CHAPTER I

INTRODUCTION

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1.1 Background of study

Indonesia is made up of plurality of ethnic groups, cultures and languages, so practically everybody is multilingual. The multilingual person usually speaks more than one language. In communicating with other people, Indonesian people use at least two languages namely; Indonesian and their vernacular language. They speak more than one language to be able to communicate with another person in many activities such as to play their roles in society, to express their feeling, emotions and thought, to give and to get information. They move from one language to another language while having conversations with other people.

As a matter of fact, Indonesia is a multilingual country so Indonesian people are also bilingual or multilingual persons. Some of them speak Indonesian and vernacular language, others speak Indonesian, their vernacular languages, and foreign languages. This situation may be happened in any places, including in the English Department of Widya Mandala Surabaya Catholic University.

Indonesian lecturers of the English Department of Widya Mandala Catholic University are multilingual persons. They speak at least Indonesian, their vernacular languages and English. In daily activities at a university, they frequently use English and Indonesian. As a good model for their students, the teacher should speak English to interact and to communicate in teaching learning

in the classrooms. In fact, the young lecturers intended to speak more than one language, such as; Indonesian, English and sometimes vernacular language because they had little experiences in using languages especially for teaching.

Being aware of the fact that speaking English is important in the English Department of Widya Mandala Catholic University especially in teaching Reading "A" where in Reading A, the lectures speak languages more often than in other subjects and the writer' experiences she found out that young lecturers tended to speak more than one language to the students during the teaching learning activities in Reading "A" classes this is the reasons why the writer attempts to analyze what languages spoken by the young lecturers, the dominant language spoken by the young lecturers and also the reasons of the young lecturers to speak more than one language.

1.2 Statements of Problems

So far there has been few research available to determine the language choice of young lecturers at the English Department of Widya Mandala Surabaya Catholic University It's necessary to investigate what languages are used by them in the classrooms, what is the dominant language spoken by them and what are the reasons of using them. In other words the research problems could be formulated as follows:

1   What languages are spoken by the young lecturers of the English Department of Widya Mandala Catholic University to teach Reading in the classrooms?

2. What is the dominant language spoken by the young lecturers to teach Reading in the classrooms?

3. Why do the young lecturers speak more than one language to teach Reading in the classrooms?

1.3 The Objectives of the study

In accordance with the background and the research questions, this study is intended to:

1. Find out the languages spoken by the young lecturers of the English Department of Widya Mandala Catholic University to teach Reading in the classrooms.

2. Find out the dominant language spoken by the young lecturers to teach Reading in the classrooms

3 Find out the reasons of the young lecturers speak more than one language to teach Reading in the classrooms.

1.4 The Significance of the study

From a theoretical point of view, the findings of this study are expected to provide a clear description to students about sociolinguistics especially the theory of **Language Choice.** The practically is expected to give some contributions: **to young lecturers.** so that they are able to choose the appropriate language to teaching Reading. In addition, the results of this study, which discussed language choice of the young lecturers at the English

Department of Widya Mandala Catholic University are expected to give contributions to the success of teaching sociolinguistics so that the objectives of teaching can be achieved

1.5 Scope and limitation of the study

The subjects of this study were limited to three young lecturers of the English department of Widya Mandala Catholic University. They were 27 to 30 years old. They have been teaching for about 3 to 5 years. The area of analysis was focused on the teaching learning activities of Reading A in the classroom because all of the young lecturers taught " Reading A". Here, the writer analyzed the speech of the reading lecturers such as explanations and conversations that took place in teaching learning in the classrooms.

1.6 The Definition of key terms

This section clarifies some key terms used in this thesis in order to avoid misunderstanding.

1. **Language choice** is someone' s way of looking at language use in society in terms of making choice. (Charlotte Hofmann, 1991, p.175) In this study Language choice is a part of the sociolinguistic study, which explains about the language that is chosen by the multilingual to be used in multilingual community for communication. Here, the bilingual/multilingual chooses the languages consciously.

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2. **Multilingual** is individuals and communities whose linguistic ability is

    more than one language which is similar to that of a native speaker

    (Grosjean, 1982, vii)

    In this study, Multilingual means a situation where individuals and

    communities are able to speak more than one language well

3. **Code Switching** is the use of two languages in the same sentences or

    during the same conversation (Marasigan, 1983:7).

    In this study, Code switching is the use of two languages that switch in

    the same sentences or conversation.

4. **Utterance** is a word spoken (Hornby, 1995:1316). For example,

    falling in love in this study is considered of two utterances since

    "falling in" means jatuh and "love" means cinta.

1.7 Organization of the thesis

This study consists of five chapters. The first chapter is the introduction. It
gave the reader some explanations about the background of the study, the
statement of problems, the objectives of study, the significance of study, the scope
and limitation of the study, the definition of the key terms and the organization of
the study. The **second** chapter reviews related literature: studies Multilingual,
Language Choice and Code Switching. The **third** chapter discusses research
methodology which consists of the research design technique of collecting the
data, the data of the study, the subjects, the instruments, procedures of collecting

the data and data analysis technique. Then, the **fourth** chapter discusses the findings and the discussion of the findings. The last chapter, **the fifth** chapter talks about the conclusion and suggestions.