

CHAPTER I

INTRODUCTION

This chapter presents a general description of this study. It includes the background, the focus, the purpose, the questions, the significance, the methodology, and the clarification of the terms of the study. At last, it is followed by the organization of the paper.

1.1 Background of the Study

The occurrence of code-switching is inevitable for bilingual or multilingual people especially when they share two or more languages in common (Cook, 2001; Macaro, 2005; Song, 2009). Code-switching is considered a common phenomenon when it takes place in a natural setting as a means of communication. However, it becomes a concern when it occurs in a second language (L2) classroom or educational setting. According to Macaro (2014), even though in the L2 classroom setting the communication among the participants are meant to give and exchange information, its main intention is to assist one of the participants, i.e. the students, to learn and improve their L2. Hence, the existence of code-switching in the L2 classroom should be given proper attention.

In Indonesian context, one of the mostly learned L2 is English which has been introduced to students since the primary level. Mostly the teachers are the native Indonesians who share the same language with the students, so it could be found that in teaching English, the teachers usually do not rely completely on English as a medium of instruction, but they also switch to Indonesian (Karjo, 2007). This interference of students' and teacher's native language, in this case is Indonesian, is actually contentious among the scholars who stand with their justification. In one polar, some scholars see the resourcefulness of English only-policy (Polio & Duff, 1994; Ur, 1996; Nunan, 1993 in Celce-Murcia, 2001; Ramanujam, 2003; Harmer, 2007; Meyer, 2008; Nazary, 2008; Wu, 2008; McMillan & Turnbull, 2009; William,

2010) while the other polar believes that local language-policy is the best practice (Skiba, 1997; Schweers, 1999; Cook, 2001; Macaro, 2005; Zabrodskaia, 2007; Song, 2009). However, what needs to be taken into account is that the native language of the classroom participants is there and is shared between them. Hence, instead of debating which one is best, it is better to focus on how to use code-switching judiciously so that the students could improve their English. The judicious use of code-switching actually has a potential role in facilitating learning and Dickson (1992) in Macaro (2005) asserts that it is the quality of the native language exposure and not its quantity that matters. This could be seen in a case where the classroom participants find it hard to express what is in their mind or understanding what is delivered in English, so to get the message across, they would instinctively switch code to their native language, in this case to Bahasa Indonesia. This would facilitate the learning of English itself.

Apparently, some research studies concerning the use of code-switching in classroom situations have been conducted. According to Lin (2013), in North America setting, its focus is mainly on the amount of code-switching and its function in the classroom (see Mattsson & Burenhult, 1999; Ferguson, 2003; Sert, 2005; Jingxia, 2010). Besides that, students' and teachers' perception towards the use of code-switching in classroom also flourishes (see Schweers, 1999; Macaro, 2001, 2005, 2012, 2014; Tang, 2002; Ahmad & Jusoff, 2009; Jingxia, 2010; Yao, 2011; Johansson, 2013; Ibrahim, Shah & Armia, 2013; Horasan, 2014; Kim, 2015; Lee, 2016). However, most of the studies focused on the entire English teaching and learning process, but the present study intends to investigate the use of code-switching by teachers in facilitating English speaking skill. Spoken English is selected because mainly code-switching occurs in spoken language than in the written one (Jahr, 1998). Moreover, in the classroom interaction, speaking takes place frequently and in terms of facilitating the speaking class, the teacher would deliver particular materials for the students to be practiced and henceforth the teacher is expected to expose more English to the students so their speaking skills could be

improved. However, there might be some hindrance occurring during the process such as some students' lack of vocabulary that would somehow lead the teacher to prefer switching code to get the message across and make the students understand the lesson easily so that the learning could take place.

