

CHAPTER 1

INTRODUCTION

1.1 Background of Research

People are exactly impossible to live alone in this world. Basically, people live in groups and do some instructions. As social creatures, people need a communication means, which enables them to interact one and another. Language is the most proper means for the above need. By using language, people can express their thoughts, feelings, and desires, as Priestley said, “language is a method of conveying our ideas to the minds of other persons” (Priestley, 1968: 216, in Alwasilah, 1993:9). Besides that, language enables the people can respond the stimulus that given by other people as well.

In line with Priestly, Bloomfield (1982, in Atkinson, 1950:3) says, “language plays a great role in our life”. Therefore, people cannot live without communication both verbally and nonverbally. If people do not own language, they will lose their ability to live as social creature.

In Indonesia, English considered as a foreign language (EFL) not as a second language (ESL), and in international community, English is the main means of communication. Rohmah (2009: 1-2) says, “English as a foreign language (EFL) refers to the learning of English by students in a country where English is not the native language. Meanwhile, English as a Second Language (ESL) refers to the learning of English by immigrants to a country where English

is the native language.” It means that English, in Indonesia’s educational system, is just one of subjects of study which has to be learned by its students.

Therefore, in acquiring and learning English as the foreign language, it cannot be denied that there are difficulties faced by the students. In a row of development time, there are schools that facilitate the students a situation which can promote the use of English. It is hoped be able to improve student’s communicative competence. Those can be acquired in an international-based school.

International-based school is a public school that is held to prepare the students to face the global era which digs their durability up such as in technology, management, and the human resource. The prior characteristic of International-based school established system is the use of English as a medium of teaching/instructions in almost all subjects of teaching. Through this system, it is hoped that the output of International-based school will master the national education standard and also International competences that is English communicative competence.

The basic rule of International-based school establishment is UU No. 20, 2003. It is about National Education System (UUSPN 20/2003) at the 50th section, 3rd verse states that “*Pemerintah dan/atau Pemerintah Daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi Satuan Pendidikan Bertaraf Internasional*”. It means that it should be held at least one educational unit in an area that is developed as an educational unit based-International standard.

The standards of International-based school are TIK-based and collaboration with one of the members of OECD (*Organization for Economic Co-operation and Development*) countries or institutions that have international certificate such as Cambridge, IB, TOEFL/TOEIC, and ISO (Haryana, 2007: 41).

Besides that, the inescapable standard of International-based school establishment is the teachers in International-based school should have professional competences, such as mastering the materials, pedagogic knowledge, wide International knowledge, and internationally also a competence in communicating showed by mastering one of foreign languages, especially English.

Nevertheless, there is no good thing without obstacle. In communicating or teaching, not all teachers can speak English perfectly, despite an English teacher. It is caused by many factors such as bilingualism, the debility of teachers or students' English background, English is as a foreign language not as a second language, and language that is used in the students' society. All of them influence the process of teaching English.

Therefore, in International based-school that bilingual as medium of teaching or communication, the ability to shift from one language to another when the teacher teaches or communicates, especially in English teaching, is regarded as a common phenomenon. This phenomenon is called code switching.

Code switching is commonly situated within the concern of bilingualism. Appel (in Chaer and Agustina, 2004: 107) defines code switching as a symptom

of change of language usage occurs because of situation change. Hymes (in Chaer and Agustina, 2004: 108) says, “code switching has become a common term for alternate us of two or more language, varieties of language, or even speech styles.”

