

CHAPTER I

INTRODUCTION

This chapter consists of five sections. The first section is background that elaborates the problem and the reason why this research is important to conduct. The second is the formulation of problems that will be answered in the fourth chapter of this thesis. The third section tells the aims of the research that will be achieved. The next section is operational definitions that explain some terms related to the research. Then, the last section is about the uses of the research.

A. Background

Code-switching is the way or strategy to communicate used by some bilinguals in their daily conversation. That statement comes from Gal, S. (1988) as quoted by Wardhaugh, Ronald (2006:101), “Code-switching is a conversational strategy used to establish, cross or destroy group boundaries.” The statement means code-switching is a way to communicate in conversation that has function to unite the bilinguals.

Code-switching can be as an individual choice while speaking whether she wants to use only one code or more codes. Thus, Wardhaugh, Ronald (2006:101) states, “Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits.” It means, code-switching is occurred as an alternation while speaking in the first, second or foreign language, and it is as a characteristic for someone who considers as

a bilingual. The individual choice tends to someone who uses one or more codes in her utterances. Meanwhile, the identity marker means a characteristic of someone who is a member of the certain speech community, for example as the marks of Sundanese community are the words *mah*, *atuh*, and *lah*.

Code-switching can exist in the classroom done by an English teacher based on the situation occurred. The situation is happened when she switches her English explanations and instructions to the second language. The situation is based on the reasons such as the teacher wants to clarify the meaning of her explanation or to get a better understanding, so that the teacher should switch the language to compensate her instructional language to another language. The other reason of her code-switching is the fact that she is not an English native speaker. As said by Péter Medgyes (2001) that a non-native English-speaking teacher often resorts to more translation in her attitude to teach the language.

This present research has the relevance to the research conducted by Ahlberg, Agneta and Ana Bogunic (2010) entitled "A Study of Teachers' Code-switching in Six Swedish EFL Classrooms." The research describes the teachers who use code-switching in the classroom. That research has a result that all teachers at the compulsory school code-switched when they translated difficult words, phrases and whole paragraphs from English into Swedish or used only the Swedish word when they believed that it would be too hard for the students to understand. This present research concerns to

find the code-switching phenomenon especially for the types and reasons of code-switching are usually used by an English teacher in EFL classroom. According to the explanations, it is interesting to conduct the research entitled “The Analysis of English Teacher’s Code-switching in EFL Classroom” (A Case Study of One English Teacher in *SMA Negeri 5 Tasikmalaya*).

B. Formulation of the Problem

Based on the background, the formulation of the problem in this research is “What are the types of code-switching in the teacher’s utterances in EFL classroom?”

C. Operational Definitions

To avoid the misunderstanding, it needs to explain the operational definitions of the research related to the research topic

1. English Teacher’s Code-Switching : Teacher who switches two languages both English and Indonesian as a conversational strategy in the class in *SMA Negeri 5 Tasikmalaya*. The data are acquired from observing the teacher directly based on her performances.

2. EFL Classroom : It is a situation and place where English is only learnt as an instrumental language and it is in a country where English is not the dominant language.

D. Aim of the Research

The aim of this research is to find the types of code-switching in the teacher's utterances in EFL classroom.

E. Uses of the Research

This research can be used by the readers to add their knowledge especially for bilingualism and code-switching theory and to give a few references for the next researchers who are interested in analysing bilingualism and code-switching theory.