Some studies concerning teacher's use of code-switching in EFL speaking classroom have been conducted. The first one was conducted by Cipriani (2001). The study was conducted to find out the oral strategies that could encourage students' oral participation in the English classroom. It was found that code-switching became a strategy that could foster oral communication among the teacher and the learners in the English classroom. The role of the teacher's code-switching was to encourage learners to speak in English and also facilitate their understanding of English. The study found that the occurrence of code-switching could result in more speaking of the students in the English classroom because it was there to clarify the problems taking place, to encourage students who might feel insecure in speaking English, and to make the classroom atmosphere be more relaxed. The result showed that code-switching could be employed as a beneficial strategy to support the students to perform spoken English. The other one was conducted by De la Campa and Nassaji (2009) concerning teacher's amount, purpose and reasons for code-switching in L2 classrooms. The results revealed that the teachers employed code-switching quite frequently for many reasons and purposes. The teachers believed that code-switching should be used in the classrooms and that its existence actually facilitated L2 learning. Since the result of the studies concerning the amount and reasons of teachers' code-switching in EFL speaking class has proven that it has facilitative effect for students' oral communication, this study is conducted to see whether the similar case also applies or not.

In this study, an English speaking program of a private university would be the subject of the research. This speaking program provision for the students is mainly due to the limited engagements and lack of exposure in the English classroom with large classes and heterogenous students (Schweers, 1999; Turnbull 2001), in which

producing spoken language could be difficult (Brown, 2001). Therefore, the program called ESAP (English Self-Accessed Program) is created. Through this program, the students get an opportunity to speak in English actively, learn new English expression, be encouraged to speak in English, and be engaged in an English environment, all of which are facilitated by teachers called tutors.

However, there is a case in that English speaking environment, in which the teachers, who facilitate the learning of spoken English, consist of in-field and out of field ones. According to Ingersoll (1996), in-field teachers are those whose qualification matches with the subject they teach and out-of-field are those whose qualification does not match with the subject they teach. In her research studies, Ingersoll (1996, 2001) argues that the out-of-field teachers have become a problem which is still unrecognized and this has led to the unequal results in student educational outcomes. Nevertheless, in that speaking program, the out-of-field tutors outnumber the in-field ones and it is feared that it would impact the students' learning outcome differently. This decision is made due to a belief that whoever can speak English well, shown through their speaking test score, then they are eligible to become facilitators in this English speaking program. In this program, the tutors are required to use English maximally as the exposure for the students.

Apart from that, based on some observation during the speaking activities, both parties believe that code-switching is necessary and it depends on the students' proficiency level, but it seems like both are not aware whether the code-switching they use helps or even hinders students' English learning. There are times when they code-switch whenever preferable, but they also use it when they are clueless of the English vocabulary. They are indeed aware that providing students with English-only environment is what is demanded of them, but they also welcome the possibility of code-switching since it plays a role in helping students, especially the low-level ones, to learn English and to overcome some problems students usually encounter when learning it. As far as the researcher is concerned, no studies in code-switching field have been conducted that take into account the different educational background of

the teachers. Therefore, the present study intends to find out the different use of code-switching in terms of amount and reasons by in-field and out-of-field tutors in facilitating speaking activities, and investigate students' perception concerning tutors' use of code-switching in speaking activities where more English exposure is expected.

1.2 Purpose of the Research

The research is conducted to reach the following purposes:

1. To find out the difference between in-field and out-of-field tutors in terms of amount and reasons of the use of code-switching in facilitating ESAP activities
2. To investigate students' perception towards tutors' code-switching

1.3 Research Questions

This study attempts to address the following questions:

1. How do in-field and out-of-field tutors differ in terms of amount and reasons of the use of code-switching in facilitating ESAP activities?
2. What is students' perception towards tutors' code-switching?

1.4 Significance of the Study

The results of this study are expected to be beneficial for some aspects. Firstly, for the theoretical aspect, the results of this study hopefully would enrich the literatures of the use of code-switching in classroom by the teachers, especially in an English-speaking program. The results indicate that teachers' code-switching has a potential role of facilitating students' learning and helps the students to learn speaking skill provided it is used judiciously. Moreover, tutors' educational background only shows slight difference in terms of the use of code-switching and the students perceive the use of code-switching of both tutors positively.

