CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Language is used by human beings to communicate. Language is also used to build relationships among people. It helps people to express their feelings, thoughts and opinions.

Many people can speak more than one language. For example, when we are gathering with our friends, we often use more than one language. Our purposes may be to emphasize our expressions and ideas or just to make a joke.

In daily life, people can switch from one language to another. This is called code switching. Code switching is used by bilingual or multilingual speakers in their conversations, as is stated by Myers-Scotton, "Code switching ... is the selection by bilinguals or multilinguals of forms from an embedded variety (or varieties) in utterances of a matrix variety during the same conversation." (Myers-Scotton, 1993).

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Code switching is a very interesting phenomenon. People commonly speak more than one language when they are speaking. They do actually code switching but they do not realize it because most of them do not know about code switching at all. They do not even know the reason why they are doing that. People often switch between their mother tongue to another language or maybe some of them are able to switch among three different languages. The use of code switching in daily life depends on the situation and people's need to do it.

I have chosen this topic because I think code switching occurs in our daily communication and some people do not know about code switching. I use the theory from Liu Aichun to help me analyse my data.

Liu Aichun is from Beijing Foreign Studies University. According to Liu Aichun, in a classroom context, code switching can have five kinds of functions: "Owing to teacher's linguistic competence and insecurity (it is like to recall the required target language word at the moment of uttering); for ease of expression (it happens when the teacher wants to express his thoughts); for translation of new and unfamiliar words and expressions (unfamiliar vocabulary or expression often prompts the teacher to code switch); repetitive functions (the meaning can be conveyed and understood by students); and socializing functions (it can maintain solidarity or friendship between teacher and students)" (Aichun, 2003).

In this thesis, I will analyze code switching in the Expository Reading Classes in the Diploma Programme for English in 2013 at Maranatha Christian University. By sitting in their reading class, I would

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like to know how the lecturer tries to make the students understand more and practise their English better in class. Having attended five lectures, I think this class is the right source for me to get data because the lecturer codeswitches to provide the students with more information.

In the reading class in the Diploma Programme for English, there are many words one can learn. They can be difficult words or new ones. To make the students understand their reading materials better, the lecturer needs to translate some English words into Bahasa Indonesia. From the explanation above, I want to explain why the lecturer uses code switching and the function of code switching.

I hope the readers will understand the function of code switching after they have read my analysis. This thesis also can be beneficial for the readers to know the advantages of code switching in daily life, especially in learning a new language.

(702 words)

1.2 Statement of the Problem

In this thesis I would like to analyse the following problems:

1. Which utterances show code switching?

2. What type of code switching is used in the lecturer's utterances?

3. Why does the lecturer codeswitch?

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1.3   Purpose of the Study

In this thesis I would like to show:

1. The utterances which show code switching.

2. The function of code switching in the lecturer's utterances.

3. The reason for the lecturer to codeswitch.

1.4   Method of Research

In searching for the data, I chose the lecturer and the class first for my analysis. After that, I observed that class and recorded the lecturer's voice when she was teaching in the classroom, and then, I interviewed the lecturer to find the purpose or the reason for the lecturer to code switch when teaching in the classroom. In the end, I wrote down the data, selected them, categorize them according to the function of code switching.

1.5   Organization of the Thesis

This thesis consists of four chapters. Chapter One is Introduction, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Method of Research, and Organization of the Thesis. Chapter Two is Theoretical Framework. Chapter Three is the analysis of data. Chapter Four is the conclusion, which reveals the findings about code switching. In the end, I put Bibliography and Appendices.