

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Communication is the main aspect of people's daily lives. Communication makes it possible for people to have a good relationship with one another. People use many languages to communicate with one another. Language help people to express ideas, inform interests and purposes, and any other things related to their needs. Using language in our daily lives depends on the situation and the needs of using it.

We can see from *Omniglot; The Online Encyclopedia of Writing Systems and Language*, forms of language can be divided into two forms, which are verbal and nonverbal language. Verbal language is more about a system of spoken and written words and nonverbal language is often narrowly defined as any gestures, facial expressions, and body language (Omniglot).

In this globalization era, there seems to be a demand for each person to master, or at least to speak more than one language, in order to interact with others. It is common for people to speak more than one language at the same

speech event. In addition, more and more Indonesian people learn foreign languages, so as to not only increase their knowledge but also to face the globalization era. Therefore, there are lots of bilinguals and multilinguals, which refer to people who speak two languages and more than two languages respectively. Bilinguals and multilinguals often switch between two or more languages in the middle of conversation (Spolsky).

In making this analysis, code switching will be used as the major theory. According to Wei (16) code switching occurs “when a bilingual talks to another bilingual with the same linguistic background and changes from one language to another in the course of conversation”. Code switching appears in several aspects in people’s life, both in their daily activities and their workplaces. This is supported by the opinion saying “In multilingual communities, code switching spread phenomenon that extends from daily life and workplaces” (Ting). As a result, it is understandable that code switching is a widely observed phenomenon that we can see especially in multilingual and multicultural communities.

In this thesis, I am interested in observing and analysing how code switching is used in teaching. The theory that I use to make the analysis is based on Liu Aichun’s opinion. Liu Aichun is from Beijing Foreign Studies University. She made a research on teachers who use code switching between English and Chinese in EFL classroom. She successfully found out that code switching represented one of the strategies that the EFL teachers often used to accomodate

the students' level of foreign language proficiency. Liu Aichun divided the functions of code switching in classroom context into five categories: "Owing to teacher's linguistic competence and insecurity (it is like to recall the required target language word at the moment of uttering); for ease of expression (it happens when the teacher wants to express his thoughts); for translation of new and unfamiliar words and expressions (unfamiliar vocabulary or expression often prompts the teacher to code switch); repetitive functions (the meaning can be conveyed and understood by students); and socializing functions (it can maintain solidarity or friendship between teacher and students)" (Liu).

The data that I analyze is taken from Advanced Grammar class in semester six in the Diploma Programme in Sekolah Tinggi Bahasa Asing Yapari ABA, which is one private university in Bandung. I choose this college because they focus on the teaching of foreign languages, one of which is English. I would like to know how the lecturers there try to make the students understand more and practise their English better. I choose this grammar class because the lecturer's first language (L1) is Indonesian and that can promote the learning of TL (Target Language), which is English. The students' L1 is Indonesian and I think codeswitching is an efficient strategy in this grammar class, as the lecturer needs to explain in detail. Eventhough the lecturer is a good speaker of English, she often does code switching while teaching.

Advanced Grammar is supposed to be in a higher level and thus, the students should have adequate English competence. However, when we study grammar, there are many new terms and the lesson needs to be translated into Indonesian, in order to make the lesson easier to understand. We can find the use

of code switching by students and lecturers for a variety of conversational functions. The bilingual Indonesian students frequently co-constructed or re-constructed their knowledge from the curriculum in their mother tongue, so the use of L1 helps them to understand more about the lesson by switching the language. Because of those reasons, I want to explore more deeply about the use of code switching by the lecturer. I would like to analyze the phrases and the sentences that appear in the data analysis, the reasons why the lecturer switches the phrases and the sentences from English into Bahasa, and the functions of the code-switching itself.

By reading my analysis, the readers can have better understanding of the functions of code switching in teaching. Besides, the readers can also know the reasons for a teacher who is competent in two languages doing code switching when teaching the students in a grammar class. Thus, the readers will know about code switching and the advantages of using it more clearly and deeply.

(875 words)

## **1.2 STATEMENT OF THE PROBLEM**

The problems that I am going to analyze in this thesis are formulated as follows :

1. What words/phrases/sentences that are code switched items?
2. What is the function of the code switching occurring in the lecturer's utterances?

### **1.3 PURPOSE OF THE STUDY**

The purposes of this analysis are as follows:

1. To show and explain the words/phrases/sentences that are code switched.
2. To find out the function of the code switched items occurring in the lecturer's utterances.

### **1.4 METHOD OF RESEARCH**

I began the research for my thesis by finding and reading some books which are related to the topic that is discussed. I also found other sources from the Internet. After that, I observed the class and got the data from the lecturer. Then, I interviewed the lecturer to ask her why she used code switching when teaching. In the end, I wrote the research report.

### **1.5 ORGANIZATION OF THE THESIS**

I divide this thesis into four chapters. The first chapter is Introduction, which consists of five parts: 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. In Chapter Three, I present the analysis of the data. Lastly in Chapter Four, I present the conclusion of my findings. I also put Bibliography and Appendices.