

CHAPTER I

INTRODUCTION

This chapter discuss some aspects related to the topic of this study. They are background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

The field of the education is one of the very important fields and needs a special attention from all walks of life because education has a vital role to develop the human resource that play a role in the forming of students to be assets of nation expectation National Education Goal in the Act No. 20 chapter 2 in 2003, “national education aims to develop the potential of learners in order to become a faith man, piety to Almighty God, noble attitude, healthy, knowledgeable, capable, creativity, stand alone and become a democratic and accountable citizens”.¹ The succesful of education can influnced by some factors like the use of language in learning interaction.

The use of language in teaching and learning interactions actually must use clear language and understandable words for students. Every student has difference perception of the use of language in learning interaction. So, the teachers have to give appropriate information with

¹ Indonesian departmen , *UUD 1945, 2003 , chapter 3, no.20*

used language's patterns and rules that can be understood by students. One of the strategy to deliver information to students is the use of more language by teachers in learning interactions, such as the use of code alternation. This phenomenon sometimes occur on language classroom like Foreign language classroom.

Code alternation is the alternation of two languages within a single discourse, sentence or constituent². Code alternation refers to the process where someone used two difference languages in the same context of situation and at the same time. Thus, a code refers to a variety within the same language and the entire system of a language. Code-alternation will speak to any teacher who finds that his or her classroom is becoming increasingly diverse.³

Existence of multicultural, multilingual, multidialectical diversity is the norm. It is purposed to convey message or information from speaker to listener directly and to make a good communication among them. In the previos study was conducted by Marites revealed that students attitude towards the use of code-alternation in ESL Class is positive in general. While the status of English Language in Indonesia is a foreign language, not a first or second language as well as in some commonwealth countries. Nonetheles based on Jacqueline's study where the object was carried out among both Costa Rican EFL students and professors show that both students and teachers feel more comfortable engaging in code-alternation

² Mujiono, "Code-switching as EFL instruction practiced by Lecturers at Universities", *International Journal of Linguistics*, 5 (2013) 51.

³ Rhebecca Wheller, *Code-switching lessons*, (USA: Catalog in Publication, 2010), X.

in informal contexts with peers. This indicates that the alternation of codes is a conscious habit between them. This phenomenon leads to the emergence of code alternation of Indonesian-English language. Even code-alternation is now considered to be a normal and natural product of interaction.

Many of study were carried out by experts related to code-alternation. Whether it was factors on the use, the types, the functions also perception on the use of code alternation. Surely they found an assortment of results based on their own study. Therefor, based on the criticism above, this study tried to identify the students and the teachers perception on the use of code-alternation during their existence in English classrooms.

B. Problems of the Study

Based on the background of the study in preceding discussion, it is very necessary to do a study on perspection in Sekolah Tinggi Agama Islam Negeri (STAIN) Kediri on English language classroom. The following research problems are formulated:

1. What are the students' perception on the use of Code-alternation in English language classrooms ?
2. What are the teachers' perception on the use of Code-alternation in English language classrooms?

C. Objectives of the Study

Based on the research problem above, the research objectives are as follows :

1. To find out the students' perception on the use of Code-alternation in English language classroom.
2. To find out the teachers' perception on the use of Code-alternation English language classroom.

D. Significances of the Study

The significances of the research is expected as follow:

1. For the students

The students hopefully know that use of code-alternation can help the students to exchange the language.

2. For the teacher

The teachers are expected to motivate the students to improve their ability in English as much as they do.

3. For Reader

The reader are expected to give valuable contribution to the treoretical use of code-alternation.

E. Scope and Limitation of the Study

The research is intended to look into the perception phenomenon of code alternation from Indonesian expression found in the English or just the opposite are produced by students and teachers at sixth semester on

English Department in the State College for Islamic Studies (STAIN) Kediri. The researcher investigated the students' perception on code alternation's effect on their main and foreign language, affective support and learning success. While for the teacher, the researcher investigated their perception on the reason of code alternation's uses and on the practice on the use of code alternation. The researcher took three classes in English matter, which have great possibility in the use of code alternation. They were Discourse Analysis class, Current Issue in Language Teaching class, and Second Language Acquisition class.

F. Definition of Key Terms

From the research problem above, this study focuses on code alternation by students of STAIN Kediri. In order to avoid ambiguity and misunderstanding, some of key terms used in this study are need to be defined as follows :

1. Code alternation

Code alternation is a change by speaker (on spoken) from one language or language variety to another one.

2. The functions of Code-alternation

a. The Functions of Teachers' Code-alternation

b. The Functions of Students' Code-alternation

3. The factors on the use of Code-alternation

a. Structural linguistic factors

b. Internal psycholinguistic factors

c. External and social nature factors

4. Perception in Code-alternation

Perception is the first assumption of something that taught by the human sense before knowing the truth. Perception on code-alternation is a way of view someone's respond to the code-alternation's phenomenon.

5. Definition of Student

A student is usually someone who is studying or training at a university or college.

6. Definition of Teacher

A teacher is a person who teaches, usually as a job at a school or similar institution.

7. Definition of English as Foreign Language (EFL)

It means that English as taught to people whose main language is not English and who live in a country where English is not the official or main language.