting the data researcher used observation and questionnaire. The researcher used qualitative and descriptive method to conduct the study. The researcher applied the theory from Poplack (1980) in finding the types of code switching and applied the theory from Muysken (2000) in finding the types of code-mixing. The researcher found 67% data types of code-switching there are 76% of tag-switching 11% of Intra-Sentential Switching and 13% of Inter-Sentential Switching. In analyzing the types of code mixing the researcher found 33% data types of Code-Mixing there are 23% data of Inner of code-mixing, 77% data of Outer Code-Mixing, and 0% data of Hybrid Code-Mixing.

Comparing to this study, there are some similarities and differences between this study and previous study. The similarities are used to identify the types of code-switching data of the study. The differences are previous study analyzed the types of code-mixing which in this study there is no code-mixing problems. Second, previous study used different theory from Muysken (2000) in analyzed the types of code-mixing while this study used Poplack (1980). Third, the previous study used questionnaire in collecting the data meanwhile in this study the researcher used observation, interview, and documentation as the data collection.

The last is an article that was conducted by Nur Afifah, Syamsul Bahri, Diana Fauzia Sari (2020) entitled An Analysis Code-Switching used by an English Teacher in Teaching Process at SMPN 4 Terangun Gayo Lues. The aims of the study were to reveal and discuss the types and functions of code-switching used by English Teacher's utterances in their class. The subject of this research was an

English teacher at SMAN 1 Pidie. The criteria that were set by the writer in this study because she used code switching in English classroom, she has good quality in teaching English, she has good communication with the students, and able to make students active in the classroom. The researchers observed the case of code-switching when the researchers did Intership Program (Program Pengalaman Lapangan). The researchers applied the theory from Jedra (2013) for analyze the types of code-switching and applied the theory from Mattson and Burenhult's (1999) for analyze the functions of code-switching of the selected data. The researcher found 46 data there are 15 data of Intra-sentential Switching, 13 data of Inter-sentential Switching, and 18 data of Tag Switching.

Comparing to this study, there are some similarities and differences between this study and previous study. The similarities are used to identify the types and specify the functions of code-switching data of the study. The differences are the previous study did Intership that must be carried out by the college student, while this study the researcher collect the data directly to school to analyzed the research data. Second, the researcher choose an English teacher based on their creativity when make the classroom active meanwhile in this study the researcher choose an English teacher become as a homeroom teacher because the teacher would know more the abilities from the students when using the code-switching method in learning process. The third, researcher applied the theory from Jedra (2013) for analyze the types of code-switching and applied the theory from Mattson and Burenhult's (1999) for analyze the functions of code-switching, while this study the researcher did not used both of them for analyze the data, this study the researcher applied the theory from Poplack (1980) for identify the types of code-switching and

applied the theory from Gumperz (1982) for specify the functions of code-switching.

2.2 Concepts

Conducting this study, the concepts for some experts are applied. The problems from this study are solved by using four concepts from different experts. There are Concept of Code-Switching, Concept of English Teacher, Concept of Grade, and the last the Concept of Dynata School Primary

2.2.1 Code-Switching

A Code-switching is a transitory condition which humans use a larger language to communicate in their network and change from one language to another language with the same condition and subject matter. They frequently switch from one language to another while talking to people who speak the same language.

There are no rules when using code-switching. The speakers switched the language in their conversation to repeat the unclear information and the communication will continue. In a bilingual society, the phenomenon of code-switching is result of language communications. Code-switching is used when a different language is not appropriate as an alternative language choice fits the situation.

According to the definitions, code-switching is connected to bilingualism and multilingualism. In bilingual and multilingualism code-switching is a term used to specify the process caused by the language decision based on situation and context. Code-switching is a phenomenon that occurs in a bilingual when people choose a

language dependent on their situation and surroundings. In code-switching, there is no regular pattern that controls production.

2.2.2 English Teacher

A teacher is a person who teaches knowledge to students in a school or college setting. All of the teachers' responsibilities are the same: to present and explain materials to the students. However, they have experts who have done their own research at the school or college. In this case, an English teacher is one of the teachers who teach English class. English has become a foreign language in Indonesia, and it is used in formal education. Students' ability to improve in all parts of English, such as hearing, speaking, reading, and writing, is facilitated by English teachers. As a result, the students will be able to master English as a foreign language.

