CHAPTER I

INTRODUCTION

This chapter consists of six sections: (1.1) Background of the Study, (1.2) Questions of the Study, (1.3) Aims of the Study, (1.4) General Approach to the Study, (1.5) Significant of the Study, (1.6) Clarification of Key Terms, and (1.7) The Organization of the Thesis.

1.1 Background of the Study

English is treated differently in two different types of secondary schools in Indonesia. In most schools in Indonesia, English is only used as an instructional language for English subject. However, in other schools it is used as an instructional language across all school subjects. In this regard, the first mentioned schools are categorized as Regular program school while the second refers to internationaly-standardized pearing schools (RSBI).

Despite of their differences, the two types of school share similarity in that English is used as an instructional language in all English classes. In this condition, although it is expected that both teacher and students use English in classroom, the use of Indonesian as an alternation language during classroom interaction is unavoidable in particular situations. This phenomenon wherein the teacher or the student switch language is defined as *code switching* (CS).

CS has become an interesting phenomenon to study especially in the field of classroom interactions since it is one of the major aspects of bilingual's

development process. Therefore, this phenomenon is considered as useful strategy in classroom interaction, especially if the aims of CS are to make meaning clear and to transfer knowledge efficiently to the other members of classroom community (Flyman-Mattsson and Burehult, 1999; see also Hurtado, 200; and Gregio & Gil, 2007).

Generally, CS occurs because of two reasons; because of the speaker deficiency in target language and because of some multiple communicative purposes (Gysels 1992 cited in Duran, 1994). The speaker deficiency in the target language, as mentioned by Polplack (1980), results from linguistics constrains. Similarly, Cristal (1992 cited in Duran, 1994) says that CS occurs because a speaker cannot express his/herself in one language to compensate to the deficiency. In line with communicative purpose and strategy, it is stated that CS occurs because of some social, and discourse/pedagical functions (Canagarajah, 2001; Winford, 2003 Hanna, 2004; see also Adrerdoff, (1966, as cited in Han Chug, 2006; Gregio & Gil, 2007).

Nowadays, CS is seen as having certain functions in the communication done by bilinguals. Different purposes of CS are identified by different scholars. Hanna (2004: 49-80) identifies the varied functions of CS that she found in two different level of EFL classooms program : teacher's explanation/clarification, requesting help, students helping each other, students self-repair, teacher's language slip (lapses), unknown English counterpart, checking for understanding, students clearing misunderstandings, students initiation, and students comment.

While Canagarajah (1995: 179) reports that CS in EFL classroom

discourse serves as classroom manajement which includes opening the class, negotiating directions, requesting help, managing discipline, teacher encouragement, teacher compliments, teacher's commands, teacher admonitions, mitigation, pleading and unofficial interactions. Besides, Canagarajah (1995) states that CS also serves as content transmission which involves review, definition, explanation, negotiating, parallel translation and unofficial student collaboration. From all functions of CS mentioned by the experts above, the fucntions of CS purposed by Canagarajah (1995) and Hanna (2004) are used in this study.

Studies about CS in classroom setting have been focused on the nature and the purpose of CS (e.g. Coogan, 2003; Deckrow, 2005, Lewis, 1999), patterns of CS depending on the sociological or ethnographical factors (e.g. Jung Lee, 2005; Gamal, 2007, Sahdan, 1996), the context in which CS may occur in classroom activity (Hurtado, 2002), syntactic and morphosyntactic constraints on CS (Alenezi, 2006), the use of CS in computer-mediated communication (Cui, 2006), and factors that influence CS (Ying, 1993).

Most of those studies have been done in a bilingual setting with the focus on using English as a second language. Particularly focused on the nature of CS in EFl classroom settings based on its social and pedagogical functions (i.e. Canagarajah, 2001; Hanna 2004; Sundelin 2001; Haryati, 2007; see Nieken, 2007). In most cases of those studies, the status of English is a daily language of social encounters. Furthermore, English is often used as a language of instruction in other school subjects as well. Thus, more studies are needed in investigating CS

which occurs in EFL classroom settings.

