CHAPTER I

INTRODUCTION

1.1. Background of the Study

Being the second most used language in the world (Chrystal, 1997b; Zhu, 2001), English is spoken by approximately a quarter of the world's population (Crystal 2002 in Floris 2002). Thus, as an international language, English has an important place in language learning. It has become the main language used in books, newspapers, international business and conferences, science, technology, medicine, sports, music, etc. The need to master English has been increasing in order for people to be able to participate in globalization.

The increasing needs of mastering English are also recognized by Indonesian government. It is evidenced in the teaching of English which ranges from pre-school to senior high school. Thus, it has become one of the important subjects taught in schools and tested in National Final Examination (Ujian Akhir Nasional) for both junior and senior high school. Passing it is compulsory in order for the students to graduate.

Since English is a foreign language and not used in everyday communication, the chance for the students to use English is limited only in the classroom. It is still uncommon in Indonesia to use English as a means of communication in daily activity. Floris (2002) explains in her study that

> … in Indonesia, English is regarded as a Foreign Language. It is not a Second Language or an official language, so it is not widely used in the community. The exposure of English, even in the English-medium-institutions, happens only in classrooms. The atmosphere outside the classrooms provides more exposure to Bahasa Indonesia and local languages. So when the students and the teachers leave the classrooms, they will be more exposed to their native languages and fewer opportunities to use English. Generally, the students (and the teachers) use English only for 5-7 hours per day. (Floris, 2002)

According to Littlewood (1984:58), it is best for language learners to learn in natural learning mechanisms, which can be activated when they are involved in communicative activity. Littlewood further explains that to acquire said natural learning mechanisms, learners should be given access to conditions in which the language is naturally used as a means of communication. Therefore, it is important to efficiently use the time allocated for English subject to expose the students with as much English as possible. One of the ways to expose the students with English in the classroom is through teacher's language. Teacher can use as much English as possible in giving instructions to the students during the lesson and limit the use of Bahasa Indonesia.

In the real situation in some schools, the use of Bahasa Indonesia in English language classroom is still unavoidable. In Indonesia, as a multilingual society, it is common to use two or more languages in communication. It is in line with Margana (2012) who states that

> … the use of two or more languages in communication practices becomes a common phenomenon because the participants are familiar with more than one language, for example regional languages (Javanese, Sundanese, Maduranese, and the like), first language (Indonesian language), and foreign language (English). (Margana, 2012: ii)

According to Floris (2002), the existence of students' mother tongue (in this case, Bahasa Indonesia) cannot be easily neglected. Research conducted by Balet (1985, cited in Floris 2002) shows that the use of mother tongue in the term of translation is proved to be the students' preferred learning strategy. Since teachers need to reduce the burden for the learners and assist them in understanding and in producing language appropriate to the situation (Moore, 2002), it is important for the teacher to adjust his or her language, i.e. switching the code from target language (L2) to mother tongue (L1) (Ahmad & Jusoff, 2009; Skiba, 1997; Weng, 2012). Thus, code switching in English language classroom in Indonesia is still inevitable. Teacher often needs to code switch during the teaching and learning activity.

From the background explained above, it is necessary to seek out and explain the reasons behind the phenomena of code switching done by teacher in English language classroom in Indonesia. The topic of code switching as one of

the ways used by teachers in giving instructions and explaining learning material is still a burning issue among Indonesian researchers. Therefore, this research is aimed to investigate the code switching which occurs in EFL classroom in a public high school in Bandung, focusing on the types of code switching done by teacher, the circumstances that encourage teacher to code switch, and students' perception towards it.

1.2. Statement of the Problems

This study will seek to answer the following questions

a) What types of code switching are utilized by teacher in EFL classroom?

b) In what circumstances does the teacher use code switching strategies in EFL classroom?

c) What is the students' perception towards code switching utilized by teacher in EFL classroom?

1.3. Aims of the Study

Based on the background of the study and the statement of problems, the study is aimed to:

a) Investigate the types of code switching utilized by teacher in EFL classroom

b) Find out the circumstances in which teacher code switches in EFL classroom

c) Describe the students' perception towards code switching utilized by teacher in EFL classroom

1.4. Scope of the Study

This study will focus on investigating the types of code switching utilized by teacher in EFL classroom in a public high school in Bandung, the circumstances that encourage teacher to code switch, and the students' perception towards it.

1.5. Significance of the Study

Margana (2012) investigated the use of code switching in EFL classroom in Yogyakarta. He reveals that teachers in Yogyakarta often use code switching when teaching English in the classroom. The present study is necessary to reveal the use of code switching in EFL classroom in Bandung, specifically the types of code switching utilized, the circumstances in which the code switching occurred, and the students' perception towards it. Moreover, this study is also expected to give contributions to the theories and literatures about code switching, particularly in Indonesia. It is also expected to help teachers in deciding the types of code switching to be used in EFL classroom. In addition, it is also expected to help teachers build and maintain good relationship and communication with their students and develop new teaching ideas.

1.6. Clarification of Key Terms

a) *code switching* is the practice of switching between a primary and a secondary language or discourse (Coffey, 2008).

b) *bilingualism* is the ability to master two or more languages with equal 'native-like control' (Barun, 1937).

c) *first language/mother tongue* is the language that one acquires during early childhood, learned as a part of growing up among people who speak it (Saville-Troike, 2005).

d) *second language* is "typically an official or societally dominant language needed for education, employment, and other basic purposes" (Saville-Troike 2005: 4).

e) *foreign language* is a language which is not widely used in the learners' immediate social context but might be used in the future (Saville-Troike, 2005).

f) *L1* refers to first language/mother tongue, or the language that one acquires during childhood (Saville-Troike, 2005).

g) *L2* refers to the language one learns in addition to his/her first language. It may refer to both second and foreign language (Saville-Troike, 2005). In this study, however, the term L2 is used to refer to foreign language.

1.7. Organization of the Paper

This study is presented in five chapters as follows.

- Chapter I Introduction

This chapter introduces the background of the study, statement of the problems, aims of the study, scope of the study, significance of the study, research method, subjects, data collection and analysis, and clarification of the key terms.

- Chapter II Theoretical Foundation

This chapter covers the theoretical foundation of the study. It consists of three sections which talk about conceptualizing code switching, code switching in Indonesia classroom context, and learners' perception on the use of L1 in L2 classroom.

- Chapter III Research Method

This chapter covers the research methodology of the study. It consists of four sections which talk about research design, research site and participants, data collection techniques, and data analysis technique.

- Chapter IV Findings and Discussions

This chapter presents the findings and discussions to answer the research questions in Chapter I. It is divided into three sections, with each section presenting the findings and discussions for each research question and linking them to the theoretical foundation presented in Chapter II.

- Chapter V Conclusions and Suggestions

This chapter is divided into two parts. The first part provides the conclusion of this study. The second part provides suggestions to other researchers who have the interests in the same field.