

## **Chapter One**

### **Introduction**

This chapter presents background of the study, statement and limitation of the problem, research questions, and objectives of the study. Significance of the study and outline of the study are included in this chapter.

#### **Background of the study**

In multicultural society, there are a lot of people that speak different languages. When people meet other people with different language, they will use a language understood by both speaker and listener. This language contact happens for several reasons. ‘‘Language contact is a sociolinguistic circumstance where two or more languages, elements of different languages, or varieties within a language, used simultaneously or mixed one over the others’’ (Jendra, 2010, p.67). Therefore, it is common for people to switch the language from one language to another during communication because in this day, majority of people can use at least two languages or commonly called bilingual. A bilingual has ability in first language as mother language and also in second language. Bilingualism can happen in school environment, family environment, and society.

In Javanese society, Javanese is the first language or mother language used as the language of interaction in society. At schools in Java, Javanese is commonly spoken in teacher-students communication. In SMA Muhammadiyah Kasihan Bantul Javanese is also the first language spoken by the students and the teachers including the English teacher. The students and

the teachers in SMA Muhammadiyah Kasihan have same background language and sometimes use Javanese during interaction in teaching and learning in the class. In English classes, the main languages used are *Bahasa Indonesia* and English. *Bahasa Indonesia* is the second language and English is a foreign language. *Bahasa Indonesia* is used as medium of instruction in the class because *Bahasa Indonesia* is the formal language.

Based on the researcher's experience during her teaching practice in SMA Muhammadiyah Kasihan Bantul, the researcher observed that most of students did not understand what the teacher talked about when their English teacher used English. Consequently the teacher switched her language from English to *Bahasa Indonesia* to make her communication easy. The switch of languages used by the teacher included English to *Bahasa Indonesia*, English to Javanese, *Bahasa Indonesia* to English, *Bahasa Indonesia* to Javanese, Javanese to English, and Javanese to *Bahasa Indonesia*. The switch from one language into another language in conversation taken place in SMA Muhammadiyah Kasihan Bantul is called code switching. Code switching is one type of teacher communication commonly found in the classrooms because of the changing situation. The English teacher in SMA Muhammadiyah Kasihan Bantul used code switching was also probably caused by the changing situation during the teaching and learning process.

In SMA Muhammadiyah Kasihan Bantul, the average number of students in each class is around 10-15 students. This number is actually an ideal number for English class to practice language skills, such as speaking, writing, reading, and listening skills. According to Retnaningdyah (2008) from Ikatan Guru Indonesia (IGI) the ideal number of English class is around 20 students. Therefore, the number of students in one class in SMA Muhammadiyah Kasihan Bantul is categorized ideal for an English class. With the ideal number of students in

one class, it will be good if the main language used as medium of instruction and interaction in English class is English. However, the English teacher in SMA Muhammadiyah Kasihan Bantul claimed to use 50:50 system meaning that the language used is 50% of English and 50% of *Bahasa Indonesia*. As a result, in this composition of 50:50, the teacher used code switching frequently.

Based on the background above the researcher was interested in carrying out a research on the use of code switching in teacher-students communication at class XI in SMA Muhammadiyah Kasihan Bantul.

### **Statement and the limitation of the problem**

In teaching and learning process, code switching is commonly used in teacher students communication. However, when code switching is used too frequently in English class, it can reduce the students' exposure to English. SMA Muhammadiyah Kasihan Bantul implemented 50:50 system as claimed by the English teacher, meaning the students are exposed to 50% English and 50% of Bahasa Indonesia or Javanese. This system allows the frequent code switching. In fact, the number of students in each English class in SMA Muhammadiyah Kasihan Bantul is ideal for the students to get maximum exposure to English or practice English more. However, the exposure to English is less as the teacher used frequent code switching in the classroom.

Because the code switching involves several aspects, the researcher was interested in carrying out a study on the use of code switching related to the types and factors of code switching used by the English teacher at class XI in SMA Muhammadiyah Kasihan Bantul. In this research the researcher firstly focused on the types of code switching related to the category of the changing of the language use from one language to another language. Secondly, the

research focused on the factors of using code switching related to the factors or reason behind the changing of the language used at class XI of SMA Muhammadiyah Kasihan Bantul in English class.

### **Research questions**

The research questions in this research are as follows:

1. What are the types of code switching used by the English teacher at class XI of SMA Muhammadiyah Kasihan Bantul?
2. What are the factors of using code switching at class XI of SMA Muhammadiyah Kasihan Bantul?

### **Objectives of the study**

The purposes of the research are:

1. To find out the types of code switching used by the English teacher at class XI of SMA Muhammadiyah Kasihan Bantul.
2. To identify the factors of using code switching at class XI of SMA Muhammadiyah Kasihan Bantul in English class.

### **Significance of the study**

The result of this research is expected to give some benefits to:

**Learner.** The researcher hopes the research can add knowledge on sociolinguistic studies particularly in code switching in teacher-students communication.

**Next Researcher.** This research can be a reference for other researchers that would carry out the similar research.

## **Outline of the study**

Chapter one presents the description of research. This chapter presents the background of the study, statement and limitation of the problem, research questions, and objectives of the study. Significance of the study and outline of the study are also included in this chapter. Chapter two presents about definition of code switching, types of code switching, and factors of the use of code switching. Chapter three presents the methodology of the research. This chapter is arranged as follows : research method, research setting and participants, data collection method and data analysis. Chapter four presents findings and discussion followed by chapter five which presents suggestion and conclusion.