

## CHAPTER I INTRODUCTION

### 1.1 Background of The Study

The basic thing about the human being in society is communication. Communication is a way to share information effectively. It can also be an identity for a certain society. Communication can share information effectively. However, it does not work if the way to deliver the information through communication is still cannot be understood. Communication uses language as a bridge to share information briefly. In the daily activity, language is used as a medium to deliver information and understanding about something in society.

The society system has a different background involving language usage in several conditions. The school environment is one of the social systems which uses more than one language during activity. In the classroom, the teachers as a head or leader of the classroom have a full command to give a lesson and advise to students. Levine (2011) argues that the language classroom is a multilingual environment because for each learner, at least two languages are involved in the learning process". The use of more than one language system makes it difficult for students to understand the teacher explanation. The age and utterance difference make the information cannot understand properly by students.

This phenomenon is called code-switching. Code-switching is an activity which occurs quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic, and socio-economic

Backgrounds (Hoffman, 1991). The code-switching term affects mostly in bilingual communities and communities like family, school, college, etc. Aranoff and Miller (2003) indicate that many linguists have stressed the point that switching between language is a communicative option that available to a bilingual member of a speech community, just as switching between styles or dialects is an option for the monolingual speaker (speakers who only speak one language). According to Holmes (1992:50), the code-switching phenomenon occurs when the speaker shifts their language from one language to another.

Code-switching is not only at speech, It also can be found when the speakers try to expand their thoughts in any situation. For example, the speakers probably speak a prediction about the fairy tale. Of course, the speakers can refer to close address like friends and family to simplify the fairytale using casual language that could be understood by the audience. In many bilingual communities, code-switching is a common practice. Broadly speaking, code-switching is the ability of a bilingual to alternate effortlessly between two languages (Bullock & Toribio, 2009).

This term indicates that the code-switching term is a common term that usually and should be understood by each people during language usage in society. Society consists of many institutions that link up together to build better people. School is one of the institutions which has the main role in society. A School could be a place for people to learn and study about life and the environment. The development of the modern era has turned the school as a place for every

knowledge in society. Of course, the school environment was established from different backgrounds and cultures of people in society.

The differences in the background make many languages occur in society, especially in the school environment. Some people use language based on their native language that is used in their ordinary environment. However, the differences give some obstacles for people who do not understand another language, especially foreign languages like English. Every school starts from kindergarten, elementary school, junior high school, senior high school, up to university always offer English language lesson to make students more understand about modern culture and knowledge, and also can compete in the modern era. The English language is a primary foreign language in Indonesian school because it can be understood easily and some foreign cultures in Indonesia use this language. But somehow, people cannot understand the English language lesson easily, especially for kindergarten students. Because English is a foreign language that is used by some Indonesian people in their daily activity.

Elyon Christian School is one of the private schools in Surabaya which uses English as their main language at school. Whereas most private schools in Surabaya use the Indonesian language as their main language. They use English language as their main language at school because this school uses Cambridge's International Curriculum Examination.

There are a lot of lessons in Elyon Christian Schools. Besides English, there are two types of language lessons in this school i.e. Mandarin and Indonesia languages. Even though the Indonesian language is our national language, there is

a process where the students show some adaption to understand other languages besides English. Since this school uses English as its main language at school. Therefore, the writer is interested in researching the process or phenomenon in which the students try to adapt their language skills during the Indonesian language lesson. One of the processes is code-switching. This process enables the student to easily and quickly understand the context of the Indonesian language.

The code-switching process depends on the kindergarten teacher as a teaching medium of the Indonesian language taught in the school. Usually, an Indonesian language teacher always uses the Indonesian language fully. But how if the teacher uses two types of language in teaching together i.e. English and Indonesian languages?. Code-switching is used by the teacher as a means to make the learning process easier and therefore it is interested to research this because it is rarely found in the regular learning process.

## **1.2 Research Questions**

These are the questions about this research:

1. What are the types of code-switching used by kindergarten teachers during Indonesian Language lesson at Elyon Christian School?
2. What are the functions of code-switching used by kindergarten teachers during Indonesian Language lesson at Elyon Christian School?

### **1.3 Objective of the study**

The objectives of the research are:

1. To find out the types of code-switching that are used by a kindergarten teacher in language classes.
2. To determine the functions of code-switching that are used by a kindergarten teacher in language classes.

### **1.4 The Significance of the study**

Sociolinguistics discipline, especially code-switching study, has a purpose to provide the best way to understand the different languages at the same time. The code-switching method allows people to determine the language and use an appropriate language in any situation and condition. Therefore, this study about code-switching is expected to help people who do not understand language as well to speak up with other people using the code-switching method. It also can be a toolkit for teacher, translator, and many disciplines which involve more than one type of languages. The writer hopes that this study can assist people to use language in any situation and condition.

### **1.5 Scope and Limitation of Study**

The analysis of this study will be focusing on the code-switching in Indonesian language class in Elyon Christian School. The writer analyzes and determines the types and functions of code-switching in one kindergarten class. The analysis is only limited to the code-switching activity in the Indonesian language class with the teacher as the main source of the activity.

### **1.6 Definition of Key Terms**

1. Code-Switching: Change of code that occurs in the sentences of utterances (Hoffman 1991,104)
2. Types of Code-Switching: A classification of code-switching based on the situation of sentence or utterances (Hoffman 1991, 106)
3. Functions of Code-Switching: refers to the choice of the speaker to use code-switching based on the purpose and utterances (Hoffman 1991, 107)