The example of code switching, as cited from Perez (2004: 25), is described at Storm & Bonham Elementary school in San Antonio, USA. The switching is between Spanish and English:

Morning begins at Storm and Bonham Elementary schools as in thousands of schools throughout the country. Some children are dropped off by parents in cars, some come by bus, but most walk with older siblings or family members. The children in their uniforms hurry to say goodbye to parents, *abuelos* (grandparents), and siblings as they greet friends and classmates chattering in English, Spanish, and code switching between the two languages. A child is heard saying to a grandmother, “***vienes por mí (come for me) at three,***” another to a younger sister “***after school me esperas aquí (wait for me here).***”..... Teachers, standing by the doors to the classrooms, greet the children by name, some speaking English, some Spanish, and some code switching between the two languages. And Hispanic teachers call out greetings and directives, such as “***buenos días (good morning), it’s a beautiful day,***” “***qué te pasa (what’s the matter), why the long face,***” “***ándale-pronto (hurry), find your seat.***”

One of schools that apply International-based school is Al-Irhaam Global Islamic School (AGIS). It is an elementary school which has vision to become an outstanding institution that shapes Islamic and internationally-knowledgeable generation. This school uses Cambridge Curriculum, and English is as a medium of teaching or communication. It facilitates the students a situation which can promote the use of English. That will place English as a habit, and the students are hoped be able to communicative English competence.

Therefore, it is interesting to be researched by the researcher. Firstly, the reason is AGIS Elementary school uses ESOL (English for Speakers of Other Languages) Cambridge Curriculum. It means that the school takes several curriculums and uses the books from Cambridge. The curriculum was designed to address basic English and literacy needs through instructor-directed lessons of conversation and written work, with the primary focus on conversation. Students were encouraged to practice aural/oral lessons with the class as a whole and in small groups. It has aim to form students international knowledge in preparation to be ready to study in higher education. Secondly, after having pre-observation, AGIS uses bilingual as a medium of teaching, particularly in English teaching. So, in the researcher's view code switching is regarded happen in their teaching activities. The researcher will research and analyze the code switching that commonly occurs when the teacher teaches, especially in English teaching. The types, factors, and functions of code switching are the object that the researcher focusing.

The previous research of code switching was done by Yosep Saeful Bahri (2004) who researched code switching on Charlotte Bronte's novel: *Villette*. The result of this research shows that switching often involves lack of knowledge of one language or lack facility in that language on certain subject. The functions of code switching (underlying theories from Appel & Msyken, 1987) found: switching can serve the referential, directive, expressive, phatic, metalinguistic, and poetic.

Another research of code switching was done by Nurlinawati (2007) who discussed code switching on Fira Basuki's novel: *Atap*. The result indicates that the most cases of English Code switching occur in the main clause and subordinate clause of Bahasa Indonesia, a set of simple sentence, complex sentence, imperative sentence, and exchange from Bahasa Indonesia to English or the contrary. The types of code switching mostly occur are categorized into situational code switching type. The functions that are found: quotation, addressee specification, interjection, repetition, message qualification, and personalization or objectification.

From some previous research mentioned above, it can be seen that the research mostly discussed code switching such as in novels, magazines, and announcers. In the researcher's view, recently, there are still no researchers who analyze code switching of English teacher at schools that apply International-based school, especially in Indonesia. Moreover, Code switching is one of part of sociolinguistics that commonly situated within the concern of bilingualism. One of bilingualism causes is the use as school language. It is so interested that the researcher discusses code switching as a means of communicating in a school that uses bilingual: Bahasa Indonesia & English.

1.2 Statement of Problem

For most of Indonesian students, as the foreign language, English can be acquired by many ways, both formally and informally. Formally, English can be

acquired at Al-Irhaam Global Islamic School that uses English as a medium language. However, there must be a proper and effective way in order the students can learn and understand English easier and faster. Perhaps, code switching is one way in order to make the students understand quickly, and be able to acquire English competence.

In order to focus on this discussion, the problems to be analyzed in this research can be formulated in these following questions:

1. What are the types of code switching that occur when the teacher teaches English to the students at AGIS Elementary School?
2. What are the factors that make the teacher switch the language in English teaching at AGIS Elementary School?
3. What are the functions of code switching that occur when the teacher teaches English to the students at AGIS Elementary School?

