

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Indonesia has different cultures and languages; therefore, Indonesian people mostly can speak more than one language. Generally speaking, people who can speak more than one language often use code-switching. Usually the languages that people of Indonesian can speak are their native language and the national language. For example, people who come from West Java are likely to speak Sundanese and Indonesian.

Indonesian teachers who teach English may use code-switching. This phenomenon often happens in the English Department of the Faculty of Letters, Maranatha Christian University, including in the *Grammar: Adjective Patterns* class in the fifth semester.

Grammar is one of the difficult subjects in the Faculty of Letters. This case also happens in *Grammar: Adjective Patterns*, which is taken by students of the fifth semester. In *Grammar: Adjective Patterns*, many students take this subject more than once because they find that *Grammar: Adjective Patterns* is different from the previous grammar classes. The students find that the material of *Grammar: Adjective Patterns* is more complicated.

The lecturers from the English Department are expected to use English when they teach grammar. However, sometimes lecturers use code-switching to make it simpler and easier for the students to grasp. They switch from English to Indonesian. I also agree that teaching a difficult subject such as Grammar, code-switching is necessary to help students understand better. The use of code-switching also prevents misunderstanding between lecturers and students. When a teacher switches to Indonesian, he or she can help the students who lack English vocabulary when they learn Grammar because the first language of the lecturers and the students is the same.

I choose Mrs. Trisnowati Tanto as my research subject in my study because as a student, I often notice her doing a lot of code-switching, although actually she can speak English fluently. Mrs. Trisnowati Tanto is known as a senior lecturer in the English Department. Although she is not a native speaker of English, she can speak both English (her foreign language) and Indonesian (her mother tongue) fluently. On

the other hand, the students are native speakers of Indonesian who have learned English for years.

I choose code-switching as my topic because code-switching is an interesting topic to discuss. Users of code-switching can have different purposes which results in different effects. Hence, I would like to find out some reasons or purposes behind the speaker using code-switching. Specifically, I am interested in observing the use of code-switching in the classroom, which is rather different from the code-switching in everyday communication.

In this thesis, I want to observe the lecturer's use of code-switching in *Grammar: Adjective Patterns* class, which was held in odd semester of the academic year 2011/2012. The theory that is used to analyze the code-switching in this study is specifically taken from the study of Liu Ai Chun, who classifies the reasons for doing 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" (Liu 1) and Anna Flyman Mattsson and Niclas Burenhult's research, which classifies the reasons for doing code-switching into five types: "linguistic insecurity, topic switch, affective function, socializing function and repetitive functions." (Mattsson and Burenhult 3)

This research is significant because code-switching is useful for both the lecturers of the English Department and the students to know. For the lecturers, they

become aware of the effects when they use code-switching while teaching the students. As a result, they can know when to use code-switching effectively. It also helps the lecturers to realize that the use of code-switching is helpful for them when they have to explain certain topics in class. From the use of code-switching, we can identify which one is necessary and which one is not. For the students, they become understand the message better and they also become aware that when their lecturer uses code-switching, he or she has some purposes behind the use of code-switching.

(702 words)

## **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 are the lecturer's reasons for performing the code-switching?

## **1.3 Purpose of the Study**

Based on the statement of the problem, the purposes of the study are:

1. to identify the expressions in the lecturer's utterances that indicate code-switching.
2. to analyze the lecturer's reasons for performing the code-switching.

## **1.4 Method of Research**

First, I gathered the data by recording Mrs. Trisnowati Tanto's utterances in class. Second, I transcribed them and classified the code-switched items, which were

in the forms of Indonesian sentences or phrases that the lecturer uttered in the Grammar class into the lecturer's reasons. Third, I verified the transcript and interviewed the lecturer to find out her reasons for using code-switching in her Grammar class. Then I analyzed the data by using the theory of code-switching functions. Finally, I wrote my thesis.

### **1.5 Organization of the Thesis**

This thesis consists of four chapters. The first chapter is Introduction, which contains Background of the Study, Statement of the Problem, Purpose of the Study, Method of Research, and Organization of the Thesis. The second chapter is Theoretical Framework, which contains the linguistic approaches that are used to analyze code-switching in *Grammar: Adjective Patterns* class. Chapter Three contains the analysis of the code-switching. The last chapter is Conclusion, which contains my personal opinion about the findings. The thesis ends with Bibliography and Appendices.