

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication to express ideas, opinions, and feelings, used by human beings to communicate with one another. Lehman (1983:1) says that language is a means that enables human beings to play roles in society, to express their needs, to give and to get information, and to learn about people and their surroundings.

Indonesia as an archipelago has plurality of ethnic groups, cultures, and languages. It makes the people who live in it has to speak with the national language, that is Indonesian, to communicate with others, especially when they want to communicate with people who come from different ethnic groups. Many Indonesian people in this country use more than one language, because in every group of people, they have their own language. It is the language which is used by people who live in the community. In other words, everybody is a bilingual or even multilingual in the cities and towns of Indonesia.

In many cases, some may speak Indonesian, and one or more foreign languages. Hornby (1977:1) says that most nations are bilingual or even

multilingual with one or more ethnic groups speaking different languages. In fact, many people in the cities and towns know three or more indigenous languages, besides one or more foreign languages (Nababan 1979:209).

Bilingual is common in Indonesia. Today, geographical mobility is facilitated by modern means of transportation and the concentration of the people of many different language backgrounds in the major cities; more and more people are speaking two or more languages. Maybe only in small villages people can find many monolingual people.

As we know nowadays in twenty-first century, Indonesia becomes a free trade country where English is our International language. Many people try to learn English to keep up with the latest technology, for example. That is why learning English is important. Introducing English to young learners is one of the proper ways in mastering this International language. In this case, the role of English teachers is needed to stimulate and motivate their students to learn English. So, the teachers are supposed to apply the proper strategies to help the young learners to learn English effectively and communicatively.

The English teachers at I 2 C Children English Course carry out an appropriate method in teaching English. They apply bilingual system (English-Indonesian and Indonesian-English) in teaching English to young learners. Ideally, the teachers speak English all the time in the classroom.

In fact, sometimes they use Indonesian in serving the material. Switching language is done at I 2 C Children English Course because English is not their first language. Bondetal (1989) states perhaps the ideal situation is to have bilingual teachers help meet the needs of the students.

In giving the material, teachers expect the students to understand and comprehend the material. One of the efforts done by the teachers is switching the language. Switching language is used by teachers in the classroom in order to support the students to learn English.

Seeing the condition above which happened at I 2 C Children English Course, the writer wants to research two things relating to code switching used by the teachers when teaching in the classroom. The writer attempts to analyze the pattern of code switching and the tendency to use code switching used by the teachers in the classroom..

1.2 Statement of the problems

In line with the background of the research, the questions investigated were as follows:

1. What is the pattern of the code-switching used of the teachers in I 2 C Children English Course in the classroom?
2. Why do the teachers have tendency to use code switching?

1.3 The objectives of the Study

This study is intended to attain the following objectives:

1. To find out the patterns of the code-switching which are used by the teachers at I 2 C Children English Course during teaching in the classroom.
2. To find out the reasons why the teachers use code switching.

1.4 The Significance of the Study

From the theoretical point of view, the result of this study is expected to give clear description to the English teachers about sociolinguistics especially the theory of Code Switching. And, the practically is to give contribution to the English teachers to know the functions of using code switching when they teach English to young learners in the classroom. Also, it will give a profile of code switching used by bilingual teachers in an EFL class for children.

1.5 Scope and limitation of the Study

The study was limited in several aspects as follows:

1. The subjects of this study were only three teachers of I 2 C Children English Course who taught young learners in Level 3, level 4, and level 5, at Ruko Margorejo 115 F on Jl. Margorejo Indah 2nd floor.

2. The area of analysis was focused on the formal communication that took place in the classroom during the teaching-learning activities.
3. The data were collected three times by using audio recording in the teaching-learning activities in the classroom for 20 minutes. Besides, the writer gave questionnaires to the teachers outside the classroom to fill out, after their teaching sessions were over.

1.6 The definitions of the Key Terms

The major terms defined in this section are:

1. Language choice is the language that someone chooses consciously when he is speaking in multilingual community (Hoffmann,1991:171)
2. Code switching is a change by a speaker from one language or language variety to another one (Richards and Platts, 1992:58).

In this study, Code Switching is the use of two languages that switch in the same conversation.

3. Code mixing is a mixing of two codes or languages, usually without a change of topic (Richards and Platts, 1992:57)

In this study, Code Mixing involves various level of language.

4. I 2 C is a Children English Course for young learners which is located on Jalan Margorejo Indah at Ruko Margorejo 115 F 2nd floor, Surabaya, Indonesia.

5. Pattern of Code Switching here includes the languages which are used in the code switching and the frequency of occurrence of each language switch.

1.7 Organization of the Thesis

This thesis consists of five chapters. Chapter I deals with the introduction of the study including the background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, definition of Key Terms, and organization of the study. Chapter II concerns with review of related literature, which includes the theories of Language, Multilingualism, Language Choice, Code Switching, and Code Mixing. Chapter III discusses the research method of the study that consists of research design, technique of collecting the data, the data of the study, the participants, and the instruments, procedures of collecting the data and data analysis technique. Then chapter IV discusses the findings. And the last chapter is conclusion and suggestion.