

CHAPTER : II**THE GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY****2.1 Non-Skill Classes and Their Short Description.**

As have been stated in key term section, the non-skill classes are the classes in which the science subjects or the subjects which are not about language skills are held or given by the lecturers; such as General Linguistics, Semantics, Phonetics, Syntax, Morphology, Phonology, Drama, Poetry, Prose, Literary Criticism, Theory of English Literature and History of Literature. These subjects of non-skill classes which are used in this study are taken from the curriculum of 1988 used by the English Department of Airlangga University. These non-skill subjects are obligatory so that all students must take them.

The tendency of using Indonesian by the English Department lecturers of Airlangga University is commonly found in the non-skill classes since it is only in the non-skill classes, Indonesian is possibly used to minimize the difficulty in conveying and understanding the lectures. Besides, it never happens in the skill

classes since in this kind of classes, the students are trained and exercised to use English as a means of communication.

2.2 The Language Choice Pattern of The Lecturers in Teaching The Non-Skill Subjects.

The lecturers' Language Choice pattern is the pattern of the language they use in class, whether they use English only or English which is mixed with Indonesian. The pattern of Language Choice used by the lecturers in the non-skill classes is different from that of the skill classes. In the skill classes, English is the only language to be used since Indonesian, in this kind of classes, is not necessary in training the students to use and understand English.

As stated in limitation, the lecturers' Language Choice pattern of using Indonesian in the non-skill classes is limited only in the sense of using English which is mixed with Indonesian rather than of using Indonesian in the class all the time. Besides, I also limit this sense only when the lecturers use Indonesian consciously, that is when the students do not understand them clearly then they change their English and repeat

the matter in Indonesian.

Based on the theory of Language Choice by Joshua Fishman and by Howard Giles, the tendency of using Indonesian in the non-skill classes by the English Department lecturers of Airlangga University depends on the topic aspect. Based on Greenfield's ideas, the topic or situation in which the lecturers use Indonesian can be divided into three: when they explain the subjects, answer questions and give examples.

I record the lectures to find the features of the lecturers' Language Choice pattern in using Indonesian in the non-skill classes. In this case, I ask some students who join the related classes to make a record and a note in the check list which consists of the name of the subjects and the situations when the lecturers use Indonesian. The collected data indicates that the lecturers sometimes use Indonesian in the non-skill classes whether when they explain the subjects, answer questions or give examples.

Most lecturers tend to use Indonesian when they explain the subjects. The use of Indonesian in this situation helps the students to understand the difficult English words, phrases or sentences and to comprehend

the lectures. The use of Indonesian may also facilitate the lecturers to convey their idea and the subject clearly, so that the learning-teaching activity can be established. The lecturers sometimes also use Indonesian when they answer questions and give examples.

This indicates that the phenomenon about the use of Indonesian by the lecturers in the non-skill classes, especially in those situations, really occurs in the English Department of Airlangga University. However, they are hardly found to use Indonesian all the time during the class.

In this sub chapter, I present some examples related to the lecturers' Language Choice pattern in accordance with the use of Indonesian in the non-skill classes.

When the lecturers explain the subjects:

" they believe in predestination *atau takdir*. What happened to you before you were born in this world were already predestined by God. *Sejak mereka belum lahir, mereka di dunia ini akan begini-begini "*

" following the progressive segment to the right of the segment, *di sebelah kanan segment yang mengalami progressive transformation* "

When the lecturers give examples:

" they also believe in elect. Elect *itu orang yang terpilih* by God that they will live successfully in the world. *Misalnya orang-orang yang sudah terpilih*, they will enter the heaven when they die "

" the plot, the setting, the environment in his poem will also be transposed in his prose. *Jadi dia itu dulunya membuat puisi, dia tinggal buat prosa dengan mengambil plot, setting, personality, tentu saja, dengan nama lain*, in his prose or novel "

" specific term belong to law, the field of law, like predict, appeal. Do you know what this means predict, *ya keputusan*, decision made by Judge or the Jury. Appeal in law what is appeal in Indonesian "

something like *naik banding* "

When the lecturers answer questions

" *Dia selalu menahan diri, apa-apa selalu request, menahan keinginannya, dalam hati he wants to find his father* "

" meaning adjectives, we need progressive transformation, singular transformation and affix transformation, and this also is ordered, *urutannya juga demikian* "

2.3 Description of The Language Competence of The English Department Students of Airlangga University.

The English Department students of Airlangga University are graduate from the level of SMU. They have learned English in their previous educations, at least for six years. This support their competence in using and understanding English. Besides, they have learned some skill subjects in the first semester which may

affect their English competence. Moreover, for the students who have passed the skill subjects, they may be able to use English better than those who have not passed the skill subjects or still join the skill subjects.

Basically, they have learned the skill subjects since in the first semester and some other skill subjects are taken in the subsequent semesters. This may affect their ability in using English, besides, the frequent use of English in the class since in the first semester makes them capable in using English.

