CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is a general fact that we live in a society, and we need a language to communicate with each other, so we can deliver and receive messages from each other. The study of the relationship between society and language is known as Sociolinguistics. According to Ronald Wardhaugh (2010), "Sociolinguistics investigates the relationships between language and society with the goal being a better understanding of the structure of language and how languages function in communication" (p. 88). In other words, Sociolinguistics studies a community and language.

There is a chance that in a society two or more languages are used; for example, in tourism, mixed marriages, language class, etc. In such society, people who "have access to two codes, and who for one reason or another shift back and forth between the two languages as they converse by code-switching" (Wardhaugh, 2010, p. 1) are called bilingual speakers, while "People who are able to speak and understand several languages" ("Multilingual") are called

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multilingual speakers. Therefore, the terms *bilingual* and *multilingual* are concerned with the number of languages spoken by a speaker. "People with multilingual ability usually decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching" (p. 88). That is how code switching occurs in a bilingual or multilingual society.

According to Ronald Wardhaugh (2010), it is possible to refer to a language or a variety of a language as a *code*. "It is like the switch between languages, but we call it the switch between codes because the term *codes* can be used to refer to any kinds of system that two or more people employ for communication" (p. 88). In the briefer definition, "Code switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate" (Johannson, 2013, p. 1)

Since code switching is studied from so many perspectives, in this thesis, I will limit the area into the code switching used in EFL (English as Foreign Language) classroom because "Code switching in EFL class begins to receive growing attention around the world" (Aichun, 2014, p. 3). There are a lot of places in non-English speaking countries; for example, Indonesia, which offers English classes. In classroom, the teacher should ensure that the students who are limited in their English proficiency can understand the lesson. In class, both the teacher and the students are not English native speakers. Accordingly, there are usually switches between languages that occur in the teaching and learning activities, for whatever purpose it is. However, there seems to be lack of awareness on the purpose of the code switching used by the EFL teachers in

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Indonesia. It seems that the code switching itself has not been seriously analyzed as a part of the teaching learning process. Meanwhile, according to Liu Aichun *Codeswitching between English and Chinese in English-as-Foreign-Language Classroom*, doing observation of the use of code switching can help the teacher have a better understanding of teacher's code switching phenomenon and help to develop the use of code switching as one of the tools during the class.

Based on the explanation above, I choose to analyze code switching as the topic of this thesis. The title of this thesis is "Analysis of Code Switching Used in a Class at Harvard Cinderella English Course".

I took Harvard Cinderella English Course because I found a bilingual society in which an EFL classroom is taught by Mr. Wildan. "People who are bilingual or multilingual do not necessarily have exactly the same abilities in the languages" (Wardhaugh, 2010, p. 96). Both parties, the teacher and the students, are considered bilingual speakers, in fact, both parties' target language is English and they are not the native speakers of English. Their native language is actually Indonesian, with dialect varieties. Consequently, code switching can occur during the teaching learning process.

In class, I also find some different purposes of code switching, and the lack of awareness of the functions of it. Even the teacher that I observe admits the phenomenon. In addition, one may wonder why sometimes the teacher of EFL switches codes although it is strictly regulated that the classroom only accepts English as the communication tool.

Because of the situation above, I use a code switching theory by Liu Aichun. Mr. Wildan uses code switching in his classes. From his classes, I could

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gather approximately 20 data in one session. Each session is held for about two hours. The data used are selected based on the ones that represent the function of code switching.

I hope, by presenting this topic, EFL classroom teachers will become more aware of the actual use of code switching in improving the teaching learning activities. As a result, I hope my thesis can be beneficial for the improvement of the English teaching and learning activity in Indonesia.

(821 words)

1.2 Statement of the Problem

The problems of my thesis are formulated in the following:

1. What are the code switching items made by the teacher?

2. What are the actual purposes of the teacher's code switching?

3. What are the functions of the teacher's code switching based on Liu Aichun's theory?

1.3 Purpose of the Study

The purposes of the thesis are:

1. To identify the code switching items made by the teacher.

2. To know the purposes of the teacher's code switching.

3. To understand the functions of the teacher's code switching based on Liu Aichun's theory.

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1.4 Method of Research

First, I studied Liu Aichun's theory on code switching. Second, I searched for a teacher who is a native Indonesian, teaching English to Indonesian students. After I found the teacher, I recorded the interaction in class, and then I transcribed the recording. Furthermore, to get the actual reason behind the code switching, I interviewed the teacher. Finally, I analyzed the data.

1.5 Organization of the Thesis

The thesis is divided into 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 all the fourteen data, Chapter Four is Conclusion. This thesis ends with Bibliography, followed by Appendices.

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