

CHAPTER I

INTRODUCTION

A. Research Background

The phenomenon of language variation occurs in a community which has many kinds of languages or in bilingual society. According to Chaika (1982:225), the term of bilingualism is the study of those who speak two or more languages, when and where they speak each, and the effect of one language to another. Bilingualism is so widespread in the world that there are probably more people in the world who are bilingual, at least in the second sense.

Bilingualism is not just a societal phenomenon, but also an individual phenomenon. Edward (1994) states that generally people in this world at least know one or two words of foreign language. Indonesia is one of the countries where people speak more than one language. Indonesia has hundreds of language and dialect in every tribe. Besides, there are many foreign languages which are learned by the Indonesian people such as English, Germany, Japanese, Mandarin, Dutch, etc.

In multilingual country like Indonesia, the case to switch onelanguage and another is accepted as quite normal phenomenon. Wardaugh (1986) states that code-switching or codemixingis a common phenomenon among bilingual or multilingual society.English as an international language is usually switched toIndonesian.People sometimes switch without any plans, without hesitation, and oftenwithout extensive thought.

Code switching is a popular phenomenon in our life. Many people, especially students, teachers, executives change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. Wardaugh (1986) states that code is a language or variety

of a language. It can be said that people use language as a code to explain their ideas in order to be more understandable.

There are many cases of code-switching. Code-switching happens in daily language such as in education, entertainment, and also in daily conversation. This research focuses only on the use of code switching in education because education is an important thing in our life. It takes important role in the development of a nation. A nation will be considered as a respectable one because of its education.

The researcher found a lot of cases of code switching used by the lecturers and students in the class. Since the lecturers are not the English native speaker, they usually have problem to deliver the materials to their student in English. In addition, the students often face the difficulty in understanding what the lecturers said. This is the premise of code switching case appear in the classroom. The researcher finally found cases of code switching done by the lecturers within the English Department classroom in Sebelas Maret University.

English Department skill classrooms build the English ability of the students, so that the lecturers have to use English as the medium to deliver their materials. English skill classrooms are taught from the first semester students to the third semester students, they are: reading, listening, and speaking. In practice, the lecturers often switch code their language from English into Indonesian language, Javanese language when they find the difficulty to deliver their materials in English. Basically the lecturers in English Department of Sebelas Maret University are Javanese people, so most of them master three languages ; English, Indonesian, and Javanese.

The following example are the data which were taken from reading class for the first semester student of English Department. The data consist of the phenomenon of code switching making the reader easily understand about the cases of code switching :

1) Lecturer : take a look at the glossaries. *Arti glosaries apa hayo?* What is the meaning of glossaries?

Student : daftar kata-kata.

Lecturer: yes, right.

The lecturer used English to explain the material then he switches to Indonesian language because he wants to deliver the question and he switches into Indonesian language because if he uses Bahasa Indonesia, the question will be easily understood by the students. In addition, the lecturer wants to be more interactive with his students. In this case, the lecturer uses inter-sentential code switching. An inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. In addition, this data shows metaphorical code switching that happens in purpose based on the topic of the conversation. More about data analysis will be explained in Chapter IV.

There are some similar researches done by people who are interested in the explaining code-switching in classroom. The related studies are the thesis done by Wirda, the student of Walisongo State Institute for Islamic Studies Semarang with his thesis entitled *“English Teacher’s Code Switching : In the Drive for Maximal Use of English”* and Nindwihapsari, the student of English Department Sebelas Maret University Surakarta with her thesis entitled *“The Study on Code Switching Done by Lecturers at English Department, Faculty of Letters and Fine Arts Sebelas Maret University”*.

There are some gaps of those thesis. The two theses have different objects of the research. The thesis done by Wirda took the data in the teaching learning process at SMA N 7 Semarang, while the thesis done by Nindwihapsari took the data in the classroom of all subjects in English Department. The most similar research was done by Nindwihapsari. The thesis has the same object of the research, there are the lecturers in English Department of Sebelas Maret University. The difference lies in the focus of the data research. The researcher

here only focuses on the first semester students to the third semester students and the object of the research were taken only from the skill classroom like listening, reading, and speaking class, while Nindwihapsari took all the skill and the content subject from first until the last semester. The reason why the researcher focuses only in the first and the third semester students because first semester students to the third semester students should train a lot their English skills, so that the lecturers usually try hard to introduce the use of English and also train the students familiar with using the English in daily conversation.

