CHAPTER I

INTRODUCTION

This chapter gives an overview of this study, which consists of the background of the study, statement of the problems, the purpose of the research, the scope of the study, the significance of the study and clarification of terms.

1.1 Background

In today's society, people tend to use their ability to speak more than one language. It occurs because they come from different culture which contains of several languages and they are in contact with others. According to Harmer and Blanc (2000 p.6), the ability to speak two languages perfectly is called bilingual. By using language, people can share their ideas and thought of each other. As an international language, English has been divided into three broad categories; English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL) (Baker 2011, p. 94).

English is used as an instructional language in EFL classroom. Due to the lack of ability of the students to catch the meaning of the teacher said, the teacher sometimes switches the language in a certain pattern. However, a professional teacher should try to use target language in the classroom in order to stimulate the learners for doing it. Grosjean (as cited in Sweeney, 2010) argues that various sources of knowledge, such as the listeners' knowledge of the language in the world affect the recognition of words or codes. Furthermore, Wong-Fillmore (as cited in Jingxia, 2010) emphasizes that it is important for foreign language teachers to expose their students or the learners to produce as many language functions as possible in the target language. In addition, Ellis (as cited in Jingxia, 2010) points out that the use or overuse of the L1 by foreign language teachers will deprive

learners of valuable target language input. In line with Ellis, Wong Fillmore (as cited in Jingxia, 2010) thought that students who usually hear their teacher speaks in L1 tend to ignore or not pay attention to the target language and do not benefit fully from the value of the target language input. Although both teacher and students are expected to use full English in the classroom, the use of Indonesian as an alternative in teaching and learning process is unavoidable in particular situations.

The phenomenon in which teacher switches the language into another language is called as code switching. According to Fong (2011), code switching can be defined as the alternative use of two or more languages by bilinguals in a conversation. Code switching requires the speakers know at least two or more varieties of languages and making it an exclusive activity to only bilinguals. While as Jingxia (2010) states "code-switching is one of the unavoidable consequences of communication between different language varieties especially in multilingual and multicultural communities". However, Greggio& Gil (as cited in Bensen, 2013) emphasize that code switching has an important role in teaching and learning process in the classroom.

According to Cook (2001), code switching is the process of switching language from target language to mother tongue in a natural situation in the classroom and a highly activity in teaching and learning process. "The teachers should resort to the L1 if the use of target language is apparent inefficient and cause problems for the students". He suggests that the teachers use the L1 when explaining grammar, organizing tasks, disciplining students, and implementing tests in order to avoid difficulties for the learners.

Code switching has been observed by many researchers. It is analyzed from many aspects and subjects. The first study that will be discussed is conducted by Ayeomoni (2006) who investigates the types of languages acquired at different periods in the lives of members of the education elite in a speech community; to wit, the Ikale in the Irele and Okitipupa Local Government Areas of Ondo State. She found that code-switching and code-mixing correlate positively with the educational attainment of individuals.

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Furthermore, Jingxia (2010) analyzes the attitudes of teachers and students towards the patterns, functions, factors and influence of the switching to Chinese in the EFL classroom of Chinese. She found that inter-sentential switching is more frequent to occur than two other patterns in the classroom. Then, the situation which causes the teacher switch to L1 such as to manage the class, to check students' understanding, to introduce background information, to explain grammar and to translate vocabulary which unfamiliar for the students.

Code switching takes place in many occasions, whether in EFL classroom or ESL classroom. Teacher tends to switch the language from English to Indonesian or Sundanese when he taught English in the classroom. The present study focuses on code switching in EFL classroom.

Based on the overview above, this study is intended to investigate the types of code switching in an EFL classroom, find out the reasons of the teacher for using code switching in an EFL classroom and explain students' perceptions toward the teacher's code switching in an EFL classroom.

1.2 Statement of Problems

This study will be conducted to answer the following questions:

1. What types of code switching are found in the EFL classroom?
2. Why do the teacher switch codes in the EFL classroom?
3. What are students' perceptions toward the teacher's switching in the EFL classroom?

1.3 The Purpose of the Study

Based on the statement of the problems, the purposes of this study are as follows:

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1. to identify the types of code switching found in the EFL classroom,
2. to find out the reasons of the teacher for using code switching, and
3. toanalyse the students' perception toward the teacher's switching in the EFL classroom.

1.4 The Scope of the Study

This research investigates teacher's switching in an English as a foreign language classroom. It identifies the types of code switching used by the teacher in the EFL classroom, find out the reasons of the teacher for using code switching in the EFL classroom and analysis the students' perception toward the teacher's switching in the EFL classroom.

1.5 Significance of the Study

The findings of the study are expected to improve both students and English teacher in teaching and learning process. For the teachers, it can give some valuable input to support in teaching about bilingual and code switching in terms of contributing theories and literature about code switching. Furthermore, the result of this study hopefully provides useful information for evaluating the development of teacher's English performance in the classroom and it could bring awareness in implementing classroom interaction and achieving objective of lesson in English classroom. In addition, this study is important for the students, it helps the students to learn and understand more about bilingual and code switching.

1.7 Clarification of Terms

To avoid misunderstanding and ambiguity, some terms used in the study are clarified as follows:

a. Code switching: Code-switching is the mixing of words, phrases and sentences by bilinguals or multilingual of two or more languages in discourse within the same speech and with no change the topic (Poplack, 2012).

b. Bilingualism: The ability to speak more than one language, whether or not they are controlled equally and whether or not more than one is native (Mathew, 2007).

c. EFL classroom (English as a foreign language classroom): refers to the classroom in which English is taught and learned as a foreign language (Stern, 1983, p.40).

d. L1: refers to the languages which are acquired during early childhood normally beginning before the age of about three years and that they are learned as part of growing up among people who speak them (Saville-Troike, 2006, p.4).

e. L2: refers to the language as the additional language (foreign language or second language) (Saville-Troike, 2006, p. 4).

1.8 Organization of the Research Paper

The organization the research paper is started with Chapter I-Iintroduction. It introduces the problems and the reasonsof the study. It consists of the background of the study, statement of the problems, the purpose of the research, scope of the study, significance of the study, clarification of terms, and organization of the research paper.

The second is Chapter II, which elaborates literature review of the study. It provides theoretical foundation of the study related to the code switching.

The third is Chapter III, whichfocuses on research methodology or research design used by the researcher.It consists of design of research methodology, site and participants, data collection and data analysis.

Chapter IV is findings and discussions which explain the findings and discussions of the study. The last is Chapter V, conclusions and suggestions. It summarizes the findings and discussions of the study. In addition,it also consists of recommendation for further researcher.