

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

In this globalization era, English plays a significant role in important sectors, such as in diplomacy, education, and industry. Crystal (2003a, p. 67-69 and 2003b, p. 108-1009) as quoted in Lauder (2008) estimates that English is spoken by 1,5 billion speakers in the world. Furthermore, according to Kachru (1992), there are three categories of World Englishes. They are inner circle, outer circle and expanding circle. The inner circle is brought by native speakers from England, such as Australia, New Zealand, North America, Ireland, Canada, and South Africa. The outer circle is countries that colonized by Britain and USA in Asia and Africa, such as India, Pakistan, Malaysia, Singapore, and Philipines. English is considered as the official language of these outer circle countries. It is widely used in several crucial sectors, such as education, government, and media. While, the expanding circle is the countries that use English as an international communication, such as business, diplomacy, education, industry, research, and technology. Those countries are China, Russia, Brazil, Japan, Korea, Egypt, most of Europe, and Indonesia.

In Indonesia, English is used in its important sectors, such as in diplomacy, education, engineering, industry, business and tourism (Lauder, 2008). In education sector, English is also used as a compulsory subject in junior high

school and senior high school, while English is not as a compulsory subject in elementary school in Indonesia. According to Mr. Nuh, Ministry of National Education and Culture, he said that English is not removed from as a compulsory subject in elementary school, but English is not a part from compulsory subject in elementary school since KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum. However, English is part of compulsory subject in junior high school and senior high school. (cited in *Kementrian Pendidikan dan Kebudayaan* website, 2013).

Generally speaking, English is taught to Indonesian students since they are in elementary school. However, the reality shows us that they often switch languages between English and Indonesian when they do communicate with others. In the writer's observation, the switching languages between English and Indonesian are often found in college students, for example: "Aku bisa ketemunya nanti malam jam 8 or you can pick me up at 19.30."

The phenomenon of switching from one code or language to another one is termed as code switching. Hoffman (1991) cited in Mukenge (2012) states that code switching is the situation in which two languages are used in the same utterance. Furthermore, Wardaugh (2006, p. 101) states that code switching is a condition when people required to select particular and also decide to switch from one code to another in single speaker's turn. Moreover, Holmes (2008) states that code switching is a common term for alternate use of two or more languages or varieties of language which can be functioned as a sentence, clause, phrase or even a word.

The phenomenon of code switching also happens at American Corner in Universitas Airlangga. According to US-EMBASSY website, American Corners are the partnerships between the U.S. Embassy and universities in Indonesia. American Corner in Universitas Airlangga is located on the third floors in library. American Corner is one of the places in Universitas Airlangga which uses English to communicate with others. In the writer's own observation, the writer found that the student switched language from English to Indonesian to communicate with a staff, for example:

Student A: "Sir, may I use this computer? *Saya lagi butuh untuk cari jurnal dari websitenya Sage, katanya cuman bisa di akses dari koneksinya UNAIR*".

In the situation above, the student talked to the American Corner staff. She needed internet access to search journal from Sage website. She switched language from English to Indonesian because she wanted to get the internet connection immediately.

American Corner at Universitas Airlangga has a group discussion program for students, namely "Conversation Club". It is a media for students who want to increase their English skill. According to the supervisor of American Corner (Mr. Agung), the students who join in Conversation Club are required to speak English. Conversation Club has run since 2010 and is held in three times a week. American Corner often invites guest speakers who graduated from United States or native speakers to discuss a topic in Conversation Club. In Conversation Club, the moderator sometimes plays a movie to be discussed together about theme or plot of movie. In every meeting, the moderator gives a topic to discuss, for example

travelling topic. In travelling topic, the writer found that the student switched language because he was confused to explain his experience, for example:

Student B: "If we want to reach Sarangan Lake in our car, we have to open our windows because is so, there is a risk if we close our windows, because the car gas is more produce itself it gas, I mean *kopling kopling rem kopling*. Because if, because the road is very very off road, so we have to be carefull, we have to much pray".

From the example above, the student told his experience during travelled in Sarangan Lake by riding a car. The student was confused how to tell about the clutch pedal in car. Then, the student switched language from English to Indonesia to make other students understand what he meant. It is shown when the student said, "I mean *kopling kopling rem kopling*". The switching above can be categorized as situational code switching, because he switched language from English to Indonesian with a reason. Holmes states that situational code switching can be identified by the purpose of code switching employment (2008, p. 37). According to Holmes (2008, p. 35-46) gives several reasons why people may switch codes: expression of solidarity, topic, switching for affective functions, lexical borrowing, linguistic constraint, and attitude to code-switching. People use language depends on addresser, topic, gender, and function (Holmes 2008, p. 235).

This study is interesting to be done because the students who come to American Corner or join in Conversation Club have different ability in English, although they have English education background since English as a compulsory subject. It influences the frequency of types and reasons of code switching that is

used by the students. The participants are chosen from students of Universitas Airlangga who join in Conversation Club, because Conversation Club is followed by the students of Universitas Airlangga.

