

CHAPTER 1

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

People nowadays are at least bilingual or even multilingual. Many bilingualism and multilingualism writers, as cited in Ellis, such as Baker & Jones, Hamers & Blanc, Crystal, Dewaele et al., point out that there are estimated more bilingual and multilingual people instead of monolingual people in the world (2006). People who live in an area with differenced cultures and languages are possible to make a language contact. When there are speakers using two or more languages or varieties interact and influence each other, there will be a language contact. As Appel and Muysken have written on their book that language contact inevitably leads to bilingualism (2006, p. 1). Language contact enables people who are able to speak more than one language enable to be bilingual. The phenomenon of bilingualism is the prime example of language contact, for the two languages are in contact in the bilingual. This contact can lead to interference. When there is a phenomenon of interference that involves the use of two languages together, it has led to the study of code switching (Spolsky, 1998, p. 49).

The term of code switching is used in two related yet different fields of linguistics: second language acquisition and bilingual studies (Arnfast & Jorgensen, 2003). Arnfast and Jorgensen have stated that in the former, code switching is analyzed in term of learning strategies, whereas the latter

applies a competence view (2003, p. 23). From the article of Arnfast & Jorgensen (the bilingualism researchers) on their article, The writer believes that code switching between speakers described as bilinguals is treated as a competence, even an advanced competence, which allows the speakers to negotiate their social relations in finely-tuned detail (p. 23). Hence, code switching in bilingual studies is viewed as a skill and when it is applied in a learning strategy, code switching may become a tool to maximize the students' learning.

Some of international school students are classified into bilinguals/multilinguals because they have the competence to switch two languages or more in a single conversation. They, who are included into International school students, not only come from many countries but also local children studying there. The language is commonly used by international schools are the international language, English. The local children have their own mother tongue (L1) and the target language used at school becomes their additional language (L2). They have to acquire the additional language (L2) to adapt to their school. They sometimes switch language when they are talking with their teachers or friends during the lesson in the class in some occasions (such as if they have difficulties to get the point of materials from their teachers' explanation at school).

In Semarang, there are some International schools such as Semarang Multinational School, Singapore International School (SIS) Semarang, GMIS Semarang, and *Bina Bangsa School* (Indoindians, 2016). The writer

of this research is used to be the teachers in an after-school program in *EduHouse*, Semarang. Some students who study at those schools (also students from other International schools in Semarang) have joined this program. In *EduHouse*, they will be helped and guided to understand more about their materials in some subjects from school (either studying language: English Literature or other subjects such Economy, Science: Physics, Chemistry, Biology). The teachers in *EduHouse* will explain the materials until the students understand, get the points, and be able to achieve good marks at school. During the class, teachers or students do not have an obligation to always speak in English and it makes them freely to code switch one language to another. The students seem to comfortably use their mother tongue for the words/phrases/sentences that they have not understood the meanings yet or some other reasons. When students are learning the materials, they tend to switch their language from English (as the target language – L2) to Bahasa (the mother tongue – L1) and so do their teachers. This phenomenon of switching language from English (L2) to Bahasa (L1) is commonly happen in every meeting when the students attend the class in *EduHouse*.

From the aforementioned phenomena, therefore, through this research, the writer is interested in determining the students' reasons that lead to the use of code switching and investigating the students' perceptions toward their incorporation of L1 (mother tongue) during the after-school program classroom in *EduHouse*. The main reason why the writer chooses

the topic of code switching is because during teaching the bilingual students, she realizes that code switching may become a tool to help the students maximize the students' learning. According to her experiences for three-year teaching experience, she would like to investigate more about the topic and make it into her research.

Code switching research has tended to look at more advanced bilinguals, while less consideration has been given to code switching in the foreign language classroom and especially these interactions between students and teachers (Thompson & Harrison, 2014, p. 322). There are several studies on code switching such as in classroom code-switching by Khutso (2012), Johansson (2013), Algarín-Ruiz (2014), Omidire (2014), Thompson & Harrison (2014), and Sánchez (2015). All the aforementioned studies discussed more about the use of code switching in the classroom at school with the students' reasons and perceptions toward their teachers' code switching. However, for this research, the researcher will discuss the students' reasons and perception towards their own code switching in a classroom in the different educational place as educational institution with after-school program as EduHouse, in Semarang. The writer believes that doing a research to find out the students' reasons and perception toward their own code switching, will find more specific data whether code switching is kind of a learning strategy which is able to help the students' learning or not.

In order to collect the data on code switching, the writer will distribute questionnaires and do interviews to the international secondary school students who have joined the after-school program in EduHouse and then will analyze the data quantitatively and qualitatively.

1.2. FIELD OF THE STUDY

The study belongs to linguistic field. In particular, it is a part of Sociolinguistics study.

1.3. SCOPE OF THE STUDY

This research focuses on students' reasons that lead to the use of code switching and students' perceptions toward their incorporation of L1 (mother tongue) during the after-school program in EduHouse. The writer conducts this study in EduHouse, educational institution, Semarang.

1.4. PROBLEM FORMULATION

In this research, the writer formulates two problems related to international secondary school students in EduHouse, an institution that provides an after-school program:

1. Why do the students use code switching during the after-school program in EduHouse?
2. What are the students' perceptions toward their incorporation of L1 (mother tongue) during the after-school program in EduHouse?

1.5. OBJECTIVES OF THE STUDY

With regards to the problems which have been mentioned above, this research is conducted to achieve the following objectives:

1. To determine the students' reasons that lead to the use of code switching during the after-school program in EduHouse.
2. To investigate the students' perceptions toward their incorporation of L1 (mother tongue) during the after-school program in EduHouse.

1.6. SIGNIFICANCE OF THE STUDY

The result of the study hopefully will help teachers of bilingual students to be strategic with the use of code switching when they have to teach and face the students in a class of after-school program. Further, the writer expects that this research can also be used as a reference by other people who is interested in code switching as a learning strategy for bilingual students such the students at International school. The findings of this study will certain help to enrich teachers' knowledge and better understanding about how to teach and face bilingual students.

1.7. DEFINITION OF TERMS

a. Multilingual

A multilingual is a person who has the ability to use three or more languages, either separately or in various degrees of code-mixing. Different languages are used for different purposes, competence in each

varying according to such factors as register, occupation, and education (McArthur, 1992).

b. Bilingual

A bilingual is the one who use two or more languages (or dialects) in their everyday lives (Grosjean, 2010).

c. Mother tongue

Based on the origin definition, mother tongue is the language one learned first (Skutnabb-Kangas, 2008).

d. Code switching

Code-switching (CS) refers to the mixing, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic (Poplack, p. 1).

e. EduHouse

It is one of the educational institutions in Semarang, Indonesia. This place provides an after-school program for both International school students and Nasional school students.