CHAPTER 1

INTRODUCTION

This chapter presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, research hypothesis and the definition of key term.

A. Background of the study

Indonesia is a country which is rich with its languages. There are so many languages in Indonesia. Each region has their own language, for example there are Javanese, Madurese, etc. People from each region use their own language to communicate with their local society. But when they communicate with people from other region, they will speak Bahasa as their national language. Beside it, they also speak foreign language such as English, Japanese, Arabic, etc. Although they speak it in certain condition, they prefer to use it to have stressed in some conditions and felling. Indonesian people may use foreign language in educational system or working condition which make them speak it. In oral communication, people who expert in some languages may switch their languages when they are speaking. This is because the switching language can help people to convey their main purpose.

The phenomenon of using and switching two or more languages in our society become quite common nowadays. This situation of bilingualism presents in every country. It happens when people switch one code to another

code where they have knowledge of two or more languages. People tent to use English although they do not master English well in order to make sense of English in their communication. When bilingual speakers of various languages make conversation, they often switch words, phrases, clauses and sentences from different language in a single conversation. Since this phenomenon has been growing in our society, the code-switching becomes a topic that often explored in a research.

Discussing about code switching, it does not only happen in daily life communication but also in some certain situations, and also in educational environment. English as a foreign language in Indonesia has been complemented through wide use of English in the social setting as well as the education setting.[1] All language classroom input must be in the target language an effective model of language use can ensure that the intended learning was successful. Classroom instruction, therefore, are the most valuable experience for learners because of the limited exposure to sufficient comprehensible input from natural environment they might get.[2] So using code-switching by the lecturers can help students to get language natural environment.

For example, it happens in the lecturing by the lecturer to the English department students of STAIN Kediri. As the English department, having the lecturing in English will be very helpful for the students to know well their

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[1] Badrul Hisham Ahmad, Kamaruzzaman Jusoff, "Teachers; Code-Switching in Classroom Instructions For Low English Proficiency Learners", *English Language Teaching,* 2(2), (June, 2009), 49.
[2] Ibid.

English ability. Some lecturers prefer to switch Indonesian to English or English to Indonesian. Sometimes the lecturers use Indonesian and sometimes they use English to make the students easier to understand what the lecturers mean. There also seems to be a feeling that languages should be kept strictly demarcate despite the fact that code-switching is employed "in the repertoires of most bilingual people and in most bilingual communities".[3]

There is no doubt that in English department bilingual environment becomes very familiar. Teacher, consequently, have been employing code switching as a mean of providing students with the opportunities to communicate and enhance students' understanding. Furthermore, code switching helps facilitate the flow of classroom instruction since teachers do not have to spend so much time trying to explain to the learners or searching the simple words to clarify any confusion that might arise.[4] The students of English department often use English to communicate with their friend. They also use it to communicate with the lecturers. Using English is a need for them who join in English department.

A number of researchers have argued that code switching has positive effect to teaching and learning process. Mingfa Yao stated in his journal, "... the teachers and students have a similar positive attitude to teachers' code-switching in EFL classroom".[5] Another research that have done by Liaqat Iqbal conclude that code-switching is a natural, creative, and innovative way

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[3] Mingfa Yao, "On Attitude To Teachers' Code-Switching In EFL Classes", *World Journal Of English Language,* 1(1), (April, 2011), 19.
[4] Badrul Hisam Ahmad, Teacher Code-Switching., 49.
[5] Mingfa Yao, On Attitude., 19.

of communication of the bilingual university in Pakistan, which is used as a technique for facilitating the students.[6] Arinae, JookHyuk, and Rachel also conclude in their journal, "the bigger project where this study is located found that students' learning are not hindered by the use of ETCS in lectures. Additionally and more fascinating, students may even perform better in a language they are more comfortable with".[7]

Badru Hisham Ahmad and Kamaruzzaman Jusoff state in their research, " … the learners have positive perception of teachers' code-switching in the ELT classroom. …. Teachers' code switching is significantly associated with learners; learning success.[8] This means that using code switching in teaching learning process have positive effect to the learners. Another researcher that have done by Mujiono, Soepomo Poedjosoedarmo, Edi Subroto and Tri Wiratno Conclude that the use of code-switching in English as foreign language instruction by English lecturers can assist the students in understanding English materials due to their lack of English proficiency.[9] So code switching in classroom instruction can help the students in understanding the material well.

