

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

It is known that language is very important for human beings. It is one of the characteristics that differentiate human beings from the other creatures. To this statement Nababan (1984,1) says "**Bahasa adalah salah satu ciri yang paling khas manusiawi yang membedakannya dari mahluk -mahluk lain**" (translate: language is one characteristic that differentiate human being from other creatures)

Marjohan (1988,2) claims that language plays an important role in the process of social interaction. The language spoken tells about who the speaker is, what he does for a living, with whom he identifies himself and most apparently where he comes from. Language is like a uniform, a badge or a flag which signals one's group membership in addition to the cognitive information it conveys. Since communication is essential, it can be said that language is an

important instrument for people to communicate, to express their thoughts, feelings, ideas and whatever they have in mind.

In every society that consists of many ethnic groups, people may speak in many kinds of different languages. There is no individual who speaks only one code or uses only one language while communicating with others. Holmes (1992, 1) states that the way people talk is influenced by the social context in which they are talking. It matters who can hear us and where we are talking. The same message maybe expressed very differently to different people. She goes on saying that it's a fact that language serves a range of functions. We use language to ask and to give people information. Language provides a variety of ways of saying the same things and paying compliments. Choosing any of these functions involves the same kind of social considerations,- the participants, the setting and the topic or purpose of interaction.

Although the main characteristic that defines a speech community is the sharing of one linguistic

variety, most communities have several languages between which they switch (Marasigan 1983, 12). According to Hornby (1977,1), this situation is natural. He also states that most of the nations are bilingual or even multilingual with two or more ethnic groups speaking different languages. Marasigan further explains that code switching does not only happen in informal situations but also in formal situations.

People switch codes by using distinct varieties of language in certain setting such as at home, in classroom teaching learning activities, etc. For example a teacher says " Baiklah students, ada pertanyaan dari penjelasan tadi?" (Okay students, any questions about what I've just explained?) shows that there is code switching from Indonesian to English. He then continues "Baiklah kalau gak ono questions yo moleh ae rek!" (All right if there is no questions lets go home then.) The two examples show that a teacher who speaks Indonesian, Javanese and maybe a little English humorously switches these codes even in settings such as a classroom.

Because Indonesia is a country that consists of many ethnic groups, most of the people know more than one language. In communicating with other people, Indonesian people use at least two languages, namely Indonesian (bahasa Indonesia) and their vernacular languages. According to Nababan (1984, 12), there are so many ethnic languages in Indonesia. It is about 418 kinds of languages in Indonesia. He claims that most of Indonesian people have a big chance to use some different languages in their verbal communication. It is because there are so many different ethnic group that have different language living in Indonesia. They often change from one language to another language while having conversations with other people.

To that point Llamzon as quoted by Nababan (1979:260) argues that Indonesia is a country made up of a plurality of ethnic groups, culture, and languages. So it stands to reason that every Indonesian is a bilingual speaking in his vernacular and in his national language, Indonesian. This is,

however, not to imply that his level of proficiency of the languages he speaks is the same.

As a matter of fact, code switching could happen in any place including the classroom of Widya Mandala Catholic University. Here, there are many lecturers that tend to code switch when teaching their students. At the English Department it also happens that the lecturers, both full-time and the part-time lecturers, tend to code switch when teaching in the classroom.

There have been studies on code switching done by the senior students and lecturers of the English Department of Widya Mandala Catholic University but as far as I know, there has not been any research conducted on the code switching done by the part-time lecturers of Widya Mandala Catholic University. The writer was also interested in studying sociolinguistics because by studying it, the writer became aware of the fact that speaking with other people is really important and understanding the languages of the people to whom we are talking to can make the conversation run smoothly. The writer chose

code switching as the area of her research due to her experiences with code switching on her campus. Here she found that there were some lecturers tended to switch to other during the teaching learning process. Since the doer of code switching is her lecturers who are expert in using the language teaching, the writer wanted to investigate the reasons of code switching.

