CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

People use language to communicate in daily life. Language is important in the process of social interaction. Through language, we can interact with other people. Language is very important for us to exchange opinions with each other and to try to convey a meaning. Therefore, language is used to send vital social messages about who we are, where we come from, and with whom we associate.

There are many ways for people to communicate. Communication is not only in written forms, such as letters or newspapers, but also in verbal forms, such as conversation, singing, speaking, teaching activities or interaction in the classroom. This verbal form makes people share their opinion and express their feelings more easily.

Nowadays, many people use more than one language when they have a conversation. This phenomenon usually happens if people are influenced by other languages. People who usually use two languages are called bilinguals. People who are bilingual are known for their ability to code switch from one language into another language during communication. Code switching can be advantageous when people communicate to express their thoughts. According to

Valdes-Fallis, "Code switching is the use of two languages simultaneously or interchangeably." <http://www.ncela.gwu.edu/pubs/jeilms/vol14/duran.htm>

Code switching occurs when the speaker switches from the first language into the second language or from the second language into the first language. The first language (L1) is the language which is learned first, since babyhood. The first language is known as the primary language or mother tongue. On the other hand, second language (L2) is a language which is learned after the first language. (Gass 4)

Code switching in Indonesia is usually used by foreigners who come to Indonesia to work. They are obliged to speak a language which is different from their mother language. That is why they often switch from one language into another language. We can see the examples of code switching in a school where the teachers are foreigners. These foreign teachers talk a lot in a class when they teach their students, especially in an elementary school. In the elementary school, the students usually do not understand English very well, especially when the teachers teach in the class. In this condition, the teachers usually switch from their mother tongue to the students' mother tongue so that the students are able to understand what the teachers have said.

The topic I choose is analysis of code switching in teaching activities in an elementary school. To write my thesis, I need some data in the form of utterances which are spoken by the teachers to the students, especially teachers who switch

from the first language to the second language. I chose SDK 6 BPK PENABUR, at Jl. Jenderal Sudirman no. 638, because the headmaster said this school provides a high quality of the English language, having a native speaker programme that has been operating since July 2005. There are two native speakers that I observed. The speakers tend to switch the language when they are having conversations in class. The foreign teachers teach the English subjects. I observed the second grade until the fifth grade and I also interviewed the native English teachers speaking to find out the reason why they use code switching while having conversations with the students. In this analysis, the teachers' first language is English and their second language is Indonesian.

The topic that I would like to discuss belongs to the area of sociolinguistics. According to Holmes, "Sociolinguistics is the study of the relationship between language and society. It is a study about social relationships in a community and the way people signal aspects through the language." (1)

The subject of code switching is interesting to discuss because this phenomenon often occurs in daily conversations, whether it is used at home with family and friends or used at the workplace. Moreover, I would like to know what motivates the speakers to use the Indonesian language rather than to express their ideas in English.

People are seemingly unaware of the fact that they code switch. Therefore, knowing code switching is significant as it could help any readers to expand their knowledge and understanding of code switching. Related to the use of code switching, this study offers a more comprehensive look at the practice of code switching in teaching activities in the school.

Besides this, I would like to know the function of code switching in the classroom based on the theory of code switching by Koziol. I am challenged to find out the function of the code switching used, and the speakers' reason for using code switching.

1.2   Statement of the Problem

In questioning the phenomenon of code switching, I would like to find the answers to analyze some questions:

1. Which functions of code switching are used by the expatriate teachers of
   English at SDK 6 BPK PENABUR?
2. Why do the teachers use code switching while having conversation with the
   students?

1.3   Purpose of Study

Following the statement of the problem, the purposes of the study are:

1. To find the functions of code switching used by the expatriate teachers of
   English at SDK 6 BPK PENABUR.
2. To explain the speakers' reasons for using code switching while having
   conversation with the students.

1.4   Method of the Research

I take the following steps for the study. First, I collected data from the conversation in the class. Second, in addition to listening to the teacher's speech, I recorded the teachers' utterances and wrote in a notebook. I also asked the speakers why they used code switching. Third, after I found the data, I classified the data and analyzed the data by using the theory of Koziol.

1.5   Organization of the Thesis

The thesis will consist of four chapters. Chapter One is the Introduction, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Methods of the Research, and Organization of the Thesis. The Theoretical Framework is presented in Chapter Two. Chapter Three covers the Analysis of Code Switching in Teaching Activities at SDK 6 BPK PENABUR. Chapter Four gives the Conclusion of the data that have been analyzed and discussed in the previous chapter. Lastly, this thesis ends with the Bibliography, then the Appendices, which contain the transcription of the teachers' utterances, demographic information, and also the results of the interview.