

# **CHAPTER I**

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### 1.1 The Background of the Study

In Indonesia, English is the first foreign language to be learnt. In the past few years, the number of parents who want their children to learn English has been increasing in this country. The increasing development in Indonesia and the thought of getting a high prestige among families and society have become some of the common answers given by the parents when they are asked about their reasons for making their children learn English. Besides these reasons, there is an assumption which says that the younger a person begins to learn a language, the more successful he will be. Because of this reason, the parents now even want their children to start learning English as early as possible. According to Brumfit et al. (1994:iv), young children learn better than adults do because their brain is more adaptable before puberty. He also states it is possible that language can be acquired without self-consciousness at an early age.

In the writer's opinion, the assumption that "younger is better" in learning or acquiring a second language is not always right, especially for the conditions in Indonesia. For instance, the result of learning English in Indonesia is not always good even though the learners are young children. This is because English is considered as a *foreign* language in this country and also the parents in this country usually do not teach their children English intensively at home. So besides age, there are some other important factors that also need to be considered in determining the success of

acquiring a second language. Some of these factors are language environment, language teaching, exposure to the second language, and learners' cognitive and first language development.

In Indonesia, learning English as a *foreign* language is not easy for beginners, especially for young children. They have to learn not only the skills (listening, speaking, reading, and writing), but also the elements of the target language (sound system, grammar, vocabulary, and cultural background) that they have not been familiar with yet. In learning those skills and elements of their target language, they are influenced by the skills and elements of their first language. However, the influence is not only one way. Finocchiaro (1974:13) states that the influence of learning languages is a reciprocal one. In relation to this, the writer had observed an interesting phenomenon, that is, a young Indonesian child, who was learning English, demonstrated Indonesian-English code-switching and/or code-mixing in his daily conversations with his parents.

To the writer's knowledge so far, the previous studies that investigated the same topic as hers are still very few. She found that those previous studies investigated the existence of code-switching as demonstrated by youths and adults on the basis of Sociolinguistics theory. However, this study done by the writer investigated the existence of Indonesian-English code-switching and code-mixing as demonstrated by a young Indonesian child based on the theories of Sociolinguistic, Psycholinguistic, and Bilingualism.

In the light of the above conditions, this study is interesting to be carried out because there is still a lack of such study. The writer is interested in conducting a

research on “The Indonesian-English Code-Switching and Code-Mixing as Demonstrated by a Young Indonesian Child”. She analyzed her study by referring to the theory of code-switching and code-mixing, the perspectives of routines and patterns in language acquisition and performance, and the theories in second language acquisition which include the input hypothesis, the affective filter hypothesis, and the causative variables in second language acquisition proposed by Krashen (1987:32-45), namely language teaching, exposure variable, and age variable. She also analyzes it based on her opinions about the similarities between the process of first and second language acquisition in young children which are related with the theories of children’s cognitive and first language development and the role of first language in second language <sup>Penyusunan</sup> acquisition. It is also based on her perspective of the language environment in Indonesia.

## 1.2 The Statement of the Problems

Based on the background of this study, the problems of this study are stated as follows:

1. What are the patterns of the Indonesian-English code-switching demonstrated by a young Indonesian child in his daily conversations?
2. What are the patterns of the Indonesian-English code-mixing demonstrated by a young Indonesian child in his daily conversations?
3. What are the possible factors that cause a young Indonesian child to demonstrate Indonesian-English code-switching and/or code-mixing in his utterances?

### 1.3 The Objectives of the Study

In line with the statement of the problems, this study intended to identify the patterns of the Indonesian-English code-switching and code-mixing demonstrated by a young Indonesian child in his daily conversations, and explain the possible factors that cause him to demonstrate Indonesian-English code-switching and/or code-mixing in his utterances.

