

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the research, statement of the research problems, objectives of the research, significances of the study, scope and limitation of the research, and definition of key terms.

A. Background of the Research

What is research? Research is related to thesis. Talking about thesis proposal and thesis, many problems must be found for and during doing research. However, thesis itself is important for learners, as it is influential to university students for their graduations. The researcher still pursues her academic title as the scholar of Islamic education as it is proof for her academic achievement. Thus, research is crucial in this case.

Formerly the researcher starts with expressing praise using word *bismillah* sincerely and honestly. That is expected to lead the researcher to an easy of constructing this thesis. The thesis is focusing on investigating teaching learning process in the English class especially in multilingual class of IAIN Tulungagung. There are a few of multilingual classes which among of them are international students with Thailand as their nationalities, and also Indonesian students as they are getting learning together. That's why; the researcher then would like to know the lecturers' effort in explaining materials in the multilingual class that the students understand the materials well. Besides that, as the students are focusing on English education, the

researcher also wants to investigate strategy used by the lecturers in conveying explanation for students. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. We can find many people communicate everywhere. For example, in house we communicate with family, in the market seller offers to do something to buyer, in the campus lecturers explain the material to the learners. It can also occur when a learner does not understand what the lecturer tells when explaining using pure English.

Studying language is very important because it is as tool of the communication that both of the speaker and hearer mutually send the message. In everyday life many people always use the language for the communication. We can use language in daily life especially in social life. We can interact to other people. In the social life to communicate has scientific for the language. The scientific of the language is linguistics. In linguistics there are micro linguistics and macro linguistics. Micro linguistics means vary small and, in turn, macro means vary large. In another word, micro is internal and macro is external. Micro linguistics deals with phonetic, morphology, and syntax. Macro linguistics deals with sociolinguistics, and psycholinguistic.

What do you think about sociolinguistics? Sociolinguistics is used generally for the study of the relationship between language and society (Yule 2006:205). Sociolinguistics is the study of the effect of any and all aspects of society on languages. Sociolinguistics, as its name implies, mainly

deals with sociology and linguistics. Socio means society and linguistics means a scientific study of language, or as science dealing with language. Sociolinguistics belongs to a branch of macro linguistics. As one of the branches of linguistics, according to the point of view, it is not only language itself but also another science outside of language that is sociology (Madayani 2014:1). In society people can communication using language, and then the people can interact to other people. Many people can communicate to another people. In communication a code is a rule for converting a piece of information (for example, a letter, word, or phrase) into another form or representation, not necessarily of the same sort (Madayani 2014:29). In everyday interaction people usually use code in the situation for communication to other people. Code has two variants. They are code mixing and code switching.

Code switching has become a common term for alternate us of two or more languages, varieties of language or even speech style (Hymes in Madayani 2014:29). It can also be found when the lecturer explains in English, which code switching is the alternate to explain the subject in order to the student understand. Because they usually understand more than not using code switching when the speaker uses code switching in situation that the hearer does not understand what the speaker explains the information, or the hearer can't receive the message from speaker. Suwito in Madayani (2014:33) then says that code switching is switching situation from one code to another. Therefore, to use code switching should determine condition.

The emergences of why lecturer uses code switching must in line with factors accompanying. The researcher argues that firstly student does not understand when the lecturer explains. Secondly, the student does not focus on the class. Thirdly, the class condition is noisy and crowded, and the forth, lack of vocabulary mastery, topic and the different idiolect of the lecturer when the lecturer explains.

Of the samples obtained from Indonesian students and students from Thailand, this is my temporary data that Indonesian students need to have explanation in English when they feel do not understand. The factors that make the students do not understand are: 1. Lack of vocabulary, 2. The Topic, and 3. Speech. Sometimes professors have different idiolect and therefore students feel that the lecturers are too fast while talking. Students get better understanding when professors use code switching instead of using the English language only. Students of Thailand are alike even though they get more difficulty to capture what the lecturers explain. They are difficult to understand when explained by English because English is the second language in their country. The peers, as a tutor or students of Indonesia, help them translate into Indonesian. Lecturers use code switching from the beginning to the end of courses. Lecturers who use code switching are Mr. Susanto, Mr. Sukarsono, Mrs. Erna Eftanti, Mrs. Emi, Mrs. Arina and Mrs. Renita.

