

CHAPTER I

INTRODUCTION

This chapter introduces problem of the study. To begin with, first section describes studies mapping about the use of code switching and urgency to conduct the study. Furthermore, purpose of the study, formulation of the problem, scope of the study, significances of the study, clarification of terms, and organization of the paper are described.

1.1 Background of the Study

It is sensible to focus on the work to use more than one language through code switching rather than questioning the best medium of instruction that has to be used by the teacher in the English classroom (Cole, 1998; Cook, 2001; Ferguson, 2003; Ferguson, 2012; Macaro, 2009). The reason behind this idea is that English and other languages can be used complementarily in bilingual and multilingual class to help students learn English (Cole, 1998; Cook, 2001; Ferguson, 2003; Ferguson, 2012). Code switching is a term used to identify alternation of two or more languages in word, phrase, clause, or sentence boundary in one speech situation (Grosjean, 1982; Gumperz, 1982; Hoffmann, 1991; Lanza, 1992; Myers-Scotton, 1992; Myers-Scotton, 1993; Poplack, 1980; Romaine, 1995; Skiba, 1997). It can be used by bilingual and multilingual teachers in English classroom based on their need and interest (Macaro, 2009).

Further, there have been studies which show that it also can be used by EFL teachers in English for young learner (EYL) classes (See Qian, Tian, & Wang, 2009; Rezvani & Rasekh, 2011; Rinda & Lestira, 2014; Yataganbaba & Yildirim, 2015). However, the use of teachers' code switching in EYL class has not been extensively studied. More specifically, most of the studies concern with the use of two languages only. Whereas, code switching can also be used by multilingual speakers involving more than two languages (See Davidiak, 2010; Rinda & Lestira, 2014). Thus, the study about teacher's code switching which involves more than two languages in EYL class is still needed to enrich the

Lisa Khaerunnisa, 2016

AN EFL TEACHER'S CODE SWITCHING IN A YOUNG LEARNERS' CLASS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

findings about the use of teacher's code switching in EFL context. This idea is supported by Davidiak's statement (2010) that there should be more studies which investigate the alternation use of more than two languages. To address this gap, the present study focuses on the use of teacher's code switching which involves three languages including English, Indonesian, and Javanese. More specifically, this study aims to investigate an EFL teacher's types of code switching, her reasons to do code switching which involves three languages, and effects of her code switching toward the students' competency accomplishment in fifth grade classroom. Those three aforementioned matters are investigated through sociolinguistic approach, where this study not only has an interest in investigating the use of different languages in the teacher's code switching, but also different social functions involved in the process of her code switching.

1.2 Purpose of the Study

The purpose of this study is to investigate an EFL teacher's types of code switching, her reasons to do code switching which involves English, Indonesian, and Javanese, and effects of her code switching toward the students' competency accomplishment in learning the English materials according to the arrangement in the teaching syllabus.

1.3 Formulation of the Problem

This study aims to answer three following research questions:

- a. What types of code switching does the teacher do in a young learners' class?
- b. Why does the teacher do code switching which involves English, Indonesian, and Javanese in a young learners' class?
- c. How does the teacher's code switching affect young learners' competency accomplishment in their English class?

1.4 Scope of the Study

This study is limited in particular scope. Firstly, the participants of this study were only an English teacher and fifth graders in one of state elementary

Lisa Khaerunnisa, 2016

AN EFL TEACHER'S CODE SWITCHING IN A YOUNG LEARNERS' CLASS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

schools in Serang, Banten, Indonesia (see section 3.2). Secondly, this study only focuses on the use of different languages as the linguistic variety participating in code switching process (see sub-section 2.2.1). Lastly, this study only focuses on the use of code switching done by the teacher in her way to teach her students to respond very simple instructions verbally in accordance to basic competency in teaching syllabus (see section 3.2 and appendix 1).

1.5 Significances of the Study

The significances of this study are divided into two categories including theoretical and practical uses. First, as the theoretical use, the discussions in this study can be used as the additional information which adds previous related studies and reference for the other researchers who want to conduct the studies with a similar concern. Second, as the practical use, this study can be useful for teachers who teach English as a foreign language for young learners. The potential input in this study hopefully can help the teachers to increase more understanding related to the use of code switching in the EYL class. The information can be useful to improve the way they face challenges in using appropriate medium of instruction in EYL classes.

