CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

As human beings, we must interact and communicate with others. Language is one of the media for people to communicate with one another in the society. Sociolinguistics is the study concerned with language and society (Holmes, 2013). "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" (Wardhaugh, 2006, p. 88). In other words, sociolinguistics is the study of interaction between language and society. In particular, it is a study of social relationship in a community and how it relates to the language.

In sociolinguistics, there is a term called the first language, which is also known as the mother tongue or the native language. First language, usually shortened as L1, is the language acquired during early childhood—normally before the age of three— as well as learned and used as a person grows up to interact with

1

others. First language is also the language that "is learned first and spoken best; used especially when someone speaks more than one language" ("First Language," 2018). There is also a term called a foreign language. It is a language not spoken in the native country of the person. "It is one not widely used in the learners' immediate social context which might be used for future travel or other crosscultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application" (Saville-Troike, 2006, p. 4).

Indonesia, being a country that does not speak English as their official language, uses Indonesian or a regional language as its first language and English as a foreign language. However, as the world becomes more global, many Indonesians study English at school or at the university. Many of them have even become proficient in using English. This results in their becoming bilinguals, which refers to people who have "the ability to use two languages" (Saville-Troike, 2006 p. 186).

As bilinguals, people sometimes switch to their native language in their language practice. In sociolinguistics, this phenomenon is called code-switching. Holmes (2013) states that code switching is the switch between codes that happens in a particular domain or social situation. Code switching within languages occurs due to various reasons. While discussing a serious political issue in Spanish, a Paraguayan might switch to Guaraní with a humorous example or a witty aside. Fijian people switch from Fijian to Hindi for joking, and because Hindi is not normally used for communication between Fijians, just the switch itself is often

2

considered amusing (Holmes, 2013). An Indonesian fluent in speaking English may switch to Indonesian. It is possibly because he does not know an appropriate term for a certain Indonesian word in English, or he feels the need to clarify his main points in his native language for fear of misunderstanding.

This language phenomenon intrigues me to analyse even further. That is the reason I decide to analyse the practice of code switching by a lecturer in her class, *Grammar: Verb Patterns*, for my thesis. The class is fostered by Ms. Maryani, S.S., M.A.. She uses English in her class, yet she sometimes switches to Indonesian for certain reasons. I find her to be an effective source of data because she is a bilingual fluent in both Indonesian and English. She sometimes switches to her native language in order to clarify her important points, to break the ice, or to get closer with her students and else.

I decide to use the theory of code switching by Charlotte Hoffman (1991) and Anna Flyman-Mattson and Niclas Burenhult (1999). Hoffman (1991) states that there are three types of code switching: tag-switching, intra-sentential switching, and inter-sentential switching. Meanwhile, Flyman-Mattson and Burenhult (1999) divide code switching into five different functions; they are linguistic insecurity, topic switch, affective function, socialising function, and repetitive function. Linguistic insecurity is used when the lecturer finds difficulties in relating a new concept. Topic switch is used when the lecturer switches codes by changing the topic being discussed. Affective function is used when the lecturer expresses his or her emotion to the students. Socialising function is used when the lecturer wants to get closer with the students. Repetitive function is used when the lecturer wants to

3

clarify the points so that the students can get a better understanding. By using the two theories, I want to find out the type of code switching that Ms. Maryani uses in her class and the function of the code switching.

The significance of my study is to make people aware of the existence of code switching in teaching, particularly in teaching English as a foreign language. This study is also expected to help people understand the reasons why teachers have to perform code switching, particularly in a class conducted in English, and why code switching is inevitable in teaching a foreign language.

(833 words)

1.2 Statement of the Problem

From the data I choose, I would like to analyze:

1. What type of code switching is applied by the lecturer in *Grammar: Verb Patterns* class?

2. What function of code switching is applied by the lecturer in *Grammar: Verb Patterns* class?

3. What is the reason for the lecturer's code switching?

1.3 Purpose of the Study

Based on the statement of the problems, the purposes of this study are:

1. to know the type of code switching applied by the lecturer in Grammar: *Verb Patterns* class;

2. to know the function of code switching applied by the lecturer in *Grammar: Verb Patterns* class;

4

3.   to know the reason why the lecturer does the code switching.

1.4 Organization of the Thesis

This thesis comprises five chapters. Chapter One is Introduction, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, and Organization of the Thesis. Chapter Two is Literature Review, which presents the theories and the review of the previous study that I use to analyse the data. Chapter Three is Methods of Research, which consists of the steps in completing the thesis. Chapter Four is the analysis of the findings. Chapter Five presents the conclusion of the findings. This thesis ends with References and Appendices.