CHAPTER 1
INTRODUCTION

This chapter delivers the introduction to the research. It is divided into seven sections. There are research background, research questions, research purposes, research significance, limitation of the study, definitions of key terms, and previous studies.

1.1 Research Background

As a global language, English plays a pivotal role in motivating individuals to pursue in-depth studies, facilitating a comprehensive understanding for those aspiring to engage in overseas travel, academic pursuits, or professional opportunities. A command of the English language is increasingly viewed as an essential facet of personal and professional development. Regardless of one's background or occupation, there is a universal eagerness among individuals to enhance their communication skills in English, recognising its instrumental role in our globally connected society. Gaining proficiency in English has evolved into a pervasive commitment, with individuals employing various methods, such as formal courses and self-directed learning via social media platforms like YouTube, TikTok, and Instagram.

Formal courses have become highly popular in society, with many people choosing them over self-study. Even though it will be way more expensive than just studying by ourselves. Sometimes, individuals enrol in courses without prior English skills and learn English from a very basic material, or it is expected to find those who already have an A2 level but need speaking partners. They sometimes are already fluent in English but need a speaking partner to enhance their speaking skills or to be more fluent Depending on their English ability, courses often adjust how the material is taught, and what material should be taught, even in the way teachers communicate during lessons. In terms of delivering lessons to non-native English speakers without prior English skills, they might need some mixing language with their mother tongue to make the explanation clearer and ensure the listener understands the material being discussed well.

On the other hand, conveying lessons to non-native English speakers in at least between A2 – B1 level might be different. They are expected to understand basic English for daily conversation. Therefore, some mixing languages in the lower level are already left behind and start continuously switching from English to Bahasa which is referred to as code-switching. According to Trask (2017), code-switching is switching between two languages, going back and forth, especially within one conversation (Cahayany, 2019). For example: "Present perfect is used for the events that have happened in the past. *Jadi, untuk mengemukakan kejadian yang pernah atau tidak pernah terjadi.*" The previous sentence is an example of inter-sentential code-switching.

The phenomena above happened at Kampung Inggris Bandung English Proficiency Learning Center (that will be abbreviated to EPLC later on), one of the English courses in the centre of Bandung and the workplace of the researcher. Kampung Inggris Bandung EPLC is an English learning centre located in downtown Bandung. This course has various programs for people who want to learn English. Beginners, who do not know much English, can join the first-level program called Rookie, there are three levels in Rookie, starting from Rookie 1 to Rookie 3. After completing Rookie, they can move on to speaking programs or Grammar programs, depending on their needs. Rookie is for students with A1 to early A2 English levels while speaking and grammar programs are for those with A2 to B2 levels. Each student is taught by a teacher, or we call them a coach, based on their English level, determined by a test before choosing a program which is called the Placement Test. Unfortunately, the age accepted to be students here is limited. Kampung Inggris Bandung EPLC only teaches students between 18-35 years old. They do not accept school students before 18 or elders above 35. However, the course does not divide the class based on their age, but based on their placement test which is based on their prior English skills.

The thoughts for doing the research come from how the coaches teach, especially when dealing with students at different levels. The researcher observes and teaches at different program levels, finding it interesting to study them because coaches are trained to teach different levels in different ways. At the Rookie level, we use a mix of Bahasa Indonesia and English to help students understand the

lessons. On the other hand, in speaking programs, switching from Bahasa to English happens a lot since the students' English level is higher, usually reaching B2 standards. The researcher is interested in studying these phenomena in the field of sociolinguistics.

Sociolinguistics is the study of the relationship between language and society. This field of study is concerned with understanding how language is intertwined with the specific contexts in which it is used (Holmes, 1992). The correlations between social structure and linguistics structure and observing any changes that occur are studied in sociolinguistics (Gumperz, 1971). Studying sociolinguistics has valuable benefits. It helps us understand how language is connected to social structures, shedding light on the dynamics of various communities. This knowledge features an appreciation for how people use language, including different dialects and accents. The study of sociolinguistics deepens our understanding of how language and society are intricately linked, enhancing cultural awareness and communication skills (Sutrismi, 2014). Sociolinguistics also teaches us how language choices can affect communication within different social groups, promoting effective interaction. In terms of teaching English, a decision not to use full English might be a proper choice since the students come from different social backgrounds. Switching between codes or languages allows a speaker to meet the interlocutor in the middle, establish common ground, and show openness and flexibility (Finlayson, 1998). When it comes to switching languages sociolinguistics is called code-switching.

