

CHAPTER I INTRODUCTION

This chapter contains the introduction of the study that covers background, statement of the problems, aims of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

1.1 Background of the study

Since globalization era encourages people to acquire English for international communication, international-standard or bilingual schools become one of the fast growing educational institutions in Indonesia. In 2000's, many educational institutions have been growing fast in numbers and competing to introduce English at early age and offering an English-only (monolinguals) environment in their schools (Manara, 2014). The benefit of international standard or bilingual schools is that students can possess more essential and sufficient skills that can be used for the globalizing workplace (Vaish, 2008). In addition, international or bilingual programs can also develop student's home languages academic proficiency and reinforce their English skills (Feinberg, 2002). In international or bilingual schools, children acquire two or more languages simultaneously which can affect their language proficiency and it may become one of the factors which causes children to become bilingual or multilingual individuals. Bilingual or multilingual individuals refer to anyone who has a minimal competence in only one of four language skills such as listening, speaking, reading, and writing in a language other than his first language (Macnamara, 2004).

One common phenomenon which appears in bilingual or multilingual individuals' speech or conversation is code switching. Code switching is a linguistic phenomenon in which people speak more than one language to alternate between varieties, or codes, across sentences or clause boundaries (Meyerhoff, 2006). Poplack (1980) defines three types of code switching namely *tag switching*, *inter-sentential switching*, and *intra-sentential switching*. Several sociolinguistics functions of code switching in bilingual or multilingual children's utterance include function of code switch as *the representation of speech*, *imitation quotation*, *turn accommodation*, *topic shift*, *situation switch*, *insistence*

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(*non-command*), *emphasis (command)*, *clarification or persuasion*, *person specification*, *question shift*, *discourse marker*, and *other* (Reyes, 2004).

Preliminary observation shows that code switching is a commonplace phenomenon among children in multilingual community. This is influenced by two factors which include the setting where English is a medium of learning instruction and the children's limited vocabulary, particularly English. In a multilingual setting, children see code switching as the impact of language limitation, a useful tool in communication, and means of humor (Vasquez, 2009). In addition, in the eyes of some bilingual or multilingual children, code-switching shows linguistic deficiencies and a negative influence of second or foreign language learning (Rios & Campos, 2013).

There are some previous studies regarding code switching phenomena. One of the studies was proposed by Poplack (1980) who found that *intra-sentential switching* is commonly used by fluent bilinguals and they do not avoid both grammatical rules of languages, however non-fluent bilinguals tend to use *inter-sentential switching*. Another study was proposed by Reyes (2004) who discovered that older children (10 years old) switch the language more frequently and had more variety of functions than the younger (7 years old). In addition, in Shogren's (2001) study on children's code switching, her revealed that the most common children's motivation in switching the code in their community is solidarity that is to establish their own code, referential, directive, and reactive to positive or negative face and power.

Focusing on Indonesian-English code switching, several studies report the phenomenon of code switching in a wide range of Indonesian-English contexts, for examples, an analysis of code switching in President's speech (Nurhaki, 2013), code switching in social media twitter (Novianti, 2013), code switching in magazine (Intan, 2013), and code switching in television program (Dewi, 2013). In addition, there is also a code switching study in Indonesian-English bilingual children. The study was proposed by Pradina, Soeriasoemantri & Heriyanto (2013). Pradina et al. (2013) found that the function of Indonesian English switching in the children' utterances is used as the tool of a politeness strategy to get a smooth conversation and gain solidarity among them.

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Among those five studies, none of them aims at investigating bilingual Indonesian-English children's perspectives on the phenomenon of code switching in their community. Therefore, the present study aims at filling the gap by examining how code switching occurs in bilingual utterances when they are communicating with others and their perspectives toward code switching in their community.

1.2 Statement of the problems

In order to achieve the aims of this study, three questions are formulated as follows:

1. What types and functions of code switching are identified in schoolchildren's utterances in the multilingual community from different age groups?
2. What are the schoolchildren's perspectives on the phenomenon of code switching in their community?

1.3 Aims of the study

Regarding the study questions above, this study is conducted to:

1. Identify the types and functions of code switching used by schoolchildren from different age groups.
2. Reveal the schoolchildren's perspectives on the phenomenon of code switching around their community.

1.4 Scope of the study

The study was conducted in a club at one of bilingual schools in Bandung. It is limited to identifying the types and functions of code switching in the children's utterances when communicating with each other as well as with their teacher at the club. This study also investigates the children's perspectives on the use of code switching in their community (the club at school).

1.4 Significance of the study

This present study is expected to provide both theoretical and practical benefits. Theoretically, the result of the study provides further explanations on code switching study, particularly children's code switching. Practically, the study is

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useful for the analysts who are interested in the study on bilingual or multilingual children regarding the phenomenon of code switching in Indonesia. Finally, the present study is expected to give some contributions and worth information for the analysts who are concerned on code switching study.

1.6 Clarification of the key terms

To avoid misunderstanding, some of important terms are clarified as follows:

1. Bilingual

The term bilingual refers to the people who need and use two (or more) languages in their everyday lives (Grosjean, 1992, p.51).

2. Code Switching

Code switching is the alternate use of two or more languages in bilingual utterances or conversation (Gumperz, 1973).

3. Perspectives

Perspectives represent certain sets of assumptions and commitments with respect to world-views (Latour, 1987).

1.7 Organization of the paper

The paper is organized into five chapters. Each chapter contains several points which give a detail and specific explanation of the information. The first chapter is *Introduction* that provides the background of the study, study questions, aims of the study, significance of the study, scope of the study, clarification of key terms, and organization of the paper. The second chapter presents *Literary Review* that covers the related concepts and theories used to answer the study questions. The third chapter contains *Study Methodology* that explains and represents such methods in conducting the study and the tool of analysis. The fourth chapter contains *Finding and Discussion* of the study, the analysis of data, the result of the study, and the answer of study questions. The last chapter presents and provides conclusion of the study, its result, and several recommendations for further study.