1.3 Purpose and Significance of the Research

Based on the statement of problems above, the researcher will find out the three purposes of this research, they are:

1. To find out the types of code switching that commonly used by the teacher in English teaching at AGIS Elementary School.
2. To find out the factors which make the teacher switch the language in English teaching at AGIS Elementary School.
3. To find out the functions of code switching that occur when the teacher teaches English to the students at AGIS Elementary School.

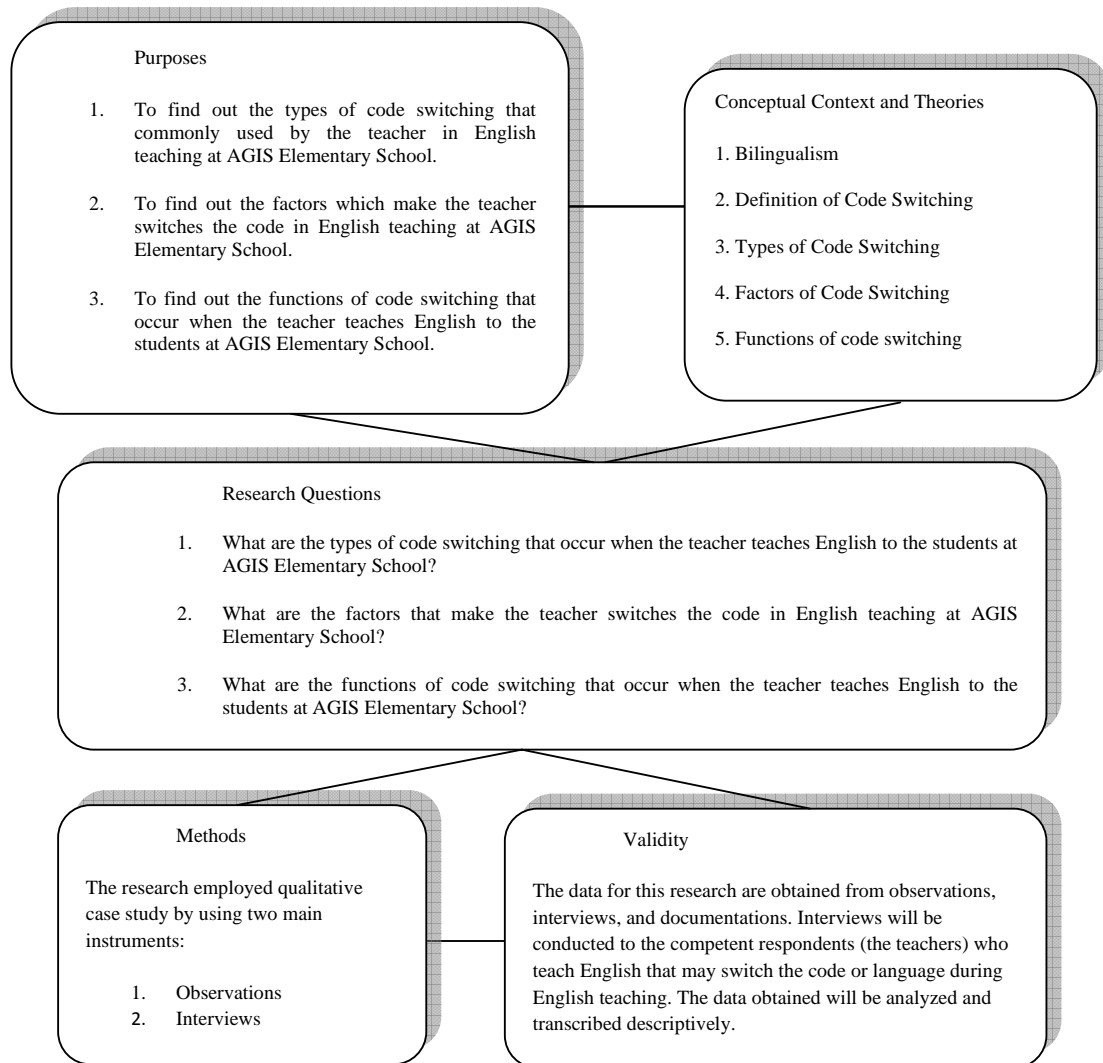
The researcher really expects that the results of this research will give new contribution in development of scientific language, especially in sociolinguistics.