Code-switching is when a speaker switches from one language to another in an utterance in different sentences. According to Romane, code-switching is the sociolinguistics phenomenon when the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations (Romaine, 1992). Commonly, English switching occurs when the hearer or the receiver has little vocabulary or to convey important messages (Aliyah N & Fitriyani, 2016). English code-switching often happens when the listener or the speaker does not know many words in their own language or when they want to make sure their message is clear and important. This means that people switch between English and another language during a conversation.

They might do this because they cannot find the right word in one language, want to make a point stronger or make sure the listener understands. Sometimes, a concept or idea is easier to explain in English because there is no easy translation. Even a literal translation would not help in this case. This practice is common in places where people from different language backgrounds meet and talk. By switching languages, they help each other understand better and avoid misunderstandings.

In short, English code-switching helps people communicate more effectively in multilingual settings. In conversations, it is common for people to deliberately change between the languages they know. This intentional switching, known as code-switching, frequently happens during spoken communication, especially when both the speaker and the listener are familiar with two or more languages. It can occur in conversation between speaker's turns or within a single speaker's turn. Moreover, code-switching might occur between sentences (inter-sententially) or within one sentence (intra-sententially) (Wardhaugh, An Introduction to Sociolinguistics, 2006).

In the Indonesian context, for instance, an English teacher might switch from English to Bahasa. This can help in several ways. For example, the teacher might use Bahasa Indonesia to explain difficult grammar rules or new words that students do not understand in English yet. This way, students can learn better and do not feel lost. The teacher might also use Bahasa Indonesia to give instructions or correct students, making sure everyone knows what to do. This helps keep the class organized and clear. Switching to Bahasa Indonesia can also help explain cultural ideas or situations that might be hard to understand in English. Using both languages in the classroom makes learning easier and helps students feel more comfortable and confident. Overall, switching between English and Bahasa Indonesia is a good way to help students learn English better in Indonesia. This language switch could be for a specific reason, like making sure students grasp important lessons more effectively. There are some lessons that will lead to more misunderstandings if teachers keep talking in English. In this case, code-switching must be used.

1.2 Research Questions

The background of the research can be formulated into research questions as follows:

1. What are the types and functions of code-switching found in Coaches' words across various program levels at Kampung Inggris Bandung EPLC?
2. What are the social contexts found in each type of code-switching used by coaches across various program levels at Kampung Inggris Bandung EPLC?

1.3 Research Purposes

Based on the formulation of the research question above, the purposes of this research are as follows:

1. To classify types and functions of code-switching across various program levels at Kampung Inggris Bandung EPLC
2. To analyse the social context of each type of code-switching used by coaches across various program levels at Kampung Inggris Bandung EPLC

1.4 Research Significance

Through the comprehensive exploration of this study on code-switching expressions, the result of this research is expected to enrich the knowledge of analyzing code using sociolinguistics theory. This research is also expected to be an additional source for the next research. Additionally, we hope that this study will prove beneficial to a wide audience, particularly English Literature students. These students can use the findings to understand their subjects better and improve their studies. Students can use this research as a reference on how to analyse spoken words using sociolinguistics theory, especially code-switching between Bahasa Indonesia and English. Teachers and scholars can also use the research in their lessons or refer to it in their own academic work. Beyond the academic community, people in related fields might find the study helpful too. For example, language teachers could use the findings to make their teaching better, and translators might learn new ways to improve their work. For lecturers or teachers, this research can

be used as a reference in terms of increasing the student's ability to master context. For other researchers, the result of this research can be used to conduct research using the same data from different points of view. Overall, the researcher wants this research to be a valuable resource for many people, encouraging further study and new ideas in English Literature and related areas.

1.5 Limitations of the Study

This research focuses on the code-switching used by Kampung Inggris Bandung EPLC coaches. Especially, analysing the type and social context behind the code-switching used by the coaches. The researcher chose several programs to be analysed, such as Rookie and Speaking Level.

1.6 Definition of Key Terms

Before we get into the details, let us make sure we are all on the same page with some important words. This part will help us understand the basic terms we will be using. By learning these words together, we will undoubtedly be ready to talk about our topic. In this section, the researcher will break down each term step by step, using simple explanations and examples to help the reader grasp their meanings easily. Whether the readers are new to this topic or just need a refresher, the researcher aims to make sure everyone feels confident and informed as we move forward in our discussion.

