CHAPTER 1

INTRODUCTION

1.1 Background of Study

Over the past years, English has been acknowledged as an international language. People all around the world use English as their means of communication either in commerce, politics, economy, or even in cross-cultural study.

The important use of English as a means of communication can also be seen in people's every day life. When an Indonesian is being introduced with a Chinese foreigner while both of them cannot speak in their addressee's language, they will most likely try to communicate by using English. Even when a person goes abroad to a non-English speaking country without having the ability to speak in its language and wants to reserve a room in a hotel, the hotel staff will then surely speak in English to try to communicate with the guest. Hence, English has become an absolute requisite not only for every person but also for every country that has the desire to enter the global competition.

This vital requirement of being proficient in English has made all non-English speaking countries struggle to learn this language. Indonesia is no exception either. English has become their second language and they want their people to be able to master it so they will not be left behind. Hence, they put English in their subject of study, not only in schools but also in Universities where people are able to have a deeper look in mastering this language.

With English as the second language and schools which have already put English in their curriculum of study ever since kindergarten grade, many Indonesian people are now bilingual (the ability to speak two different languages) or, maybe, multilingual (the ability to speak more than two different languages). They are able to speak not only Indonesian as their first language but also English as their second language. This current condition brings up new issue for the Indonesian English teachers who teach students with higher grade (this makes Indonesian lecturers teaching the university level no exception either) since they would have already received some knowledge and are automatically bilingual.

An issue faced by the Indonesian English lecturers (as the context of this paper is in the university level, the term 'lecturer' will be used instead of 'teacher') occurs when the lecturers switch their language in the middle of the learning process. This kind of language switch is called 'code switching' by sociolinguists. In second language learning, many scholars still argue whether code switching is interference or not. Nevertheless, most of them believe that instead of hindering its performance, it could assist the learning process just as quoted by Skiba (1997),

> ... code switching may facilitate language development as a mechanism for providing language samples and may also be utilised as a teaching method for teaching second languages (Cook, 1989; 1991)

This type of teaching method is applied pervasively in schools and universities all over the world, including Bina Nusantara University in Indonesia inside its English Department when teaching most of the subjects. Some of them are the essence to learn English in profound other than grammar or conversation, and are best characterized into three branches of study: literature, linguistics, and culture. Although the lecturers conduct their lectures in English as their medium of instruction, they sometimes switch

it to Indonesian while teaching. This switching can be just a single word, a phrase, a clause, or may be a sentence. Each of the switching has underlying function that motivates them to perform the switching. They might be aware with the function, but they might also be unaware with it. However, though code switching can be a useful means, it can also become disruptive towards the learning process it self if it is not used cautiously (Skiba, 1997). Too few or too many switching can interfere the learning process as well as the switching that are done without any constructive function, for instance to give further explanation related to the lesson, that can contribute to the learning process it self.

As code switching can be disruptive if they use it carelessly, it is imperative to make sure that code switching that exists in a class is the positive one which improves the learning process instead of hindering its performance. By looking at the functions of code switching that happens in some linguistic, literary and cultural classes, data can be collected to see whether the code switching in those classes is the positive one or the negative one.

1.2 Statement of Problems

There are several indispensable problems which have to be coped in analyzing the topic:

(1) To examine the types of code switching

(2) To explore the functions of the switches

(3) It concerns with analyzing the types and functions of the lecturers' code switching

(4) To investigate which branch has the highest frequency of code switching

1.3 Scope and Limitation

The scope of this paper deals with lecturers' code switching only that takes place in the English Department's classes of the Bina Nusantara University which are talking about culture, linguistics and literature. The study is limited to code switching and its relation to the changes of the social dimension, its types based on Poplack's classification, given-new contract theory as a mean to analyze the types of code switching which occur in the data, as well as the function of code switching based on the theory of Gumperz's six discourse functions. Furthermore, in this thesis, the phenomenon of 'code switching' and 'code mixing' will be regarded the same since many linguists have also treated them identically and, therefore, mix the definition.

> ... I will not consider 'borrowings' or 'code mixing' which are often considered to be on the same continuum as code switching. (Wiradisastra, October 2006: 197)

However, this thesis will consider 'borrowings' and 'code switching' as two different phenomena, and it will also use the term 'code switching' instead of 'code mixing' for the rest of this thesis.

1.4 Goals and Functions

The goals and functions of this thesis are:

(1) To find out what type of code switching that is most likely to occur.

(2) To find out the functions of the code switching made by the lecturers.

(3) To analyze the types and functions of the lecturers' code switching.

(4) To find out which branch has the highest frequency of code switching.

1.5 Research Methodology

There are three kinds of research methodology used in doing this paper. The first method is library research. In library research, first the data is collected by exploring several libraries in Jakarta. Those libraries are located in Bina Nusantara University, Atma Jaya University, and the British Council.

Another research is the on-line research. In this research, data are taken by browsing through the internet. Those data are obtained from reliable websites such as *Proquest* and those with the extension of *edu, org,* or *gov*. After all the data are compiled, the data are then being selected.

The last one is field research by using ethnographic method in which a researcher observes a class without giving any intervention. It is undergone for approximately one month. Eight classes are taken as samples where each of them has different lecturers. All are in their even semester starting from the second to the sixth. Those samples are listed in Table 1.1 in the next page. Each learning process of the classes listed in the next page is recorded on a tape for supplementary post examination materials. From 100 minutes of one meeting's learning process, 30 minutes are taken to be analyzed since the class starts as its effective study. Two meetings are taken from each. Furthermore, additional data is also taken from the interview with every lecturer after their class has finished. For further details on this research methodology, see section 3.1.

Table 1.1
List of Subjects and Lecturers

	Subject	Class	Lecturer
Culture	Australian Culture and Society	04-PAG	Indrani Dewi Anggraini. Dra., MS.
	British Culture and Society	02-PAG	Hendro, SS.
Linguistics	English Phonology	04-PBG	Ichwan Setiadi, S. Pd.
	Sociolinguistics	06-PCG	Tjoo Hong Sing, B. Sc, MA.
	Pragmatics	06-PGG	Endang Fauziati, Dra., M. Hum.
Literature	Introduction to Literature	02-PBG	Anddy Steven, SS.
	Prose Analysis	04-PBG	Novenia, SS.
	Literary Criticism 1	06-PCG	Ruth Sih Kinanti, Dra., M. Hum.