

**THE CORRELATION BETWEEN STUDENTS'
PREFERENCES ON THEIR TEACHERS' CODE-
SWITCHING AND READING COMPREHENSION
ACHIEVEMENT OF EIGHTH GRADERS OF SMP TRI
DHARMA PALEMBANG**

A Thesis by

William Piter

Student Number: 06011181419008

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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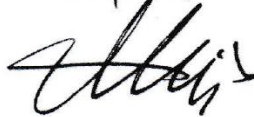
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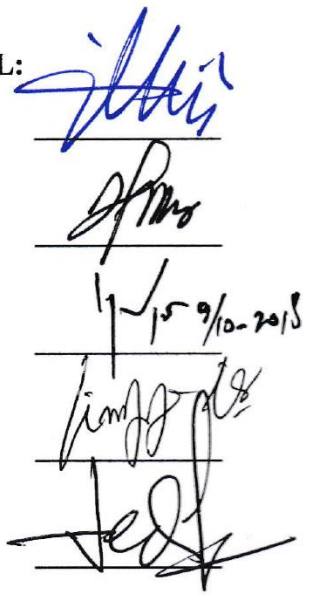
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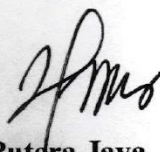


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DECLARATION

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Declare that thesis entitled “The Correlation between Students’ Preferences on Their Teachers’ Code-switching and Reading Comprehension Achievement of Eighth Graders of SMP Tri Dharma Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethnic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, October 2018

The undersigned,



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I am so blessed to have such an amazing family, my mother, father, brother, and sister, who have sacrificed a lot for me as well as loves and supports me unconditionally. Thank you for your never-ending prayers for me. I am beyond blessed to have you all as my family. Words cannot even describe how much I love you all.

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all the good memories as well as crazy times we share together. I can't get rid of the moment, jokes, and laughter. It was so much fun.

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The writer,
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DEDICATIONS

This thesis is dedicated to:

- ◆ To my mother, my most beloved woman, Rahma Yuliza,
- ◆ To my father, my best advisor in life, Gunawan,
- ◆ To my brother,
- ◆ To my sister,

Thank you for all the support, love, and never-ending prayers for me.

I hope I can make all of you proud of me.

THE CORRELATION BETWEEN STUDENTS' PREFERENCES ON THEIR TEACHERS' CODE-SWITCHING AND READING COMPREHENSION ACHIEVEMENT OF EIGHTH GRADERS OF SMP TRI DHARMA PALEMBANG

ABSTRACT

The use of Indonesian language in teaching English still becomes an issue. There are teachers who agree with the use of Indonesian language in teaching English practice, but a few teachers disagree with it. Therefore, the aim of this study was to find out whether or not there was any significant correlation between students' preferences on their teachers' code-switching and reading comprehension achievement of Eighth graders of SMP Tri Dharma Palembang and the contribution from students' preferences on their teachers' code-switching to their reading comprehension achievement. The simple random sampling technique was used to get the sample. Therefore, 35 out of 140 students were selected to become the sample of the study. There were 3 instruments which were used in this study. The first instrument was students' preferences questionnaire to know whether the students had negative or positive tendency toward the use of Indonesian language. The second instrument was teachers' questionnaire to compare and make sure the validity of the result of the students' questionnaire. The last instrument was a reading test to measure the students' reading comprehension achievement. The results of this study were; 1) There were students (88.6%) who had positive tendency toward their teachers' code-switching, 2) All of the teachers who taught the students agreed that Indonesian language should be used in teaching English, 3) The mean of the students' reading score was 66.7, 4) There was a significant correlation between students' preferences on their teachers' code-switching and students' reading comprehension achievement ($p\text{-value } 0.000 < 0.05$), 5) The influence of students' preferences to students' reading achievement was 40.1%.

Keywords: Students' Preferences, Indonesian Language, Reading Comprehension Achievement

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems, (3) objectives and (4) significance of the study.

1.1 Background of the Study

Along the history of English language teaching and second language acquisition, the role of mother tongue has become an important issue. In Indonesia, learning English is a very vital importance for students from primary level until the highest level of education. In 2013 curriculum, English is included in group A of obligatory subjects for junior and senior high school students (Kemendikbud, 2013). Moreover, English is one of the examined subjects in national examination. The aim of national examination is to evaluate the students' performance on each subject whether they reach the standardized criteria nationally. Therefore, developing students' skills in English is the purpose of learning English in Indonesia in order to communicate well by using English to reach specific literacy when they have graduated from the schools.