2.2.3 Grade

A Grade is a numerical value, whereas a class is a countable (group), collection, group, or set of people who have share similar characteristics or attributes. Grade are teacher's evaluation of a student's performance. An elementary school that has students group or classified into grades, they are often letters (e.g. A, B, C, D, E, F) or numbers (e.g. 1-10), Although, in some countries they do not use either these systems. Letter grades are most commonly used in the United States and some others especially in Indonesia. Grade is to assign scores to the components of an academic test. Grade can also be on a number scale.

According to Meriam Webster the definition of grade is a level of study in an elementary, middle, or secondary school.

2.2.4 Dynata School Primary

Preschool & Elementary School Learning Starts Here. Dynata School is a national school plus education levels from Play Group, Kindergarten and Elementary School located in the middle of Denpasar city with the best facilities, teachers and staff. One of the school options with the quality of an international education environment which combined the national curriculum with the extracts of the Education Curriculum in Singapore. where the language of instruction used in daily language at school is applied English which is certainly very useful for child development in modern culture and positive competition in the future.

2.3 Theoretical Framework

The theories in this study are divided into two parts. There are the theory of the types of code-switching, and the functions of code-switching. Code-switching is when a speaker switches between two or more languages (or dialects or varieties of language) in the same conversation. In the first, the theory from Poplack (1980) are applied to identify the types of code-switching, and second the theory from Gumperz (1982) are applied to classify the functions of code-switching.

2.3.1 Types of Code-Switching

Code switching is using two or more languages in the same sentence or discourse. According to Poplack (1980) identified the following types: tag switching, inter-sentential switching, and intra-sentential switching are the three

types of code switching. The following types of code switching that will be discussed in this study.

1. Tag code-switching

A Tag code-switching usually changes a code in text of the sentence it can be at the beginning of an utterance or sometimes in the middle, or it can be at the end of an utterance. The speaker can speak fully in one language but then using a tag in a completely different language and usually is because of habit. Whatever language of the speaker use especially speak in Indonesia language always use the tags in the conversation. It doesn't mean anything and it doesn't add any value for the conversation but it just makes more comfortable in speaking. The example was taken from the previous thesis as below:

- "I mean subconsciously, kari janne, you know?"
"I mean subconsciously, I wish, you know?" (Poplack 1980:122)
- Mutta en ma viittinyt, no way!
(*But I'm not bothered, no way!*) (Poplack 1980:122)

Since tags have few syntactic restrictions, they can be easily added at a variety of settings in a single utterance without following syntactic rules. Based on examples above the use of Indonesian tag after spoke in English in making them to got the point of the instruction clearly because the speaker give the inserted in the beginning or the last of sentence.

2. Inter-sentential code-switching

An Inter-sentential code-switching is happen between two clauses or two sentences. Actually the speaker in one language until the last of sentence the

speaker will use another language and marked by the end of the sentence. This is happened only in one utterance it means the first speaker cannot stop speaking and then second speaker will answers then the first speaker continued again in another language. The example was taken from the previous thesis and the theory as below:

- Sometimes I'll start a sentence in English y termino en español
(Sometimes I'll start a sentence in English and finish it in Spanish.)

(Poplack 1980:123)

Since significant parts of the utterance must conform to the rules of both languages, inter-sentential switching might be conceived of as requiring greater fluency in both languages than tag switching. Based on the examples above, inter-sentential switching can occur not only in a sentence discourse but also in a form of clause. It signifies that the inter-sentential switching occurs between a clause-like sentence and the sentence itself.

3. Intra-sentential code-switching

An Intra-sentential code-switching is when two languages are switched within a sentence. It is quite complicated because when the speaker switch in the middle of the sentence using one or two words in Indonesian or other languages and then continued with any languages that speaker will use. The example was taken from the previous thesis as below:

- *What's so funny? Come, be good. Otherwise yu bhai go long kot “
What's so funny? Come, be good. Otherwise, you'll go to court”.*
(Poplack (1980:123)

Intra-sentential switching, according to Poplack (1980), presents the greatest syntactic risk and therefore should be avoided by all but the most fluent

bilinguals. It can deduce from the example that intra-sentential switching frequently takes the form of words within a sentence. It has also been shown that this type of switching requires a better understanding of the languages because the speaker must determine when the switching should be used in a sentence.