### 1.4 The Significance of the Study

The findings of this study are expected to give more input to people especially parents and teachers in Indonesia about the effects of making children start learning English at early ages, and notify them of the possible reasons that cause the effects to happen. Furthermore, it will also be fruitful as one of the beginning steps for experts and researchers in the fields of Bilingualism and Psycholinguistic to continue their studies and elaborate the current theories related to this study.

### 1.5 The Scope and Limitation of the Study

The subject of this study is a male Indonesian child aged three and a half years old. He was a Playgroup B student at Yayasan Pendidikan "Diana" which is on Jalan R.A. Kartini 31, Surabaya. He has been studying English at this school for about six months. Since the subject of this study still did not have a good writing ability, the writer conducted her research only on his spoken discourse.

Since the subject being investigated lives in Surabaya where Javanese language is often used by the people in this city, he sometimes does not speak a good

standard Indonesian. Instead, he uses non-standard Indonesian, that is the Indonesian mixed with the Javanese (Surabaya dialect). In order not to be confused with the terms standard Indonesian and non-standard Indonesian, the writer considers both terms as Indonesian in general. So the code-switching and code-mixing being investigated in this study are between Indonesian and English.

Furthermore, the writer merely investigated the subject's spoken discourse in his conversations with his parents at home in which the Indonesian-English code-switching and/or code-mixing occurred. She did not analyze his conversations with his teachers and friends because she was not allowed to do an observation during the lesson at school.

#### 1.6 The Assumptions

In this section, the writer would like to present the assumptions of this study. The first assumption is methodological assumption. It assumes that the research design of this study can be adequately used for approaching the research problems. In other words, it assumes that the qualitative research methods used in this study, case study and successive approximation methods, are capable of revealing the patterns of the Indonesian-English code-switching and code-mixing demonstrated by the subject and their causes. The second assumption is the subjects that were observed and interviewed by the writer gave their honest responses and showed natural behaviors in the uses of the languages.

## 1.7 The Theoretical Framework

This study is based on the theory of code-switching and code-mixing, the perspectives of routines and patterns in language acquisition and performance, and the theories in second language acquisition which include the causative variables in second language acquisition, the input hypothesis, and the affective filter hypothesis.

Carroll (1986:289) says that code-switching is a change of languages, dialects or styles of discourse (for instance from formal to informal) during a conversation. Wardhaugh (1998:108) calls code-mixing as intra-sentential code-switching. He states that "Code-mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance" (p.103). The theory of code-switching and code-mixing was used to analyze the data and discuss the findings in this thesis.

Prefabricated routines, according to Krashen (1981:83), are simply memorized whole utterances or phrases, for examples, "Be careful!" or "How are you?" Prefabricated patters, according to Hakuta in Krashen (1981:83), are utterances or phrases which are partly "creative" and partly memorized, for examples, "Wash your \_\_\_" (hands, feet, face) or "Put on your \_\_\_"(shoes, hat), etc. The perspectives of routines and patterns in language acquisition and performance were used to analyze the data and discuss the findings in this thesis.

Krashen (1987:32-45) claims that the causative variables that determine the success of second language acquisition are language teaching variable, exposure variable, age variable, and acculturation variable. The theory of those variables was used to discuss the findings of this thesis.

Krashen (1985:2) in his input hypothesis states that “humans acquire language in only one way – by understanding messages, or by receiving ‘comprehensible input’”. The term “understand” means that the acquirer is focused on the meaning of the message and not on the form. The affective filter hypothesis, according to Krashen (1987:30-32), defines the relationship between affective variables (motivation, self-confidence, and anxiety) and the process of second language acquisition by considering that acquirers differ from each other about the strength of their affective filter. The input and affective filter hypotheses were used to bolster up the theory of the causative variables in second language acquisition

In discussing the findings of this study, the writer also stated her opinions about the similarities between the process of first and second language acquisition in young children which are related with the theories of children’s cognitive and first language development and the role of first language in second language acquisition. It is also based on her perspective of the language environment in Indonesia.

