

CHAPTER I INTRODUCTION

1.1 Background

In Indonesia, English is taught as a foreign language in Indonesian schools it has an important role alongside other subject. Teaching English requires a combination of English and Indonesian, which is called code-switching. However, many students still faced challenges in mastering this language. When English language learning took place, there was often the phenomenon of code-switching, which was the switching between English and Indonesian or other native languages in a single conversation. This phenomenon occurs naturally in classroom interactions, especially in bilingual or multilingual environments where English is not the students' first language (Jendra, 2010). The study of code-switching focused on how individuals used different languages to adapt to their environment, which was closely related to sociolinguistics. According to Nisa (2019), sociolinguistics studied the interaction between language and social behavior, as well as how the study of language could help understand social structures. Language served as an important communication tool in society (Jumrah, 2014), and sociolinguistics explored language use in multilingual communities, understanding the social purpose of language and its impact on social relationships.

Code-switching has been a topic of linguistic research since the 1970s. Many scholars have explored the types, functions, motivations, and purposes of its use in bilingual communication. Jendra (2010) stated that “code-switching is a situation where speakers deliberately used a code, namely by switching from one to another. The change was called code-switching”. Baruah (2018)

explained that code-switching was the act of alternating between two or more languages within a single conversation, sentence, or utterance. This linguistic phenomenon can take place at different levels, such as through the use of different words, sentence structures, or even pronunciation. Furthermore, Wardhaugh and Fuller (2015) stated that code-switching was a language phenomenon that occurred when there was intensive contact between two or more languages in a bilingual context, such as in the process of learning English. A common example of code-switching was when a person speaking Indonesian and English switched from one language to another within the same sentence or different conversations. The reasons for code-switching included: Facilitating Understanding: Speakers switched languages to explain something more clearly or to make sure others understood what they meant. Emphasizing Meaning: The use of specific language to emphasize information or emotions. Lack of Vocabulary: Often, people used code-switching due to a lack of vocabulary in one language, thus using another language that is more familiar. Social or Cultural Identity: Speakers might have switched languages as a sign of group identity or cultural affinity with the interlocutor.

There were three types of code-switching based on Jendra (2010). The first type is tag-switching, which happened when a bilingual inserts a short expression or tag from a different language at the end of their utterance. Examples included “It’s okay”, “No problem”, or “*Ya nggak?*” This type occurs most frequently because the language boundaries are minimal. The second type is inter-sentential switching, which happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. For

example: “*ini lagu lama, tahun 60an. It’s oldies but goodies, they say. Tapi masih enak kok didengarin*”. The third type is intra-sentential switching, which is found when a word, phrase, or clause from a foreign language is inserted within a sentence in the base language.

Code-switching in English language learning in the classroom was not only a communication tool but also a pedagogical strategy used by teachers to facilitate students' understanding. Fauziati (2020) stated that the use of code-switching in English language learning was a normal thing because code-switching was one of the communication strategies used to accommodate the limited linguistic mastery of the target language. Fauziati (2020) also argued that there were three factors that contributed to the phenomenon of code-switching as a communication strategy in English as a foreign language class, namely bilingualism, limited mastery of English, and its use as a compensation strategy. Several studies showed that code-switching could help improve students' understanding of the material being taught.

This study aimed to analyze the use of code-switching in the interaction between teachers and students in English classes, specifically to find out what types of code-switching were used and the function of the use of code-switching in English classrooms at SMP Negeri 20 Kupang.

SMP Negeri 20 Kupang is a public junior high school located in Kelapa Lima District, Kupang City. As an accredited educational institution with a large number of students, this school is a potential place to study various phenomena that occurred in the learning process, especially in English. The interaction between teachers and students in this school showed an interesting

problem, particularly teaching and the learning process. The use of language during the learning process not only facilitated communication but also influenced students' engagement and comprehension.

The writer chose to conduct research at SMP Negeri 20 Kupang because, during the Teaching Practices (PPL) at the school, the writer observed an interesting issue. When the teacher delivered the material entirely in English, many students experienced difficulty understanding the content. To address this, the teacher employed code-switching as a strategy, shifting from English to Indonesian to help students better comprehend the explanation. This phenomenon was considered worthy of further investigation because it could provide insights into the effectiveness of code-switching in supporting the English learning process in the classroom.

1.2 Research Problems

There were two research questions applied in this research:

1. What are the types of code-switching in classroom communication between teacher and students in English classes at SMP Negeri 20 Kupang?
2. What are the functions of code-switching in classroom communication between teacher and students in English classes at SMP Negeri 20 Kupang?

1.3 Aims of Study

Based on the research problem above, the aims of study to find out and describe:

1. The types of code-switching use by teacher and students in English classroom at SMP Negeri 20 Kupang.

2. The functions of code-switching use by teacher and students in English classroom at SMP Negeri 20 kupang.

1.4 Significance of Study

Significance of the study consist of both implication and application as can be seen below:

1.4.1 Implication

This study support to Jendra (2010:73) who said that “Code-switching was a situation where speakers deliberately use a code, namely by switching from one to another. The change is called code-switching”.

1.4.2 Application

1. The findings of this research are expected to help **English teachers and students** better understand the role and functions of code-switching in classroom interactions, thereby enhancing the effectiveness of teaching and learning processes.
2. In addition, this research is intended to serve as a **relevant reference for other researchers** who are interested in examining similar cases of code-switching, particularly within the context of English language education in Indonesian schools.