

CHAPTER I

INTRODUCTION

1.1 Background of the study

Indonesia has a plurality of ethnic groups, cultures, and languages; therefore, multilingualism is the norm among Indonesians. The spread of Indonesian (Bahasa Indonesia) throughout the country and into all levels and sectors of society through education causes a sharp increase in multilingualism among the whole population. It is clear, then, that practically every Indonesian is a bilingual in the cities and towns of Indonesia as he or she speaks one vernacular/local language (one's first language or "mother tongue") and Indonesian (Nababan in Teodoro, 1979:260-262, 278-279). This seems to be in line with Bell (1976:110) who concludes that no person is monolingual.

In compliance with the increasing displacement of populations and the growing ethnic diversification of metropolitan centers, the communicative uses of code switching are more likely to increase than to decrease. Moreover, in a particular setting when speakers and listeners do understand each other, there must be some

sharing of codes and it is taken for granted (Gumperz, 1982:64,75). People sometimes switch codes within a domain or social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to switch (Holmes, 1992:41).

Rubin (1968) as quoted by Marasigan (1983:40) talks about formal and informal sorts of relationship in relation to language choice. So, code switching can happen in informal situations such as in the market, among friends, or in formal situations such as in a classroom, in a sermon, in a seminar, etc.

The writer of this paper decided to observe code switching in formal situation since none has carried out code switching research in formal situation at the English Department of Widya Mandala Catholic University. In this case, she chose code switching in the classes at Widya Mandala Catholic University as the fact that she was one of the students at Widya Mandala. So, it would be easier for her to collect the data.

Besides, based on the writer's experience as she used to be in the seventh semester, the teachers who were teaching the subjects such as T.G. Grammar, Discourse Analysis, and Literature preferred to present the material by themselves, meaning they rarely asked the students to present any papers in the classroom and during the

teaching learning activities, they tend to switch from English to other languages and vice versa although they have mastered English well. Therefore, the writer assumes that they switch not only to maintain the smoothness of communication, but there may be some other factors unobserved by the outsiders which will be revealed in this thesis.

Furthermore, code switching in the classroom is interesting to be analyzed since based on her experience, when code switching occurs in the classroom, the situation of the class will change whether it will be livelier or more strained. On the other hand, if the teacher is monolingual, he speaks the same language all the time, the situation of the class will be monotonous and the students will get bored of it so that they can't grasp all the information well (Lieberson, 1981:324). Therefore, Nik Safiah Karim in Bikram K. Das (1987:66) states that as teachers, we must realize the need for the variety of language and design the style of language. Moreover, if the students are bilinguals, the teachers must ideally be bilinguals in the same language combination (Lim Kiat Boey, 1980:50).

In addition, the writer chose code switching as displayed by the teachers in the classroom and not by the

students as teachers have more knowledge about languages than students so that there is a possibility the language varieties of the teachers are more interesting than students.

1.2 Statement of the Problem

With reference to the background of the study, the questions investigated are formulated as follows:

1. What languages are mainly code switched by the teachers when they are conveying the lessons in the classroom of English Department of Widya Mandala Catholic University?
2. Why do the teachers switch from one code to another code during the teaching learning activities?

1.3 The Objectives of the Study

This study is intended to answer the formulated research questions. As such, the objectives are formulated as follows:

1. To describe the existence of code switching i.e. the languages used by the teachers when they are conveying the lessons in the classes to the students of English Department of Widya Mandala Catholic University.
2. To describe the reasons of the existence of the code

switching i.e. the factors that motivate the teachers to switch from one code to another code.

1.4 The Significance of the Study

As an input to the teachers to make the class more lively, interesting, and at the same time fruitful for the students.

1.5 Scope and Limitation

Concerning the limited time, energy, and funds available to do this research, the writer decided to choose three male teachers. They are the first speaker, the second speaker, and the third speaker who based on the writer's experience, tend to switch to other languages at the time they were teaching T.G. Grammar and Discourse Analysis to the seventh semester students. The area of analysis were focussed on formal oral discourse that took place in the classroom (formal settings).

1.6 Theoretical Framework

This study is based on theories of Sociolinguistics which covers bilingualism and code switching.

Sociolinguistics is a study about the relationship between language and society (Holmes, 1992:1).

As for bilingualism, Roger T. Bell (1976:110) claims

that the individual is able to switch from one language to another language and among the styles of each language.

Meanwhile R.A. Hudson (1988:56,71) states that code switching is one of the varieties of language in which a speaker uses different varieties at different times. The varieties cover languages, dialects, registers, standard languages, even high and low varieties.

1.7 Definition of Key Terms

The title of this thesis is Code Switching in the Classroom as Displayed by the Teachers of English Department of Widya Mandala Catholic University.

As such the major terms defined in this section are: Code, Switch, Code Switching, Variety, The three male teachers, and English language.

1. Code is any set of linguistic forms that is influenced by social factors (Holmes,1992:9).
2. Switch is a change from one language to another language which reflects ethnic identity, relationship between participants (socialdistance), social status, formality, and its function (Holmes,1992:42,45).
3. Code switching in this particular study refers to the action of changing English into other language and vice versa in verbal communication (personal defini

tion).

4. Variety is a Sociolinguistic term referring to language in context which includes different accents, different linguistic styles, different dialects, and even different languages (Holmes, 1992:9).
5. The three male teachers are teachers who taught T.G. Grammar and Discourse Analysis subjects in which based on the writer's experience when she used to be in the seventh semester, they tend to switch to another language in conveying the lessons (personal definition).
6. English is the language used by teachers in conveying the lessons in classes (personal definition).

1.8 Organization of the Paper

This thesis consists of five chapters. The first chapter is the Introduction. It gives the readers some explanations about the background of the study, statement of the problem, the objectives of the study, the significance of the study, the limitation of the study, theoretical frameworks, definition of the key terms, and organization of the paper.

The second chapter is a review of related literature which presents the basic theories of the study such as Sociolinguistics which covers Bilingualism, and Code

Switching and it also discusses the previous study about code switching.

The third chapter is about the research methodology. It discusses the nature and design of the study, the population (sample), instruments, and procedures of collecting the data and the analysis of the data.

The fourth chapter is about the data, analysis, and findings and the discussion.

The final chapter of this thesis presents the conclusion and some suggestions concerning the topic under study.