# CHAPTER I

# INTRODUCTION

## 1.1. Background of Study

Humans are social creatures whose lives interact with one another. Therefore, humans have a tool to have interaction with other humans, namely language. Language is a system that connects thoughts, but thoughts cannot be heard, seen or even touched (Delahunty, 2010, p. 5). Furthermore, the existing thoughts are conveyed through an expression such as spoken, visual, or others. Therefore, humans use expressions to convey their thoughts and it is called language. For example, if someone wants to convey a problem that is on their mind, then someone will communicate to convey their problem using expressions such as spoken, visual or others.

In communicating, humans do not only use one language but there are many languages that are used to communicate. Even the language used in one area may be different from the language used by other area. Therefore, humans have the ability to master two languages or even more. Since birth, humans use the same language as their parents or even the language used in their area. It's called called the mother tongue according to the language that has been mastered since childhood. But slowly, humans are getting older and interacting with various existing languages. It makes humans learn and interact not only with one language. The language that change from one language to another language can be called as code-switching. Code-switching can occur in every condition even spoken or writen. Especially in language classroom that the teacher and student make an interaction using two or more language in classroom interacion.

The ability to master two languages is called bilingual while the ability to master more than two languages in communication is called multilingual. Bilinguals are individuals who can know two languages but can only express them in one language (Halsband, 2006 :256). Multilingalism is an individual who can communicate more than one language or even more and can use it actively (speaking and writing) or passively (listening and reading). (Cenos, 2013, p. 5).

Different area cause humans to use language according to their area, but will adjust the language used if they are in other areas. Especially in bilingual or multilingual speakers, in this situation make the speakers must know more one code or language. Individuals who communicate using one language and combined with different languages is called by code switching. Code switching is a communication that speakers build self-understanding and send to the listeners understanding of situational norms, to communicate an information about how they intend their words to be understood (Gumperz, 1977:3). The purpose of switch the code is make sure that another speakers or listeners understand about that language. In addition, a person that switch the code because of any reason, like redefine the interaction with different context or redefine the term in different social arena. (Romaine, 2000, p. 60). Code switching is common practiced by bilingual or multilingual communities that a person to learn foreign language and upgrade skill in communication and create better interaction to the others.

It is the same with the language used to interact in the classroom and when carrying out the learning process. Language is the center of education, it means that education is a communication. The teacher will interact with students using language as a tool to communicate. Language is a tool that students and teachers use to communicate, or students with textbooks. For example, in schools in the North Sumatra area, which generally use Indonesian, Malay, or Batak as a language to communicate. Of course the language is used for the teaching and learning process in the classroom so that the English teacher must interact with students using a language that is understood by students. The language should occur that by teacher is english language, so all of the communication occur in the

classroom interaction should use english language. But in fact, there are still students who find it difficult to understand English well, so they need their mother tongue language or the language that used in that area.

In classroom interaction, especially in English class that is EFL class, the interaction process in the classroom uses English as a language to communicate. However, teachers who are not native English speakers certainly have obstacles in delivering material in the learning process, this is because students who have difficulty understanding the english used by english teachers so that the interaction process in class must use a language that is understood by students, that is Bahasa. This causes the teacher to use two or more languages in conveying the material so that this can be called code-switching in classroom interaction.

Eleventh grade students at MAN 2 Model Medan is one of the school in Medan that is learn English as a subject in curriculum and the teacher use code-switching in classroom interaction. In the learning process at the classroom, there are still students who feels difficult to understand english because of less vocabulary. It can be said that students are still in the learning process to understand English itself, so the teacher uses code-switching in classroom interaction that is Indonesian as the first language and English as the target language. It will make it easier for teachers to convey material to the students using students' first language to the target language and students are also easier to understand english itelf. Code-switching will be very useful for teachers because it will make it easier for English teachers to teach due to the lack of students' ability to understand English well.

The previous study from Fithriani (2021) with the title "Code- Switching As an Efl Instructional Strategy: An Insight To Indonesian Lecturers' Practices". In this research, she want to examining Indonesian EFL lecturers practice of code-switching in general english class for the first-year universty student. From all the data analysis, she get the result that two lectures participated use three types of code-switching that are inter-sentential, intra-sentential, and tag-sentential. Not

only that types but also researcher found the pedagogical functions, that are to enhance students comprehension, to scaffold students learning, and to encourage students participation (Fithriani et al., 2021).

Another study is from Gwee & Saravanna (2016) with the title "Use of code-switching in multilingual content subject and language classrooms". In this researh, gwee as the researcher examined the extent to which teachers code-switched in both content and language in grade 5 multilingual classroom in Singapore and the function of code-switching use by teachers. The researcher using substantial data that took form larger study. The data shows 23,6% of the lesson observed in the larger study and comprised 91 transcripts of science, mathematics, social studies, and english lesson. This research get the result that grade 5 teachers were use non-standard english dialect and content subject teachers code-switched more frequent that language teachers (Gwee & Saravanan, 2016)

Based on the previous study above, code-switching is an activity of communicating between humans or teachers and students that uses two or more languages to provide better understanding to the audience so as to create good interactions in communication. Although there are some research about code switching, but research focus on the use of code-switching itself. The differences between this research with previous research is researcher focus on the use of code-switching by teacher in classroom interaction by using (Gumperz theory, 1977) and this research conducted in senior high school. According to the expalanation above, researcher want to find out the types and dominant types of code-switching used by teacher in classroom interaction. Resercher concern is "The use of code-switching by teacher in classroom interaction".

## 1.2. Identification of Study

Based on the background of the study above, the identification of study as follows:

1. Most of the students feel difficult to understand the teaching material because of less vocabulary.
2. Student difficult to speaking english in the classroom interaction.
3. Teacher use code-switching to the student in classroom interaction.

## 1.3. Limitation of Study

This reasearch conduct at eleventh grade of Madrasah Aliyah Negeri 2 Model Medan and the reasearch focus on code-switching used by an english teacher. Specifically, researcher focus on the utterance by the teacher in classroom interaction that is code-switching.

## 1.4. Formulation of Study

Based on the study above, this research focused on the use of code-switching by teacher in classroom interaction. So the formulation of the study in this research are:

1. What are the types of code-switching used by teacher in classroom interaction?
2. What is the dominant types of those code-switching used by teacher in classroom interaction?
3. Why do the teacher use those types of code-switching in classroom interaction?

## 1.5. Purpose of Study

Based on the formulation of the study above, so the purpose of the study in this research are:

1. To find out the types of code switching used by teacher in classroom interaction.

2. To find out the dominant types of those code-switching used by teacher in classroom interaction.

3. To describe the reason of the teacher use those types of code-switching in classroom interaction

## 1.6.Significance of Study

Hopefully, this research can be a useful reference for any researcher and useful for academic purposes. So, The significance of study from this research can be coclude as following:

1) Theoretical Benefit

This research, which is the result of the researcher's thoughts from various sources that have been arranged, can be used as a reference, useful for academic purposes and further research.

2) Practical Benefit

a. For The Researcher

This study can be a knowledge in education sector especially in code-switching material for the researcher.

b. For Teacher

This study can improve the quality of the learning process in english subject especially in code-switching used by teacher in classroom interaction.

c. For Student

This study can motivates and influence student to improve their understanding in learning process.

d. For Other Researcher

This study can be a reference for the other researcher to gain more knowledge about the use of code switching by teachers in classroom interaction