Other related studies are the international journals by Chan (2009), Bishop and Peterson (2011), Eppler (2011), and Hill (2009). The research above only focused on the use and the function of code-switching itself in many perspectives and object of the research. There are no more explanation what types of code-switching used in the object of research. There are no more explanation how each type of code-switching build the function in every object of the research. The three journals use the similar object. Bishop and Peterson (2011) explain the code-switching of Mexican-American, Eppler (2011) explains the African-American code-switching, and Hill (2009) explains more about the use of code switching in Austrian-Jewish.

The reason of the researcher chose this topic is that the researcher assumes that there are little previous researches about code-switching which are conducted particularly for lecturers code-switching in classroom. The researcher wants to reveal the frequency, functions, and possible factors of teacher's code-switching which is sometimes used by the teachers of education as one of ways of their explaining techniques in the classroom. There are many researchers who focused only on the function of code switching itself. It is important to identify and understand the types of code-switching too, not only based on the form but also based on the sociolinguistics point of view.

The researcher tries to find the types of code-switching used by the lecturers of English Department of Sebelas Maret University and the functions of code switching done by the lecturers in the class. By these reasons the researcher doing this research with the title *“The Analysis of Lecturers’ Code Switching in Teaching Learning Process (A Case Study in the English Department Teaching Learning Process Faculty of Cultural Sciences Sebelas Maret University)”*.

B. Problem Statement

In order to reach the goal, this study is guided by some questions which are formulated as follows :

1. What are the types of code switching employed by the lecturers in the class?
2. Why are code switching employed by the lecturers in the class?
3. What are the functions of each type of code switching?

C. Research Objectives

This study aims to describe how the code-switching is used by the lecturers in the class. This research explains the phenomenon of code switching in the class. In order to describe the case of code switching that occurs in the English teaching, the researcher determines the research objectives as follows :

1. To find types of code switching employed by the lecturers in the teaching learning process.
2. To explain why code switching are employed by the lecturers in the class.

3. To find out the functions of each type of code switching.

D. Research Limitation

There are many cases of code switching. The researcher focuses only in the code switching in English Teaching employed by the lecturers in skill classrooms in first semester students to the third semester students of English Department of Sebelas Maret University. The subject in English Department is divided into two types, there are skill subjects (listening, speaking, reading) and content subject (pragmatics, morphology, etc). This research focuses only in the skill subject because the skill subjects are given in the first semester to the third semester students to train their English ability so that students can accept the content subject easily in the upper semester. There are many English Departments from other Universities, but the researcher only focuses on the lecturers from English department of UNS as the object of the research.

There are many types of code switching. According to Poplack (1980), there are 3 types of code switching based on grammatical classification : Tag switching, Inter-sentential switching, and Intra-sentential switching, and 2 types of code switching based on sociolinguistic point of view based on Gumperz theory : Situational and Metaphorical code switching. The researcher categorizes the data based on Poplack and Gumperz's theory. The researcher only focuses on the functions of code switching used by the lecturers, so the researcher will not do the research about how the lecturers deliver their materials to the students. The researcher only focuses on the language used by the lecturers to find the code switching cases.

E. Research Benefits

The findings of code switching study employed by the lecturers at the English Department, Faculty of Cultural Sciences, Sebelas Maret University Surakarta are highly expected to provide contributions in the area of Sociolinguistics research. Specifically, the phenomenon of code switching used by the lecturers will be resourceful input for the students and other researchers who have the same interest in the Sociolinguistics field.

F. Research Methodology

The research is descriptive which is employed to describe the phenomenon of existing in the society (Fishman, 1972, p3). This research is conducted by collecting, classifying, analyzing data, then conclude the result.

The setting of the research is English Department, Faculty of Cultural Sciences, Sebelas Maret University Surakarta, Indonesia. The research was conducted from February 2014 – September 2014.

The source of the data are the lecturers' speech acts in the skill classroom of English Department Sebelas Maret University such as reading, listening, and speaking. The sampling technique utilized in this research is purposive sampling.

Further research methodology will be classified in the Chapter Three.

G. Thesis Organization

The result of the reserach will be composed in the form of a thesis. It will be easier to be understood if the thesis is presented in a systematic way. The systematic way is as follows :

Chapter I : Introduction, consisting of Research Background, Problem Statement, Research Objectives, Research Limitation, Research Benefits, Research Methodology, and Thesis Organization.

Chapter II : Review of Related Literature consisting of Sociolinguistics, Ethnography of Speaking, Monolingualism Bilingualism and Multilingualism, Language Change, Domain, Code Switching, Code Switching in the Classroom, and Previous Studies.

Chapter III : Research Methodology, which covers Research Design, Research Location, Data and Data Collection, Sample and Technique of Sampling, Data Coding, Data Validity.

Chapter IV: Analysis and Discussions.

Chapter V : Conclusion and Suggestion.