In relation with the process of children’s cognitive development in first language acquisition, Piaget as quoted by Brown (1980:33) states that the center of human organism is their cognitive development, and language is the result of and depends on cognitive development. Children’s cognitive capacities develop along with their physical development. In developing their cognitive capacities, children pass through the stages of intellectual development. The development of their first language is gradually increasing along with their cognitive development through those stages. That’s why, the ‘grammars’ of a child are different from one stage to another stage. In other words, during the process of acquiring their first language, children build many



grammars in their language with a certain grammar that can only be used in a certain stage. In relation to this, the writer stated her opinion that the process of young children's second language acquisition is similar to the process of their first language acquisition.

Moreover, in relation with the role of the first language in second language acquisition, Gurrey (1970:180) says that if we want the children to be successful in learning a *foreign* language, first of all we have to improve the teaching of the children's mother tongue. This is because the teaching of the mother tongue and the teaching of a *foreign* language can support and assist each other.

In the writer's opinion, language environment is one of the factors that also determines the success of acquiring a second language. It will be very helpful if the acquirers can acquire a second language in a *second* language situation, that is, within the cultural and linguistic milieu of the *second* language. This is because the acquirers can experience natural exposure of the *second* language. They will have many chances to use the second language more and obtain more comprehensible input. Thus, they will be able to acquire the second language more. On the other hand, if the acquirers are acquiring the second language in a *foreign* language context in which a second language is heard and spoken only in an artificial environment, such as, in the class during the English lesson at school, then the result, of course, may be different. In this situation, the acquirers do not have many chances to use the second language and can not obtain a lot of comprehensible input. As a matter of fact, their surroundings will influence them much with their first language domination. Dulay, Burt, Gillis, and Weber as quoted by Krashen (1981:66) report that first language

influence seems to be strongest in “acquisition poor” environments. This is because the second language acquisition is done in a *foreign* situation in which natural appropriate intake is scarce and where translation exercises are frequent. The input is often primarily from the teacher and not from peers. Thus, the writer also stated her opinion that the language environment in Indonesia where English is considered as a *foreign* language can influence children in this country in acquiring that language.

### 1.8 The Definition of Key Terms

Before proceeding to further discussion, the writer should like to clarify some key terms applied in this thesis in order to avoid misinterpretation.

1. Code-switching, according to Carroll (1986:289), is a change of languages, dialects, or styles of discourse (for instance, from formal to informal) during a conversation.
2. Code-mixing, according to Wardhaugh (1998:86), is the use of two codes by switching back and forth between the two codes or by mixing them occurs. Wardhaugh (1998:108) calls this kind of code-switching as intra-sentential code-switching, or code-mixing. He states that “code-mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance” (p.103).
3. Young Indonesian child describes the subject of this study. The subject of this study is a male child aged three and a half years old. He was born and lives in Surabaya. He lives with his parents. His parents’ nationality is also Indonesian.

4. Learning a language, as to Ellis (1986:299), can be broadly defined as “the internalization of rules and formulas which are then used to communicate in the L2”. In this point of view, language learning is synonymous with language acquisition. In this study, the writer used the words “learning” and “acquisition” interchangeably because they are, in fact, still related in some case.
5. Second language acquisition, according to Ellis (1986:5), refers to *foreign* language as well as *second* language acquisition. However, if the writer wishes to use either *second* or *foreign* language acquisition with a more specific meaning, the words will be italicized and their reference will be clear.

#### 1.9 The Organization of the Thesis

This thesis consists of five chapters. The first chapter deals with the introduction which includes the background of the study, the statement of the problems, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of the thesis. Chapter II concerns with the review of the related literature which consists of the related theories and the related studies. The methodology used in the writer’s study is discussed in chapter III. Chapter IV contains the analysis of the data, the findings as well as the discussion of the findings. The last chapter proposes the conclusion of the study.