The lecturers use code switching when teaching in the class. Code switching can be as useful strategy of interaction if the purpose is to make the

meaning becomes clearer and to transfer knowledge to learner in affective way in the class because this strategy is more effective when lecturer explains the material in the class. The lecturer can share the knowledge to be clearly and effectively understandable. Those all are the proof that code switching is influential for teaching learning process.

The researcher presents some relevant previous studies conducted by other researchers such as a thesis that was published in 2014 entitled *Code Switching Performance by Sixth Semester Students in Classroom Discussions at IAIN Tulungagung* written by Lutfiana Dewi Khoirun Nisa. Mohammad Hasanul Izza a student of English Department Program of Islamic Education Department State Islamic Institute of Tulungagung conducted another research in 2015 entitled *An Analysis of Code Switching used by English Teacher in Teaching Learning Process at Second Grade of MA Darul Hikmah Tawang Sari Kedungwaru Tulungagung*. The last research was conducted by Rahmadhani Arimasari, which was published in 2013 entitled *An Analysis of Code Switching Used in The Novel Negeri 5 Menara* by A. Fuadi.

The similarity of these three researches with this research is that they analyze the use of code switching strategies in a language. However, the difference the first research is that this thesis does not use classroom discussion as object and student as subject. The second is that this thesis just focuses on 2 classes, and uses 2 lecturers as subject. The other difference is

where the research takes place. While the difference between this research and the third thesis is that, this research does not use Novel as the subject.

The purposes of my research are to increase the students understand toward the material that has been explained by the lecturers. Because when the lecturers explain using code switching, students receive the explanation with very good understanding. Lecturers use code switching in multilingual class. For students from Thailand it is easy to understand when the lecturers explain the material, and thus, it is difficult to understand when the lecturers explain the material without using code switching. So, code switching is alternate to transfer the material, the knowledge, and information, so the students will get good understanding.

In reviewing the elaborations above, the researcher believes that using two mother languages in teaching learning process can make different code switching that occurs and influential to the learners' understanding. Based on the explanation above, the researcher decides to conduct a research under the title **The Code Switching Practiced by Lecturers in Multilingual Class of IAIN Tulungagung.**

B. Research Problems

1. What types of code swithching that are practiced by lectures of multilingual class?
2. How is the frequency of each type of code switching that is practiced by lectures of multilingual class?

C. Objectives of the Research

1. To describe the types of code switching practiced by lectures of multilingual class
2. To describe frequency of type of code switching practiced by lectures of multilingual class.

D. Significances of the Study

The findings of this study are expected to give contribution for lecturers, learners, other researchers and readers.

1. Lecturers

The result of the study can be used to teach the learner easily. Hopefully, the lecturer can teach more effectively and easily. By understanding the result of the study, the lecturers give to the learner better understand about the subject.

2. Learners

The result of the study can be used to learn about the foreign language. It can make learners easy to understand the subject given by the teacher.

3. Other Researchers

The result of the study can be used by other researchers in conducting further research dealing with using code switching in teaching learning process.

4. Readers

For the readers, the result of this study can give knowledge about code switching in teaching learning process that also can be applied in daily life.

E. Scope and Limitation of the Research

To avoid misunderstanding upon what the researcher has explained, the researcher limits the scope of study in order to make it more detail and focus. Here some limitations proposed are as the following: the lecturing will be limited on two classes namely TBI_2E and TBI_4E that they are learners from Thailand, as it uses English class. In this class, the researcher will observe teaching learning process.

F. Definition of Key Terms

1. Sociolinguistics

“Sociolinguistics is the study of kinds of language used in social context” Wardhaugh (2006:1).

2. Multilingualism

Multilingual is the ability to speak more than one language. In many parts of the world this kind of ability is not all remarkable Madayani(2014:15).

3. Code

A code is a symbol of nationalism that is used by people to speak or communicate in a particular language Stockwell in madayani (2006:29).

4. Code Switching

Code switching is the mixing of the word, phrase, and sentences from two distinct grammatical systems across sentence boundaries within the same speech even. Bokamba in madayani (2014:31).