1.4 Conceptual Framework

The interactive model of research design is necessary employed to give a brief explanation about the research (Maxwell, 1996: 5). The Interactive Model of this research design that will be used as in figure 1.

For Indonesian people, English language is considered as a foreign language. To be able to get English well, Indonesian people have been doing some efforts both in formal education and informal learning. One of them is using English as medium language/bilingual in particular schools. However, mostly it is just learnt at school and usually it gets less support from the environments. It is different with other countries which English is as a Second Language. ESL learners generally have more chances to use English naturally outside the class; while playing with their friends, or surviving in daily life. In general, they are likely more understand English well (Rohmah, 2009: 2-3).

Figure 1: The Interactive Model of Research Design



Meanwhile, language is the main tools of communication. The main function is to communicate with other people in the society. Farther, Garcia & Otheguy (1994, and Lang, 1993, in Perez 2004: 22) propose that most of the high-level, high-salary jobs of the future will require high levels of competence in more than one language.

In addition, Lindholm (1992: 215, in Perez, 2004: 18) states that the bilingual individual must develop full academic language proficiency in both languages in order for the cognitive and academic advantages to accrue. This means that a bilingual/immersion program needs a full maintenance model that completely develops both languages over an extended period of time to reap the cognitive and academic advantages.

In reality, there are difficulties in using English for some bilinguals. It is because of some backgrounds, condition of the speaker; those are vocabulary richness, sentence pattern, and the minimum language experience of the speaker. Therefore, the bilinguals often mix the language even switch the language to convey their ideas or information well.

According to Spolky (1998), switch the language/code switching refers to the switches from one language to another in the middle of conversation. It can occur within sentences, involving phrases or words or even parts of the words. There are types of code switching, such as Mahootian (2006: 512) who classifies types of code switching into *tag switching*, *intrasentential switching*, and *intersentential switching*.

Tag switching involves the insertions tag forms from one language into an utterance of another. Intrasentential switching is a type of code switching that switches at a clause or sentence boundary, in which each clause or sentence is in different language. While intersentential switching, involves a switching at a clause or sentence level (Mahootian, 2006: 512).

Besides that, there are factors of code switching are: the speaker, the listener, the presence of third person, the atmosphere alteration, and the change of topic (Chaer, 1995:142).

Code switching has functions, such as according to Romaine (1989: 148-151) states that there are six functions of code switching, they are: quotation, addressee specification, interjection, message qualification, repetition, and personalization.

In bilingual teaching, may be used whereby the teacher uses code switching by starting the lesson in the first language and then moving into the second and back (Cook, 1991: 65). It makes the lesson as communicative as possible.

Switching may be used as an effective teaching strategy for bilingual. The teacher may switch due to balance the use of languages within each lesson, the teacher is allowed to switch languages at certain key points, like during important concepts, when students are getting distracted, they really do not understand what the teacher said, etc.

1.5 Organization of Paper

This paper is composed of five chapters. **Chapter One** is an Introduction. It deals with Background of Research, Statement of Problems, Purpose and Significance of the Research, Conceptual Framework, and Organization of Paper. **Chapter Two** is Literature Review that related to the present research. It presents underlying theories came from the experts. **Chapter Three** is Methodology of

Research, embracing; Method of Research, The Research Site, Participants, The Research Instruments, Data Collection, Data Analysis, and Stages of Research. **Chapter Four** include discussing data analysis, embracing the Presentation of Data, and Finding and Discussions. The last, **Chapter Five** presents conclusions of this research and completed by the suggestions.