Secondly, for the practical aspect, this study reveals the different occasions when in-field and out-of-field tutors mostly use code-switching, and students'

perceptions towards tutors' code-switching. As tutors are also expected to use English altogether in this program, this study could be the basis for tutors to evaluate themselves concerning their use of code-switching and to see how students perceive their use of code-switching.

Lastly, for the professional aspect, this study provides information to the organization having this program regarding aspects to concern to run the program effectively. Since the program's purpose is to give full English exposure to participants, especially to improve students' speaking skill, the result of this study, hopefully, could identify certain activities in which tutors mostly use code-switching to give training focusing on specific English terms used in the activities, inform the difference between in-field and out-of-field functions of code-switching to be further considered, and reveal students' perception towards tutors' code-switching to be the evaluation basis for reconsidering the program's policy.

1.5 Research Methodology

This research employs a qualitative case study design to explore and describe in detail the phenomenon being investigated (Ivankova & Creswell, 2009) and to study individuals and events in their natural settings that takes over time (Tetnowski & Damico, 2001 in Mackey & Gass, 2005; Mackey & Gass, 2005; Nunan & Bailey, 2009) or more than one individual for comparing and contrasting their behaviors within particular context (Mackey & Gass, 2005).

The research site is at *ESAP (English Self-Accessed Program)* Room of a Private University Language Center located in Bandung, Indonesia. The participants are one in-field tutor graduating from English department and one out-of-field tutor whose background is engineering and both have high-level of English proficiency.

This study employs triangulation technique to gather data from different participants and uses some types of data collection methods (Crocker, 2009). The data are obtained through observation, interview, and questionnaire. These could affirm

the conclusions derived from the data analysis (Rallis & Rossman, 2009). To answer the first research question about how in-field and out-of-field tutors differ in terms of amount and reasons of the use of code-switching in facilitating ESAP activities, the interaction of tutors and participants is observed and is aided by recording. The result of the recording is then transcribed to count the number of code-switching by in-field and out-of-field tutors. Through this, it is also meant to find out in which activities they switch code. In addition, the reasons that English graduate and non-English graduate tutors switch code are also disclosed by analyzing and categorizing the results of audio-recording observation into functions of code-switching based on Ferguson (2003) in ESAP activities by recalling with the research participants. Besides that, the use of code-switching by tutors would be related to the characteristics of a well-managed classroom that allows learning to take place. This is strengthened by interviewing the tutors regarding their use of code-switching. The result of the interview is recorded, transcribed, and categorized qualitatively. Meanwhile, the data from questionnaire are used to answer the second research question concerning students' perception on tutors' code-switching. The result is statistically analyzed.

1.6 Clarification of Main Terms

The followings are some main terms worth defining to avoid misunderstanding:

1. L1: The first language or mother tongue language acquired by a person (Cook, Long & McDonough, 1979).
2. L2: The other language acquired by a person (Cook, et.al 1979).
3. Code-switching: The alternation of two or more codes by bilingual people (Gardner-Chloros, 2009).
4. In-field teachers: Teachers who teach a subject or field which is in line with their major or minor tertiary qualification (Ingersoll, 1996).

5. Out-of-field teachers: Teachers whose major or tertiary qualification does not match with the subject or field they teach (Ingersoll, 1996).
6. Perception: “Perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.” (Lindsay & Norman, 1977, p.161)

1.7 Organization of the Paper

This study is organized into five chapters. Chapter one consists of background, research purposes, research questions, significance of the study, research methodology, clarification of main terms and organization of the paper. Chapter two presents theories relevant to the study. Chapter three contains research methodology comprising research design, sites and participants, data collection, and data analysis. Chapter four provides the findings and discussions. Chapter five reveals the conclusions and suggestions.