1.6 Clarifications of Terms

In order to avoid misunderstanding, this section presents the clarifications of four terms used in the present study. Those terms include EFL context, code switching, young learners, and young learners' competency accomplishment.

a. EFL Context

EFL (English as a Foreign Language) is English which is studied by people in a country where English is not the native language (Gebhard, 2006, p. 39; Paul, 2003, p. 1). Foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom (Brown, 2001, p. 116). A teacher and students who had become the participants in this study are categorized as an EFL teacher and students.

b. Code Switching

Lisa Khaerunnisa, 2016

AN EFL TEACHER'S CODE SWITCHING IN A YOUNG LEARNERS' CLASS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Code switching is an alternation of two or more languages in word, phrase, clause, or sentence boundary which is used by bilingual or multilingual in one speech situation (Grosjean, 1982; Gumperz, 1982; Hoffmann, 1991; Lanza, 1992; Myers-Scotton, 1992; Myers-Scotton, 1993; Poplack, 1980; Romaine, 1995; Skiba, 1997). This study focused on the alternations of English, Indonesian, and Javanese which were done by an EFL teacher as a minimalist multilingual in her way to teach English for young learners in the fifth grade of a state elementary school.

c. Young Learners

Young learners are children between the ages of 3-15 years old (Nunan, 2011, p. 2). Young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling (Mckay, 2006, p. 1). In the education system of most countries, young language learners are children who are in primary or elementary school (Mckay, 2006, p. 1; Pinter, 2006, p. 1). Young language learners who had become the participants in this study were fifth graders in the elementary school level.

d. Young Learners' Competency Accomplishment

Young learners' competency accomplishment in this study refers to the fifth graders' accomplishment in doing three performances. Those performances include repeating English utterances of the teacher or friends audibly, repeating English utterances of the teacher or friends with correct pronunciation, and giving correct oral responses to English questions from the teacher or friends. Those performances were based on the arrangement in the teaching syllabus and lesson plan for the third until twelve English meetings in the first semester.

1.7 Organization of the Paper

There are five chapters in this research paper. To begin with, chapter one presents the introduction part. It consists of background of the study, purpose of the study, formulation of the problem, scope of the study, significances of the study, clarifications of terms, and organization of the paper. Next, chapter two

Lisa Khaerunnisa, 2016

AN EFL TEACHER'S CODE SWITCHING IN A YOUNG LEARNERS' CLASS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

presents theoretical foundation of the study. It contains definition of bilingualism and multilingualism, definition of code switching, types of code switching, sociolinguistics perspective of code switching, bilinguals and multilinguals' reasons to use code switching, criticism of teachers' code switching in the English classes, characteristics of young language learners, teacher's code switching as a social constructivism approach in young learner's class, and previous studies about EFL teacher's code switching in young learners' classes.

Furthermore, chapter three presents the methodology of research. It includes research design, site and participants, data collection techniques, qualitative data analysis, and validity. Then, chapter four presents findings and discussion of the study. It consists of the discussion about teacher's type of code switching, teacher's reasons to use code switching which involves English, Indonesian, and Javanese in a young learners' class, and effects of the teacher's code switching toward the students' competency accomplishment in a young learners' class. Lastly, chapter five presents the conclusion part of the study. It consists of conclusions of the study and suggestions for EYL teachers and future researchers.

1.8 Concluding Remarks

This chapter has presented the introduction of the present study. It includes the background of the study, the purpose of the study, research questions, scope of the study, significances of the study, clarifications of terms, and organization of the paper. Based on the elaborated introduction above, it can be concluded that this study was conducted to fill the gap where there should be more studies which investigate the teacher's code switching in more than two languages in EYL and EFL context. The present study was conducted to investigate an EFL teacher's types of code switching, her reasons to do code switching which involves English, Indonesian, and Javanese, and effects of her code switching toward the competency accomplishment of young language learners in a fifth grade classroom. The following chapter II will present a discussion about literature related to this study.

Lisa Khaerunnisa, 2016

AN EFL TEACHER'S CODE SWITCHING IN A YOUNG LEARNERS' CLASS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Lisa Khaerunnisa, 2016

AN EFL TEACHER'S CODE SWITCHING IN A YOUNG LEARNERS' CLASS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu