CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teaching is a process of transferring knowledge from the teacher to the students. In teaching, a teacher should guide and facilitate learning, enable the learner to learn, and set conditions for learning. Brown (2012, p.7-8) says teaching is helping students to learn the lessons in the classroom. In teaching English, students learn two skills. These are receptive and productive skills. Receptive skills consist of reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007, p.265).

During the process of teaching-learning, a class should become a communicative classroom interaction. Rivers writes (1987, p.4), "Through interaction, students can increase their language store as they listen to or read an authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In an interaction, students

can use all that they possess of the language they have learned or casually absorbed in real life exchanges". Edge (1993, p. 69) says that there are six different interactions in class. They are: teacher to students or the whole class; teacher to student; an exchange between teacher and students or the whole class; teacher tells a student to say something to another student; student communicate directly with each other; and the last, student to teacher.

In the classroom interaction, a teacher usually spends a lot of time talking, lecturing, asking questions, giving instruction and so on. An English teacher uses an English as the communication language in classroom from the beginning of class (such as greeting, taking a list of presence, etc) to the end of the class (such as closing the lesson). For students who use English as their second language (L2), many of them cannot understand all English instructions in classrooms by the teacher. Therefore, in English classroom teaching, teachers must use the methods and communicative strategies to realize their teaching purposes. One of the strategies is code switching. Teachers' code switching is helpful to enrich the classroom instructions and perfect the teaching effects.

According to Skiba (1997, p.4), code switching is the communicative exchange between two language codes among people who contribute to those specific codes. In this exchange, a number of social and linguistic factors direct the way code switching manifests itself. Skiba also says "in natural conversations between two bilinguals, code switching includes eighty-four percent single word switches, ten percent phrase switches, and six percent clause switching".

In the study about code switching as a strategy use in an EFL classroom in Taiwan, Pei-shi Weng (2012) found that the use of code switching and L1 would facilitate the second language learning. Meanwhile, Ehsan Rezvani (2011) in Irian elementary EFL classroom, found that code switching a frequently applied strategy and a valuable resource for bilingual teacher in foreign language classrooms. Moreover, he found that EFL teacher tended to use the learners' L1 (i.e., Farsi) which contributed to better teacher-student classroom interaction. Additionally, Badrul Hisham Ahmad (2009) in MARA Technology University, Malaysia, who investigated the teacher's code switching in classroom instructions for low English proficient learners, discovered that code switching as a positive teaching strategy when dealing with low English proficient learners. All previous studies above, by Pei-shi Weng (2012); Ehsan Rezvani (2011); Badrul Hisham Ahmad (2009); show a number of functions of teacher's code switching, some which are to find out students' comprehension and find out that code switching as a strategy of teacher to help learners.

Code-switching helps the senders transfer the information to the receivers effectively (Skiba, 1997, p. 5). Thus, code-switching has positive effect on learning processes. Code switching could be a strategy used by teachers to help learners. Various positive functions of code switching for teaching-learning are for instructions, for efficiency, for translation, for praise and/or encouragement, for correction, for explanation, and for discipline (Simon, 2001, p. 322-339). Using code switching is hoped to make the students understand what the teacher delivers.

1.2 Statement of Problems

The research questions about teachers switching codes are formulated as follows:

1. What is the type of code switching used by the teachers at EC-level 2 in classroom interaction at LBPP LIA Pasar Minggu?
2. What is the function of code switching used by the teachers at EC-level 2 in classroom interaction at LBPP LIA Pasar Minggu?
3. Does code switching facilitate the learners' proficiency?

1.3 Research of Objectives

Based on the questions above, the purposes of the research are:

1. To find out the types of code switching used by the teachers at EC-level 2 in classroom interaction at LBPP LIA Pasar Minggu.
2. To find out the functions of code switching used by the teachers at EC-level 2 in classroom interaction at LBPP LIA Pasar Minggu.
3. To find out whether code switching facilitate the learners' proficiency or not.

1.4 Scope and Limitation

This study is to focus on types of code switching produced by the teachers at LBPP LIA Pasar Minggu. Secondly, this study attempts at revealing the functions of the teachers' code switching to students of English for Children (EC-2 level) at LBPP LIA Pasar Minggu. This study is limited to the use of code switching by two teachers who teach students of English for Children (EC-2 level)

at LBPP LIA Pasar Minggu which and later conducted to find out if it facilitates learners' proficiency.

1.5 Research Methodology

1.5.1 Method

This research is a qualitative research. It involves data collection procedures that result in non-numerical data, which involves recorded spoken data, for example: interview data that are transcribed to textual form as well as written notes and documents of various sorts (Dörnyei, 2011, p.19). Therefore, this research only categorizes the types of code switching and the functions of code switching by the teachers in classroom interaction.

1.5.2   Data

The data of this research are the code switching which two teachers conduct in teaching their students of English for Children (EC-2 level) at LBPP LIA Pasar Minggu. There are two classes with their respective teachers, which are observed. The teaching-learning activities in these classrooms are recorded for four sessions (two sessions for each class) and the lesson of each session is different from other.To find out the use of teachers' code switching, all of the interactions between the teacher and students are recorded. The data are taken on February 25th and 27th , and March 3rd and 5th, 2014, at 3 p.m-4 p.m. After all the class visits are complete, the recordings are carefully transcribed.

1.5.3   Data Collection

Collecting data is done in the following steps:

1. Doing observation

2. Recording teaching class activities from the beginning to the end

3. Transcribing the recorded teaching activities

4. Highlighting code switching found in each utterance in the transcript

1.5.4   Data Analysis

The data analysis is done in the following steps:

1. Categorizing the types of code switching used by teachers based on Poplack's theory. There are three types of code switcing. They are extra-sentensial, inter-sentensial, and intra-sentensial.

2. Categorizing the functions of code switching used by teacher based on Simon's theory. There are seven functions of code switching. They are for instructions, for efficiency, for translation, for praise and/or encouragement, for correction, for explanation, and for discipline.

1.6   Organization of Writing

This thesis has four chapters. The first chapter is introduction that includes background of research, statement of problems, research objectives, scope and limitation, research methodology, and organization of writing. The second chapter includes the theories that support the research. The third is the analysis of data using the theories in chapter two in order to answer the research problem in chapter one. The fourth chapter is the conclusion of this research.