In order to support this research, there have been many studies focusing on code switching. Reyes (2004) analyzed about types and function of code switching in school. Then, he described code switching patterns that were used by immigrant Spanish children between seven until ten years old. Reyes showed that the students were paired with a mutually selected friend and their speeches were collected in two contexts. It was the children when waited for an expected science experiment and when they worked together to follow an instruction worksheet about hands on magnetic materials. He also found that there were differential in frequent switch language and a wider variety of language between older children and the younger children. The result of this study showed that children in seven years old used more Spanish than English, while children in ten years old decreasing their native language and increasing English.

On the other hand, Zirker (2007) conducted a research about intra-sentential and inter-sentential code switching in early and late bilinguals. He described two types of code switching. Zirker analyzed code switching that happen in learning process by using Spanish and English. In this research, he compared between early and late bilinguals which divided the data into three categories good/bad response, rating, and response times. He also calculated types of verb (transitive and intransitive) in his data. In the result of this study showed

that age of acquisition was not become a factor of code switching, although early bilinguals tended to responded faster than late bilinguals for all types of sentences.

Moreover, Kumalasari (2008) conducted a research about types and the function of code switching in *Empat Mata* talk show. In this talk show, the presenter used some languages to communicate with the guest start, such as using English and Indonesian. She found types of code switching in *Empat Mata* talk show, such as situational, metaphorical, inter sentential, and intra sentential. She also described the function of code switching in this talk show, such as expressing of solidarity and showing status, changing to other topic, and for affective function. The result of this study showed that the switching language from Indonesian to English to make a joke and blend the situation.

Another research was also conducted by Qing (2012). He observed about purposes and reasons of code-switching and how code-switching is used as a communicative strategy in a bilingual teaching classroom. The result of this study, teacher in classroom used code switching because the teachers wanted to ensure that students who have limited and varied English proficiency could understand the teaching points. Qing also showed that there were three advantages of using code switching in teaching learning process. Firstly, the students were provided input about grammatical and lexical information between two languages. Secondly, the students who have different proficiency were enabled to focus on learning the concepts of being presented. Thirdly, the setting of the classroom provided the way of establishing equal prestige for both English and Chinese, which contributes to encouraging a balanced distribution of the two languages.

Although the above studies have similarities with the writer's research regarding to show the types and factors that influence code switching happened, but the setting or condition of participant is different. The condition in the writer's research, the participants are required to speak in English during the conversation. The writer also uses linguistic forms to analyze the proficiency of the students from their utterances. According to Holmes (2008, p. 46) states that intra-sentential is more proficient than inter-sentential switching. However, intra-sentential switching requires good control of both codes.

This study is important to be done because the students often switch languages between English and Indonesian to communicate with staffs or other students in English area. This study is meant to signify the occurrences of code switching taking place in Conversation Club at American Corner. The fact that students employ code switching quite frequently may indicate their both competence and performance in English and Indonesian. This study is also meant to figure out the participants' reason for code-switching as well as their language competence and performance. This study gives academic information and explication based on Sociolinguistic studies to analyze code-switching that happen in a conversation situation.

## **1.2. Statement of the Problems**

Based on the background of the study above, the writer formulates three questions to be answered through this study:

1. What types of code switching are found in the conversation among students who participate in Conversation Club at American Corner Universitas Airlangga?
2. What are the reasons that influence code switching in their conversation?
3. What types and reasons of code switching are dominant in their conversation?

### **1.3. Objectives of the Study**

Regarding the statements of the problem, the aim of the analysis of the research are follows:

1. To identify the types of code-switching in Conversation Club.
2. To identify the reasons that influence code-switching in the conversation.
3. To identify the dominant types and reasons in the conversation.

### **1.4. Significance of the Study**

This study is expected to give information to readers about Conversation Club program in American Corner that can help the students to increase their English skill. Furthermore, the writer expects that this research can give suggestion to American Corner to maintain Conversation Club program, give feedback when the students do not know the meaning in English, and discuss about how native use language when play a movie. It will help the students to increase their English skill and decrease the switching language in Conversation Club. The writer also expects that this study can give a contribution to Sociolinguistics study, especially in code-switching.



### 1.5. Definition of Keyterms

Code Switching : When people switch from one code to another for reasons which can be identified (Holmes 2008, p. 37).

Situational Code Switching : Situational code switching can be identified by the purpose of code switching employment (Holmes 2008, p. 37)

Metaphorical Code Switching: Metaphorical code switching happen for rhetorical reasons (Holmes 2008, p. 42)

Intra-sentential Switching : Code switching that occurs within a single sentence (Holmes 2008, p. 45)

Inter-sentential Switching : Code switching that occurs between sentences (Holmes 2008, p. 46)

American Corner : American Corners are partnerships between the U.S. Embassy and major universities in Indonesia (Retrieved on September 17, 2014 from <http://www.jakarta.usembassy.gov/american-corner.html>)

Conversation Club : A group discussion in American Corner to discuss kinds of topic which gives information, ideas, and opinion (American Corner's Supervisor).