CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The population of Indonesia has different cultures and languages so that the people are mostly bilingual or even multilingual. Bilingual Families Perth, a source from the Internet, gives two definitions of bilingualism: "a) bilingual is the use of more than one language, and b) bilingual is the ability of people to communicate naturally and fluently in more than one language in all areas of life."

Both definitions can be applied to bilingual communities in Indonesia. In everyday life, most Sundanese native speakers can be said to be able to speak Indonesian fluently and naturally in all their activities. This indicates that they are bilingual according to the second definition. On the other hand, in most English classes in Indonesia, the Indonesian teacher and students are expected to speak English, which indicates that they are a bilingual community according to the first definition. This kind of bilingual community can also be found in the English

Department of Maranatha Christian University, including in the classes of grammar, which the students find as a hard subject.

Grammar is regarded as a hard subject when it is seen from the big number of students failing in every grammar examination. This subject is ideally taught in English but in practice the lecturer cannot avoid switching to Indonesian when teaching. The lecturer's code-switching is believed to be for pedagogical purposes, specifically to help students understand the harder grammar points more easily. To obtain the real description of the lecturer's code-switching, this study attempts to investigate the lecturer's utterances in the grammar classes.

I choose a particular lecturer of grammar classes as the data source of my study because as a student, I see her almost everyday and in the grammar classes where she taught me, I found that she practiced a lot of code-switching although she could speak English fluently. She is a senior lecturer as she has been teaching English grammar in the Department for more than 10 years. The lecturer is a non-native English speaker who can speak naturally both in her mother tongue (Indonesian) and in her second language (English). On the other hand, the students are native speakers of Indonesian who have learned a significant amount of English but mostly are still unable to communicate in English naturally.

In the grammar classes, the lecturer usually explains the topic by using simple language and by translating some expressions; therefore, code-switching will often occur in the class. I want to support the idea that to teach a difficult subject like grammar, code-switching is necessary to help students understand the

topic more easily. In addition, I also want to know the lecturer's purposes of using code-switching in the class.

Code-switching is interesting to discuss because the users can have different purposes and the code-switching practices may have different consequences. Therefore, the topic of code-switching becomes a challenge for me to find out some reasons or purposes behind the speakers' use of code-switching in their communication. More specifically, I am interested in investigating the use of code-switching in the classroom, which may be different from the code-switching in everyday communication.

In this thesis, I obtain the research data from observing two classes of Grammar: Connecting Ideas, which is given in the sixth semester. This is the ultimate subject of grammar in the English Department. Consequently, this subject may become the hardest subject of grammar for the students. I am interested to know why the lecturer uses code-switching despite the fact that the students in the sixth semester have obtained sufficient skills to communicate in English.

The theory used to analyze the code-switching in this study is specifically taken from the study of Liu Aichun, who classifies code-switching into five types: **a) For compensating the teacher's linguistic incompetence and insecurity, b) For ease of expression, c) For translation of new and unfamiliar words and expressions, d) Repetitive function,** and **e) Socializing function**. This theory is more suitable for this present study than that of Koziol, because Koziol's theory was used in a study of code-switching in a multilingual community, whereas

Liu's theory was applied to a code-switching study in English Foreign Language classrooms.

This research is significant because it may be useful for the students and the lecturers of English subjects in an English department. The students can be helped to realize that code-switching is sometimes useful to support the teaching activities. The study may also help them realize that people have certain purposes behind their use of code-switching. On the other hand, the lecturers may be helped to control their code-switching practice and to realize the consequences of their code-switching. Also, it may help them be aware and see which code-switched utterances are necessary and which are not. Finally, it is hoped that after having better understanding of code-switching in the classroom, teachers or lecturers of English subjects will improve her teaching practices so that the students will get better achievements in their studies.

1.2 Statement of the Problem

In this thesis, I would like to discuss the following problems:

1. Which expressions in the lecturer's utterances indicate code-switching?

2. What is the function of the code-switching in each of the data?

3. What are the lecturer's purposes in performing the code-switching?

1.3 Purpose of the Study

Based on the statement of the problem, the purposes of the study are formulated as follows:

1. to identify the expressions in the lecturer's utterances that indicate code-switching.

2. to classify the functions of the code-switching in the data.

3. to reveal the lecturer's purposes in performing the code-switching.

1.4 Method of Research

In gathering and processing the data for my study, first, I recorded the lecturer's utterances during her teaching in two grammar classes. Second, I collected, selected and classified the code-switching data, which were in the forms of Indonesian sentences or phrases that the lecturer uttered in the grammar classes. Third, I interviewed the lecturer to reveal her purposes of using code-switching in the grammar classes. I analyzed the data by using the theory of code-switching functions. Finally, I wrote the thesis.

1.4 Organization of the Thesis

This thesis consists of four chapters. The first chapter is the Introduction, which contains the Background of the Study, Statement of the Problem, Purpose of the Study, Method of Research, and Organization of the Thesis. The second chapter provides the Theoretical Framework, which contains the linguistic approaches used to analyze the code-switching in the teacher's utterances. Chapter Three presents the analysis of the code-switching in the two grammar classes. The last chapter is the Conclusion, which contains my opinion based on my findings in the data analysis. The thesis ends with the Bibliography and

Appendices, which contain the transcriptions of the lecturer's utterances and the

interview questions and results.