CHAPTER I
INTRODUCTION

1.1 Background of the Study

Bilingualism happens when people are able to use minimum two languages equally in their daily lives. Wardaugh (2006) also states that a person is said to be bilingual if he or she has an access to two codes or languages. Bilingualism is a common throughout the world. Indonesia is one of the countries with most of the people are bilinguals. Bilingualism tendencies happen because Indonesia has so many regions and each region has so many ethnics that produce varieties of language and dialect besides Bahasa Indonesia as a national language, for example; Javanese, Maduranese, Balinese, Bimanese, and many more.

People who live in Indonesia do not only speak one language or local languages but also foreign languages, such as; English, Arabic, Mandarin, Dutch, and etc. In result, people tend to change their language depending on the needs and situation to cover different situation in their society. Grosjean (1982) also said that bilinguals often acquired and used their languages in different contexts, with different people, and for different purposes. One of the examples is happened in the classroom during learning process. If the teachers or lecturers are local, and they are responsible for teaching foreign languages, they tend to switch their languages from foreign to local or to the contrary. This phenomenon called code-switching. Code-switching is the use of more than one language in a single communicative event (Mesthrie, Swann, Deumert & Leap, 2000). Moreover, code-switching is one of the phenomena results from bilingualism and multilingualism.

Further, this research analyzed the topic of code-switching that used by the local lecturers in learning process. Thus, this phenomenon is happened in English Department of University of Muhammadiyah Malang which responsible for teaching English as foreign language. Even though in the university level, the lecturers still use English frequently depends on the classroom situations. According to Nwoye (1993), code-switching can become a conscious strategy for
achieving specific goals. In other words, code-switching can be used as a strategy in teaching and learning process. However, not all of the students appreciate it. Therefore, the researcher interested in choosing this topic. The purpose is to know the senior students’ responses toward the use of code-switching for their level.

Furthermore, senior student is a term that used to define a student in fourth and final year of study. It refers to high school or university study. In this research, the researcher only focused on senior students of university study. In addition, the senior students have good English proficiency regard to their experiences in learning the theories. Therefore, the expectation is they can perform better than their juniors or freshmen.

English Department (ED) is one of the departments in the Faculty of Teacher Training and Education in University of Muhammadiyah Malang (UMM). English Department is an academic department which responsible for teaching English and Literature, especially in education area. Thus, the lecturers have responsibility to use English on their teaching process. In the process of teaching and learning, lecturers mostly employ two languages either Indonesian or English which means they use code-switching. It is used by the lecturers as an alternate method to explain the materials to the students, especially for the freshmen. However, the lecturers also employ it to the senior students which they have better skill in English. Therefore, it is questionable if the lecturers still use code-switching frequently compare to early years when the students have to face with the foreign lecturers.

The related study has been done by Lilik Hidayati (2006). The title of study is “A Study on Code Switching Employed by the Psycholinguistics Lecturer in Teaching at English Department of University of Muhammadiyah Malang”. In this study the researcher identified and analyzed code switching employed by the psycholinguistics lecturer in his teaching and to know the reasons of him in using code switching in his teaching instruction. She found that the reasons of psycholinguistics lecturer switch codes in his teaching are because (1) to make clear in explaining the difficult concepts or terms and to make the situation more enjoy in class, (2) it is the content course subject so it needs more explanation, (3)
code switching is not always used to describe the material only, and (4) to make the class become more flexible. Meanwhile in this research, the researcher tries to find out the students’ responses toward the use of code-switching done by the lecturers. It means from students’ point of views.

The rationale and the existing facts above make the researcher interested in choosing “The Students of English Department UMM Responses Toward the Use of Code-switching in Learning Process”. The researcher wants to investigate the sixth-semester (senior) students’ responses or their point of views on the use of code-switching in learning process.

1.2 Research Problem

Based on the description background of the study, statement of the problem in this research is:

• How are the sixth-semester students of English Department UMM responses toward the use of code-switching done by the lecturers in learning process?

1.3 Research Objectives

Based on the statement of the problems above, the researcher decides the purposes of the study is to know the sixth-semester students of English Department UMM responses toward the use of code-switching done by the lecturers in learning process.

1.4 Research Significance

The researcher hopes that this study is done to enrich the readers’ knowledge especially in sociolinguistics area and to make a better understanding and comprehension. This study will give benefit for English teaching and learning process at University of Muhammadiyah Malang. The benefit is the lecturers can acknowledge the senior students’ responses toward the use of code-switching which is it can both evaluates and improves the effectiveness of learning
activities. Furthermore, this study can give a huge contribution for learning activities especially in English as foreign language.

1.5 Scope and Limitation

Because of some factors, this study is limited on certain focus and subjects. The scope and limitation are determined as follows:
1. Focus on students’ responses toward the use of English-Indonesian code-switching during learning process.
2. The population is sixth-semester students of English Department UMM and the samples are the representative students of A, B, C, D, and E class.

1.6 Definition of Key Terms

To avoid the misunderstanding on the concept that used in this study, the writer presents the definition of the key terms as follow:

**Code-Switching**: is switching back and forwards between languages, even during the same utterance (Mesthrie, Swann, Deumert & Leap, 2000).

**Response**: is the result of an individual assessment toward a certain object based on the stimulations or the message which is accepted by the communicator (Widjaya, 2000).