2.3.2 The Functions of Code-Switching.

As now we currently live in a multilingual society, the opportunity to code switching is generally available, especially for bilinguals in the process of code-switching. Gumperz (1982) stated that the functions of code-switching. Many functions of code-switching are contained in quotation, specification, interjections, reiteration, message qualification, and the last personalization or objectification. Based on the statement above the data functions of code-switching will explained as followed:

1. Quotations

The Quotations refers to the usage of code-switching to explain direct speech in a language. The speaker uses quotation to quote some speeches, which are frequently in a foreign language. The example was taken from the previous and the theory thesis as below:

- A Spanish – English Bilingual

She doesn't speak English, so, dice que la reganan: "Si se les va olvidarbel idioma a las criaturas" (she says that they would scold her: "the children are surely going to forget their language").

Gumperz (1982:77)

In many instances the code switched passagers are clearly identifiable either as direct quotations or as reported speech. It can conclude therefore on the

example above she or he is quoting a proverb by saying the original. He or she chooses not to translate it to another code and instead employs a direct quotation to highlight the message he or she want to express.

2. Addressee Specification

Code-switching can be used to identify the message's intended recipient. The objective of code-switching is to inform the recipient aware they are interested to join the interchange. Addressee Specification is used to deliver a message to a certain address. The example was taken from the previous thesis as below:

- **A Hindi speaking student couple is talking to a Hindi speaking visitor in their home:**

- Wife : Pipdlmint piyerjgi ap (will you have some peoplemint) ?
 Visitor : Piyengi (drink)?
 Wife : Pinekihi ciz hai (that is what it's for, drinking).
 Visitor : Ye kaise piya jata hai (how can I drink it)?
 Husband : But she doubts us, ki isme kuc alcohol to ndhi (there might be some alcohol in it).
 Husband : [turning to his wife] Put it in a glass for her.

(Gumperz 1980:77)

To direct the message to the addressees who may be Hindi speakers, the speaker switches from Hindi to English. So, instead of using English, the speaker utilizes from Hindi to convey that he or she has a relationship with the addressee and to express solidarity that they are close.

3. Interjections

Interjections can be used to sign exclamation points or clause fillers. Here, in this case a sample of a clause from one language is feed into the other. The example was taken from the previous thesis and the theory as below:

- **A Spanish – English Bilingual**

A: Well, I'm glad I met you

B: *Andale pues!* (O.K. Swell). And do come again. Mm?
(Gumperz 1982:77)

The first example demonstrates the use of a Spanish interjection in response to the first speaker's utterance both of them use the interjections to draw the addressee's attention and also to show or express good emotion to the addressee. In the meantime, the second example begins with an English interjection before switching to Bahasa Indonesia for the rest of the sentence.

4. Reiteration

Reiteration occurs when a message from one code is frequently repeated in another code, whether directly and significantly changed. It is used to highlight a message or to explain what is being conveyed. The example was taken from the previous thesis and the theory as below:

- A Spanish – English Bilingual

The three old ones spoke nothing about Spanish. Nothing but Spanish. *No hablaban ingles* (They did not speak English)

(Gumperz 1982:78)

People tend to switch from one code to another in order to repeat a message provided in one code, according to those samples. Most of the time, the message is delivered in code first, and then repeated. Both of them employ repetition to underscore the significance of the message they previously delivered.

5. Message Qualification

The speaker tries to clarify the difference between two parts of the language of the discourse in this function. This issue is displayed in the language and

qualified comments in another language to avoid any misunderstandings. The example was taken from the previous thesis and the theory as below:

- A Spanish – English Bilingual

*The oldest one, **la grande la de once anos** (the big one who is eleven years old)*

(Gumperz 1982:79)

The main message is delivered in English on above example, but the speakers switch to another code to qualify the main message. The main messages are in English in both examples, but when the speakers try to give a better explanation of the main message, she changes the code to Bahasa Indonesia or Spanish to ensure that the addressee understands what she is trying to convey.

6. Personalization or Objectification

This speech function can transmit the message in an utterance whether it reflects the speaker's personal opinion or knowledge, or it may be related to specific cases or has the authority of generally known fact. To have a clear understanding of how this language function works. The example was taken from the previous thesis and theory as below:

- Hindi-English. College girls talking about what a male friend said:

A: Tera nam liya, lipa ka nam liya
(he mentioned you, he mentioned Lipa).

B: **dha kya kdkne (ah what should I say) she'll be flattered.** Ajmai leke a rohi thi na (today I was going to bring her see).

(Gumperz 1982:81)

B's response with English to A's Hindi question here treats the appointment as an objective fact. B shifts back to Hindi in explaining his own actions. Here B's shift to English in talking about Lipa's feelings suggests that the statement

is a casual one, not implying personal involvement. B shifts back to Hindi in talking about what she personally intended to do.