“Mother tongue has potential both positive and negative attitude towards the teaching and learning process” (Carless, 2008, p. 331). In the process of teaching English, teachers who use mother tongue might make a valuable contribution to the learning process. Because it can influence the students' acquisition of the target language. Mother tongue, in this case Indonesian language, can also be taking role as the facilitator to learn English. There are four skills which should be taught based on 2013 curriculum. One of them is reading. During learning process, the teachers use code-switching for different purposes such as, giving explanation, giving instruction, clarifying new vocabulary, managing classroom, etc. For example, the teachers want to explain about narrative text, they use English first and then switch from English to Indonesian to make the students understand what is meant by the teachers. Teachers switch from English to Indonesian either to explain things better or to get closer to the students.

Some researchers claim that mother tongue should not be used in teaching foreign language. Negative impact of mother tongue use is that many students are transferring what they are going to say to their mother tongue when they speak. While it usually causes different semantic meaning to what they intend to say. For example, when the words 'es teh' is translated to English, it becomes 'ice tea' which is correct. But the same thing does not work when the words 'teh panas' is translated. It becomes 'tea hot' while it should be 'hot tea'. Therefore, translation word by word should be avoided, although the native language could be used in order to explain new words or to check comprehension (Richards & Rodgers, 2001, p. 10). Willis (as cited in Sharma, 2006), also defines that teaching English through English as speaking and using English in the classroom as often as you possibly can. Auerbach (1993) supports the idea that the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.

As there is not a clear agreement about this issue yet, inconsistency toward the language used in classroom emerge. It also happens in Indonesian context. Some teachers are using Indonesian while some others are not. Teachers who teach using Indonesian language might think that switching from English to Indonesian can help the students absorb the lesson more easily (Forman, 2005). Teachers who use English are focus more on students' English proficiency by getting as much as English in their teaching. In fact, some students have various attitudes toward these two kinds of language teaching. These various attitudes are interesting to be investigated. Based on the writer's experience, the teachers use code-switching during English learning in the classroom. Code-switching itself serves as a mean to provide low proficient learners with the opportunities to communicate and enhance understanding of the learning process (Ahmad & Jusoff, 2009; Selamat, 2014). Because not all of the words and explanation are understood by the students, the English teachers use Indonesian language to reexplain about what is being discussed.

Based on that issue, the writer focuses on how the students perceived their teachers' code-switching in English learning classroom specifically on their reading comprehension skills at SMP Tri Dharma Palembang. Because reading is one of English aspects which is the most critical skill for future success in school as well as throughout life. The students need to work hard to understand and comprehend the English text carefully to get the precise meaning since English is not their first language. Reading comprehension achievement also often serves as a predictor of future academic success. Reading achievement levels is essential as reading is the most valuable way for people to obtain information, thus academically (Handler & Fierson, 2011). Good marks on reading may also reflect the intelligence of the students themselves. Therefore, providing the students with essential instruction is the key. Teachers use either Indonesian or English to explain the lesson during English learning can contribute to the students' reading achievement. Meanwhile, the students are required to absorb the knowledge well since English is not their first language. SMP Tri Dharma is chosen because the writer was involved in one of the lecturers' research at that school. The school is accredited A. The writer is one of the observers to observe the activities happen in the classroom. Based on the observation, the writer noticed that Indonesian language is used during English learning classroom. Therefore, the writer intended to find out whether their teachers' code-switching significantly influence the students' reading comprehension achievement or not. For this reason, this study was conducted.

1.2 Problems of the Study

The problems of the study were formed in these following questions:

1. Was there any significant correlation between students' preferences on their teachers' code-switching and reading comprehension achievement of eighth graders of SMP Tri Dharma Palembang?
2. How did their teachers' code-switching influence the students' reading comprehension achievement?

1.3 Objectives of the Study

Based on the problems above, the objectives of the study were:

1. To find out whether or not there is any significant correlation between students' preferences on their teachers' code-switching and reading comprehension achievement of eighth graders of SMP Tri Dharma Palembang.
2. To figure out if their teachers' code-switching influenced the students' reading comprehension achievement or not.

1.4 Significance of the Study

This study was aimed that the result of this study could make students realize that preferring to either Indonesian or English was important. It is also important to know the relationship between the students' preferences and their reading comprehension achievement. Because it is such controversial issue in non-English speaking country, so the writer intended to inform the validity of the issue and make this study as reliable as possible. It was also hoped that through this study, the teachers can notice how code switching is impactful and consider doing code-switching in teaching which was proved by this research. For the students, the writer hopes that the students realize the importance of English especially reading skill because reading is one of examined subjects nationally. In addition, the writer hopes that the study provides wider scope so it can be well-generalized and provides better information related to the issue.

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