CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In our daily life, we need to communicate with people around us. In order to communicate with one another, we use language. Language is important for people in the process of social interaction. Through language, we can interact with other people. By using language, the listeners can understand what the speakers mean in order to have a good communication. Moreover, language is also used to give information or to get information.

There are many ways for people to communicate. Usually to communicate we use written language or oral language. Written language is usually found in magazines, newspapers, novels, comic books, textbooks, poetry, and so on. Verbal language is the most commonly used to communicate or interact with other people. It can be in the form of conversation, teaching learning activities, speaking and others.

By using language, especially verbal language, we can easily interact with others, we understand what others mean, make a good relationship

1

with everyone and ask someone about something that we do not know or something we are not clear about. Through language, we can explain something to somebody so that they can understand what we really mean. In other words, we use language to express ideas, inform interest, feeling, purposes and others.

Nowadays, many people can speak more than one language. People who use three or more languages are called multilingual. People who use two languages are called bilinguals. Usually, they are competent and fluent in the languages. Therefore, they can easily code switch from one language to the language when they speak with others. It happens because of their ability to speak two languages or more.

The topic that I choose for my thesis is Analysis of Code-Switching in Introduction to TEFL class by Mrs. Aguskin in D3 Program for English, Faculty of Letters Maranatha Christian University, Bandung. To write my thesis, I need some data in the form of utterances which are spoken by the lecturer to the students, especially a lecturer who switches from one language to another language in some conversation. I choose Mrs. Aguskin because I need to observe a person whose first language (L1) is Indonesian and second language (L2) is English. The lecturer tends to switch from English to Indonesian when she has a conversation with students in class. Another reason I choose this lecturer is because I am able to observe the utterances made by her in her class. Besides, she is willing to be interviewed to find out the reasons why she switches from English to Indonesian.

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The topic of code-switching belongs to Sociolinguistics. Sociolinguistics is "the study of the interaction between language and society. It is the study about social relationship in a community and the way people signal aspects through the language" (Holmes, 1994). This topic interests me because code-switching is a phenomenon that often occurs in our daily interaction, and people are often unaware of the reality that they code switch. Moreover, some of them are unfamiliar with the term code-switching. Code-switching may happen in society, in the work place and especially in the classroom. Furthermore, I would like to find out what the speaker's goal is when she switches code while speaking.

People are seemingly unaware of the fact that they code switch in their daily conversations, especially in teaching learning activities. Therefore, my topic is interesting to discuss to make people aware that sometimes people have to switch because of certain reasons.

Code switching occurs when the speaker wants to express solidarity with a particular person or to a particular social group. Lecturers of foreign language usually tend to communicate when they teach the students by using more than one language. They have their own reasons to code switch in conversation. For instance, they want to translate a new word which is unfamiliar to the students, they want to emphasize something that is important to the students, or sometimes they simply want to express their thoughts; therefore, they code switch in order to make the students understand what they explain to them.

3

Besides, I would like to know the function of code switching in the classroom based on the theory of code switching by Liu Aichun. I am challenged to find out the function of code switching and the speaker's reason for using code switching. The significance of my study is to make people have a better understanding, the functions of code switching in teaching, the speaker's reasons for using code switching, and also the advantages of using it more clearly. In the teaching learning activities, the lecturers may code switch from one language to another language for some reasons in order to make students understand the material well.

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1.2 Statement of the Problem

Through the phenomenon already mentioned above, I would like to find out the answer to the following questions:

1. What are the functions of code switching used by the lecturer?
2. Why does the lecturer code switch?

1.3 Purpose of the Study

By analyzing the lecturer's code switching, I want to explain the following:

1. The functions of code switching used by the lecturer.
2. The purposes of the lecturer's code switching.

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1.4 Method of Research

In gathering the data, I observed Mrs. Aguskin, a lecturer of D3 Programme for English, Faculty of Letters in Maranatha Christian University during the teaching learning activities in *Introduction to TEFL* class. After observing the class I transcribed the lecturer's utterances, then asked her questions about the functions and her purposes of code-switching. Finally, I analyzed the data using the theory of code-switching by Liu Aichun and I wrote the report.

1.5 Organization of the Thesis

This thesis consists of four parts; the first part is Introduction, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Methods of Research and Organization of the Thesis. The second part is the Theoretical Framework, which contains the functions of code-switching. The third part is the analysis and the discussion of the data. The last part is the conclusion of the analysis. Appendices and Bibliography are put at the end of the thesis.

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