Based on the overview above, this study is intended to explore the teacher's and students' CS, i.e. the types and fuctions of CS in EFL classrooms. This issues is conducted with the assumption that the result not only to indentify and answer about CS phenomenon but also, it can significantly broaden the understanding of current process of the language spoken. Furthermore, the present study, hopefully will help raise awareness on the issue of CS in the EFL classrooms context.

I.2 Aims of the Study

Regarding the phenomenon of CS in EFL classroom, this study attempts to do the following:

a) to identify the types of code switching in EFL classrooms;

b) to identify the different functions of teacher and students'code switching serve in EFL classrooms;

I.3 Questions of the Study

In line with the above aims, the purpose of this study, therefore, is to seek answer to the following questions:

a) What types of code switching are found in EFL classrooms?

b) What functions do teacher and students' code switching serve in EFL Classrooms?

I.4 General Approach to the Study

This study attempts to investigate the teacher and students CS in two EFL classrooms, i.e. RSBI class and Regular class. The phenomena under investigation were approached using qualitative, descriptive and interpretative method of inquiry (Maxwell, 1996). This approach is suitable for the study since it examines the types and function of CS which occur naturally in the classrooms.

To elicit data from the field, both preliminary and primary reseach were conducted. The underlying reason for conducting preliminary research is to gain a brief insight on what is going on in the clasroom. The information gathered from the preliminary research might help the researcher to understand the phenomena encountered in the main study.

1.5 Significance of the Study

The result of this study will expectedly give contribution to the theory of CS in Sociolinguistic perspective i.e. social, pedagogical and discourse function of CS to facilitate learning process in foreign language classrooms activities. Practically, it might provide useful information for evaluating the development of the student's English proficiency and the teacher's English performance in classroom. Furthermore, this study will hopefully help others researchers to conduct further studies concerned with the use of codes switching, particularly, the social and pedagogical functions of CS in EFL classroom.

I.6 Clarification of Key Terms

To avoid possible confusion from the use of some terminology used in this study, this section will provide the definition of the terms.

1.6.1 **Code switching** is defined as "the alternate use of two or more languages in the same utterance or conversation" (Grosjean 1982: 145). Moreover, Myers-Scotton (1988: 157) describes "CS as the use of two or more languages in the same utterance or conversation without a clear phonological assimilation from one variety to the other". In brief, CS is the phenomenon in which speakers switch between two or more languages in conversation within the same context (Chaiwichian, 2007).

1.6.2 **Types of CS,** in the literature there are generally three types of CS. According to Poplack (1980) and Lipski (1998: 5), CS can be either inter-setential, intra-sential and tag-switching. In intrasentential CS, the language switch is done at sentence boundaries. In intrasentential CS, the shift is employed in the middle of the sentences, with no interruptions, hesitations, or pauses indicating a shift. The last, Poplack (1980) identifies tag-switching as the third type of CS which requires as only little integration of the two languages.

1.6.3 **An EFL Classroom** (or English as a Foreign Language Classroom) refers to the classroom in which English is taught and learned as a foreign language. Foreign language is the other term of 'second language' has been ingcreasingly applied for all non-native language learning" (Stern, 1983: 25 in Sajidin, 2005)

1.7 Thesis Organization

Folowing the introductory chapter is a review of theories that frame the research. The theories reviewed include definition, types of CS (Downs 1984; Myers-Scotton 1988: Poplock, 1980; Valdes-Fallis, 1978; Nunan and Carter 2001) and functions of CS (Gumperz, 1982; Merrit, at al., 1992; Romine, 199; Canagarajah, 1995).

Chapter three provides a detailed discussion on the research method adopted for the present study. The analysis of the data taken from the field is elaborated in chapter four. The sequence of discussion of each part in chapter four is based on the research questions. The explanation in chapter four may be overlapping; the elaboration of data in one part may be repeated in another part. A plausible explanation for this is that the answers to one research questions are interelated to the others.

The last chapter is chapter five, will discuss the theoretical and implications of the findings on the teaching activities. The chapter ends with suggestions for the future research.