1.2 The Statements of the Problem

In line with the background of the research, the questions investigated were as follows :

1. What languages are code switched by the part time lecturers in teaching their student?
2. Why do the part-time lecturers have the tendency to code switch in teaching their students?
3. What effects does this code switching activity make on the students?

1.3 The Objectives of the Study

In accordance with the background and the research questions, this study intended

1. to describe the languages that were code switched by the part time lecturers in their classroom teaching activities
2. to describe the reasons of code switching done by the part-time lecturers in their classroom teaching activities
3. to describe the effects of code switching made by the part time lecturers on their students

1.4 The Significance of the Study

The findings of this thesis are expected to give more input to Sociolinguistic studies. The findings of this study are also expected to give the students of the English Department of Widya Mandala Catholic University a better understanding on sociolinguistics, in this case code switching, so that the students not only know about code switching from text-books but also from the experiences of their services. Besides, the writer also wants to

give contribution to language teaching, in this case is sociolinguistics as a part of language teaching.

1.5 The Limitation of the Study

The study about "Code Switching Displayed by The Part Time Lecturers of the English Department of Widya Mandala Catholic University in the Classroom" is limited to several ways such as :

1. The subjects of this study were three part time lecturers of the English Department of Widya Mandala Catholic University Surabaya.
2. The area of analysis was focused on the formal communication that takes place inside the classroom.

1.6 The Theoretical Framework

This study was based on theories of sociolinguistics that cover bilingualism, multilingualism and code switching.

In many parts of the world, it is just a normal requirement of daily life that people speak several languages. John Lyons (1981,281) states that some

countries are officially bilingual and multilingual in the sense that they have two or more official, national or regional languages. In most countries, including Indonesia, whether they are officially bilingual or multilingual or not, there are whole communities that are bilingual or multilingual that their members commonly use two or more languages in their daily lives. According to Hornby (1977,3)

The best way to deal with the language variation in definition would seem to recognise that the bilingualism is an individual characteristic that may exist to the degrees varying from minimal competency to complete mastery of more than one language.

The theories of bilingualism and multilingualism were used to support the theory of code switching to note the influence of bilingualism and multilingualism towards the part time lecturers at the English department of Widya Mandala Catholic University.

Marasigan (1983,7) states that code switching is the use of two languages in the same discourse. Similar to this view is the statement of Hudson (1980,56) who states that code switching is the

automatic consequence of the existence of registers, since the same speaker necessarily uses different registers on the different occasions. The theory of code switching used to analyse the data in this study.

Sociolinguistics, as the study of language takes the main part to examine it because language and society influence one another. It is impossible to understand one without the other. Sociolinguistics itself comes from the words "socio" and "linguistic." Nababan (1984, 2) states that linguistics is the study of language especially the elements of language (such as phoneme, morpheme, word and sentence) including the essence and the establishment of those elements. Socio is connected with society, the group of people and the function of people. He concludes that Sociolinguistics is the study of language relating to the user of language in the society.

1.7 The Definitions of the Key Terms.

The major terms of this study are sociolinguistics, code, switch, code switching and bilingualism. To avoid misinterpretation, it is necessary to define them below:

1. Sociolinguistics is the study of language in relation to society (Hudson, 1980:4).
2. Code is any set of linguistic forms which patterns according to social factors (Holmes, 1992:9).
3. Switch is a change from one language to another (Holmes, 1992:42).
4. Code switching is the use of two languages in the same discourse (Marasigan, 1983:7).
5. Bilingualism is an individual characteristics that may exist to degrees varying from minimal competency to complete mastery of more than one language (Hornby, 1977:1).

1.8 The Organisation of the Thesis.

This thesis consists of five chapters. Chapter I is introduction that consists of eight sub topics: Background of the study, Statements of the problem,

Objective of the study, Significance of the study, Scope and limitation, Theoretical framework, Definition of the key terms and Organisation of the study. Chapter II is the Review of Related Literature that explains about the basic theories of the study. Chapter III is the Research Methodology. Chapter IV is the Data Analysis and Interpretation of Findings. The last chapter ,chapter V, is the Conclusion.