

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

The growth of international school in Indonesia is quite fast. There are more and more international school established in Indonesia. For example, in Semarang there are some international schools like Semarang International School, Permata Bangsa International school, Bina Bangsa School, Singapore international school, Cambridge school, Stamford School, and some bilingual schools like mondial school, An-Nissa Bilingual schools, and Semesta bilingual school. This phenomenon influences society and more and more parents send their children to these schools and make them bilingual children.

Bilingual people are those who can speak two languages. People have an ability to speak more than one language called bilingualism and they can be called multilingualism if they can speak more than two languages. In this era parents like to make their children bilingual although in the past time, bilingualism was associated with a number of negative phenomena such as powerlessness, poverty, and subordinate social positions (Skutnabb-Kangas, 1981). At the end of the nineteenth century and the beginning of the twentieth century, there were many statements such as "... bilinguals are lazy, stupid, left-handed, unreliable, and morally inferior and so on" (Skutnabb-Kangas, 1981) This phenomenon is not true in Indonesia. People who can send their children to

international schools are those who belong to high class society as it is very expensive. Bilingualism also has been associated with modern lifestyle and thinking. It influences many parents to encourage their children to be bilingual children.

Parents may consider that it will be easier for bilingual people to face the global society. Therefore, they prepare their children to be bilingual since their early childhood. It is shown by many parents who speak another language to their children besides their mother tongue. They try to use two or more languages in their conversation. In order to prepare their children to be bilingual children, many parents also enroll their children in international schools as early as possible.

However, as English is a foreign language, the chance for the children to communicate in English is limited. As a result there may lack some language skills. A study done by Ariyani(2014) shows that the students of international schools in EduHouse did simplification and explicit interference in wh- question whereas the students of immersion class did simplification and explicit interference in reduplication and wh- questions. This proves that students in international schools get different challenge in learning English.

A study on early mixing is conducted by Cantone (2007). She collected data by recording 6 children who are between 1.8 to 5 years. She focused on the question why the children mixed and what kinds of elements have been mixed. She found that mixing in the early stage of language acquisition is not related to issues like language dominance/ distance, lexical need or

grammatical development of two languages. This study has inspired the writer to see what kinds of elements are mixed by international students as the writer is teaching swimming to international students who are around five years and the writer found that they mixed their languages. They use both Indonesian and English. Therefore, the writer is interested to see the code switching phenomenon among children who study in international schools.

1.2 Field of the Study

This research deals with applied linguistics which focuses on second language acquisition and psycholinguistics.

1.3 Scope of the Study

This study observes two children of kindergarten school who study in international school. This research focuses on bilingualism. The writer collected data from them to find out the code switching in the early age.

1.4 Problem Formulation

The writer investigated the following question: How do international students code switch?

1.5 Objective of the Study

The objective of the research is:

- to describe the code switching done by international school students.

1.6 Significance of the Study

This research is expected to contribute to the study of second language acquisition. It explores how children who are sent to study in international schools acquire English which is a foreign language in Indonesia. It also may give contribution to the researchers who want to study how Indonesian students who study English do code switching.

1.7 Definition of Terms

1. **Bilingual children** are children who are able to use and identify two or more languages in their communities (Skutnabb-Kangas, 1981)
2. **Code-switching** is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their right and obligations (Gal, 1979).
3. **International school** is a school with international curriculum and the language used is English