Guller Pinar Bilgin and Ali Rahimi stated that " … to code-switching to facilitated language learning, to provide students with a more relaxing

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[6] Liaqat Iqbal, "Linguaistic Features of Code-Switching: A Study Of Urdu/English Bilingual Teachers' Classroom Interaction", *International Journal Of Humanities And Social Science,* 1(14), (October, 2011), 189.

[7] Arine Macalinga Borlongan, Joohyuk Lim, Rachel Edita O.Roxas, "Univesity Students' Attitudes Toward English-Tagalog Code-Switching In Classroom Instruction", *Tesol Journal,* 7, (2012), 70.

[8] Badrul Hisham, Kamarruzzaman, Teachers' Code-Switching., 52-53.

[9] Mujiono, Soepomo Poedjosoedarmo, Edi Suboto and Tri Wiratno, Code Switching In English As Foreign Language Instruction Practiced By The English Lecturers At Universities, *International Journal Of Linguistics,* 5(2), (2013), 63.

learning atmosphere since students seem to feel more comfortable when they encounter familiar words in native language within the target language context.[10] Code switching can give positive atmosphere to the students' in classroom, students will be more comfortable with their learning process. Therefore, the researcher wants to conduct a study about **"The Correlation between Code Switching Used by the Lecturer and Learners' Learning Success in Reading Class of English Department at STAIN Kediri"**

B. Statement of the problem

Based on the background of the study above, the problem here suitable with the phenomenon in English Department at STAIN KEDIRI. The problem to be discussed in this research is "How is the correlation between code switching used by the lecturers and learners' learning success?"

C. Objective of the study

Based on the research problem, the general objective of this study is aimed to determine the relation between code switching used by the lecturer and leaners' learning success.

D. Significance of the study

This study is expected to be useful both theoretically and practically. Theoretically, the result of this study is expected to contribute the development of English teaching and learning process in using code switching in English department at STAIN Kediri. Practically, the researcher hopes that the result of this study will be useful to English lectures of STAIN

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[10] Guller Pinar Bilgin, Ali Rahimi, EFL Teachers' Attitude Toward Code-Switching: A Turkish Setting, *International Journal Of Linguistic,* 5(5), (2013), 12.

Kediri to manage the language they use to teach the students to help students' learning success.

E. The Scope and limitation

The researcher limits the scope of this study in order to make the study not too broad. To make the study reliable and can achieve certain goals expected by the researcher, this study attempts to describe the relation of code switching used by the lecturers of English department to the learners' learning success.

In this study the researcher investigates learners' learning success of reading class on second semester in English department at STAIN Kediri. The students of second semester of English department often find the lecturers use code switching in the teaching and learning process.

F. Research Hypothesis

Hypothesis is a provisional answer to research question, which the truth is needed to be investigated empirically. This hypothesis is used to control the research direction is not out of the box. The research hypothesis of this research is:

Ha: There is a significance correlation between code switching used by the lecturer and students' leaning success in English department of STAIN Kediri.

Ho: There is not significance correlation between code switching used by the lecturer and students' leaning success in English department of STAIN Kediri.

G. Definition of key term

1. Code switching

   Code switching is an active, creative process of   incorporating material from both of a bilingual's languages into communicative acts.

2. Learning success

   Understanding of teaching material reach high achievement in individual or in group.

3. Correlation

   A statistical measure that indicates the extent to which two or more variables fluctuate together.