1.6.1 Code Switching

Code-switching is a sociolinguistics term that refers to using two or more languages or variety in conversation (Waris, 2013). People need to pick a specific code when they talk, and they can also choose to change to a different one or mix codes, even in short sentences (Wardhaugh & Fuller, AN INTRODUCTION TO SOCIOLINGUISTICS, 2015). Code-switching, also known as code-mixing, can happen either between different speakers' turns in a conversation or within a single speaker's turn. When it occurs within one speaker's turn, it can happen between different sentences (inter-sententially) or within the same sentence (intra-sententially). (Wardhaugh, An Introduction to Sociolinguistics, 2006). This practice can result from personal choice or serve as a significant identity marker for a group of speakers who regularly use more than one language in their daily activities.

1.6.2 Social Context

According to the Cambridge Dictionary, social is related to activities in which you meet and spend time with other people and that happens when you are not working. On the other hand, context is the situation within which something exists or happens, which can help explain it. Based on those definitions, the social context itself is the collection of users, content, relations, and interactions which describe the environment in which social activity takes place (Fernando & Iglesias, 2019).

1.6.3 Coaches

According to the Cambridge Dictionary, a coach is someone whose job is to teach people to improve at a sport, skill, or school subject. Coach is basically a teacher in Kampung Inggris Bandung EPLC who teaches students to be able to speak English well.

1.6.4 EPLC

EPLC stands for English Proficiency Learning Course is a trademark that makes it different from other Kampung Inggris Bandung since there are several Kampung Inggris Bandung as English courses in Bandung.

1.7 Previous Studies

Prior Information from different past studies was collected to support the research. These studies covered various topics, so the ones most relevant to the current project were chosen. Mainly books and articles were used as sources, and some studies similar to the current research were listed.

The first research is an undergraduate thesis by Dewi (2013) entitled "Idol 2012 Program: A Case Study of the Judges' Comments and the Viewers' Attitudes". It examines the types, functions, and attitudes of viewers towards code-switching in several videos with 10 students at one university as the research subjects. In this research, all of the types and functions of code-switching are found. The second research is an article by Samsi (2016) entitled "Code-Switching and Code-Mixing in Tourism Industry Toward Multilingual". In this article, it is explained that the use of code-switching and code-mixing was influenced by social environment, culture, and individual factors. The third research is an article by Novedo and Linuwih (2018) entitled "Code-Mixing and Code-Switching used by Sarah Sechan and Cinta Laura in Sarah Sechan Talk Show" which found four types of code-

switching that are frequently used, especially intra-sentential code-switching. The fourth research is a journal article by Yulius Nahak and Barli Bram (2022) entitled "Code-mixing and Code-switching uttered by Cinta Laura in Okay Boss Trans 7's Talk Show". The data shows that intra-sentential code-switching was the most frequent code-switching with 10 data while the most frequent purpose is incompetence with 7 data. The last research is a journal article by Muhammad Rilifansyah and Rizka Hayati entitled "Code-mixing and Code-switching on Deddy Corbuzier video: 'Mungkin Salah Satu Motivasi Terbaik yang Akan Pernah Anda Dengar'". The researchers implemented the theory by Poplack and Musyken to analyse the data which found three different forms of code-switching, such as: tag-switching, intra-sentential, and inter-sentential.

The previous studies above research types of code-mixing and code-switching which has something in common with this current research. However, most of the studies focused on two things: code-mixing and code-switching. As a result, the findings are still on the surface and shallow. On the other hand, the current research focuses on one thing: code-switching, which can make the explanation and the findings way deeper. That is what makes this current research different from previous studies. By studying code-switching, this research can give us more detailed and complete results, which makes it stand out from previous studies that did not look at this topic as deeply. This thorough examination helps us understand better the challenges and nuances of speaking multiple languages, making our findings more valuable for understanding how people communicate in different languages. Moreover, the researcher uses class recordings from a course that has never been analysed before by any other researcher. It shows more naturally because the class recording is not scripted like a talk show or a podcast. Something that is way more interesting for the researcher is it related to education which makes it more formal than a casual conversation on a talk show or a podcast. In classrooms, people talk in a more structured way, which gives us a different view of how language is used. This makes the study more valuable because it helps us understand how people switch between languages in formal learning environments. This structured setup gives a researcher a special chance to see how language works in formal learning settings. Unlike informal conversations, classroom talks follow

specific rules set by teachers and focus on academic topics. Because of this, the way people switch between languages in classrooms might be different. Studying code-switching in formal learning settings like this helps us understand how language is used for learning and how people move between languages to explain complicated ideas. This understanding is important for teachers, policymakers, and language learners because it helps improve teaching methods, language rules, and how languages are learned. So, by looking at code-switching in classrooms, this research gives us a better grasp of how bilingual communication works in education. In conclusion, the current research is important and new to be continued and analysed.