

CORRELATION BETWEEN STUDENTS' PREFERENCES ON THEIR TEACHERS' CODE-SWITCHING AND READING COMPREHENSION PERFORMANCE

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Abstract: The use of Indonesian language in teaching English practices still becomes an issue. There are teachers who agree with the use of Indonesian language in teaching English practices, but not a few teachers also 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 have 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*

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 emerges. 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 so the teachers use Indonesian language to re-explain 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 intends to find out whether their teachers' code-switching influenced the students' reading comprehension achievement or not. For this reason, this study is conducted.

METHODOLOGY

This study is a quantitative correlational study. According to Cohen, Manion, and Morrison (2007), a correlational study is a study that involves collecting two sets of data in order to determine the relationship between them. On the other hand, "when a researcher is working in an ongoing educational environment, particularly one based on an interest in generating some hypotheses about what causes a particular state or condition, it is often helpful to begin by contrasting the characteristics of a state with the characteristics of its opposite state using the criterion-group approach" (Tuckman, 1978, p. 149). Correlation design is quantitative research in which investigators measure the degree of relation between two or more variables using the statistical procedure of correlation analysis. This degree of association, expressed as a number, indicates whether the two variables are related or whether one can predict another.

The population of this study was all of the eighth graders of SMP Tri Dharma Palembang. The total number of the population was 140 students. Arikunto (2010) states that if the population is less than 100, the sample should take the whole population while if the population is more than

100, the sample could be taken 10-15% or 20-25% of the population. In this study, the sample taken was 25% of 140 students which is 35 students. The sampling technique used a simple random sampling. The procedure of sample selection was done by doing lottery. Each of the students' name were written in a small piece of paper and were put in a bowl. Then, the writer took out 35 students' name from the bowl as the sample of the study.

There were two instruments which were used in this study. The instruments were two questionnaires and a reading test. The first questionnaire was about students' preferences on the teacher's use of Indonesian language and the second questionnaire was about the teachers' attitude of using Indonesian language. The teachers' questionnaire is used to confront and make sure the validity of the result of the students' questionnaire. In other words, it is used to confirm whether what the students had perceived were going in line with the teachers or not. Another instrument was a reading test. It was used for obtaining students' reading achievement.

In order to measure students' preferences and the teachers' attitude on the use of Indonesian language in teaching English, the writer adapted the questionnaire from Al-Nofaie (2010) in Novitas Royal Research and Youth Language. The students' questionnaire consisted of 15 statements. The teachers' questionnaire consisted of 10 statements. The writer had translated it to Indonesian to make the participants easier to fill the questionnaire. The items consisted of close-ended statements. However, the questionnaire had been re-modified as

Al-Nofaie tried to probe students' and teachers' attitude towards using Arabic in EFL classroom. There were 6 items in the students' questionnaire and 1 item in the teachers' questionnaire which were reversed items. The reversed items were given asterisk mark. The scale used 5-point Likert scales which ranging from "strongly disagree" to "strongly agree." The higher the score, the higher will the students' preferences and teachers' attitude be. The scale is attached in appendix I and II. The scoring system was as follows: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1.

In this study, the students also were given a reading test that was used as an instrument to find out the reading comprehension achievement of the students. The test was made by the writer by referring to the test of specifications based on 2013 curriculum. The test required the students to answer 50 questions in multiple choices. The test asked the students to choose one of the four possible correct answers. The test took 80 minutes. The test was scored by multiplying the total number of correct answers by 2.

The writer had two ways to measure the validity of the students' questionnaire and reading test and one way for the teachers' questionnaire because it was a ready-made questionnaire. First, both questionnaires and reading test were validated by two lecturers to measure the content and face validity. Last, the writer used pilot testing to measure the construct validity of the students' questionnaire and reading test. The questionnaire and reading test were distributed to non-sample students which came from the same grade and level accreditation school as the

sample students did. In making the decision in validity test, if the value of corrected-item total correlation (r -counted) $>$ r -table, then the items are considered valid. On the other hand, if r -counted $<$ r -table, then the items are considered invalid. With 5% significance and 27 non-sample students (n), then the value of r -table is 0.381. In this case, the non-sample students are the eighth graders of SMP DaarulAitam Palembang. There were 27 students who became the subjects to test the validity. After that, the questionnaire was measured by using corrected time-total correlation. The result showed that all of the questionnaire and reading test items are valid. After that, the students' questionnaire and reading test were measured by using internal consistency reliability to measure the reliability of the students' questionnaire and the reading test. The result of the reliability test of both questionnaire and the reading test were 0.823 and 0.924 which were higher than 0.70. Therefore, the questionnaire and the reading test used in this study were reliable and acceptable.

The writer used SPSS 23rd version program to find the

correlation between two variables. If the result shows that there is a significant correlation between two variables, regression analysis is applied. In this case, the writer tried to find out how strong the correlation between the two variables were. Using the guide that Evans (1996) suggests for the absolute value of r : (0.00 – 0.19 = very weak), (0.20 – 0.39 = weak), (0.40 – 0.59 = moderate), (0.60 – 0.79 = strong), and (0.80 – 1.00 = very strong).

FINDINGS

Students' Preferences Questionnaire

In this study, the writer collected the data about students' preferences by using questionnaire. It consisted of 15 items and the scale ranges from 5 to 1 which 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = disagree, 1 = strongly disagree. The analysis of the result for evaluating the students' preferences was done based on grading criteria: Positive and Negative

Table 1
Distribution of score

No.	Interval	Criterion	Frequency	Percentage
1.	46 – 75	Positive	31	88.6%
2.	15 – 45	Negative	4	11.4%
Total			35	100%

Based on the table above, there were 31 students (88.6%) in Positive criterion and 4 students (11.4%) in Negative criterion. The percentage was calculated by dividing the frequency of each criterion with the

total number of the students and then multiplying it by 100%.

Teachers’ Attitude on the Use of Indonesian Language Questionnaire

In this study, the writer collected the data about teachers’ attitude by using questionnaire. This questionnaire is used only to compare with the students’ questionnaire whether they are going in line or not.

It consisted of 10 items and the scale ranges from 5 to 1 which 5= strongly agree, 4= Agree, 3= Neutral, 2= disagree, 1= strongly disagree. The analysis of the result for evaluating the teachers’ attitude was also done based on grading criteria: Positive and Negative.

Table 2
Distribution of score on the use of Bahasa Indonesia

No.	Interval	Criterion	Frequency	Percentage
1.	31 – 50	Positive	2	100%
2.	10 – 30	Negative	0	0%
Total			2	100%

Based on the table above, there were 2 teachers (100%) in Positive criterion. However, there was no teacher (0%) in Negative criterion. The percentage was calculated by dividing the frequency of each criterion with the total number of the students and then multiplying it by 100%.

Reading Comprehension Achievement

In this study, the writer collected the data of the student’ reading comprehension achievement by using reading tests. After the reading test was given to the sample, it was found that the highest score was 86, the lowest one was 54, and the mean score was 67. Then, the scores were grouped based on KKM they belong to:

Table 3
Distribution score for reading

No.	Score Interval	Category	Predicate	Frequency	Percentage
1.	92-100	Very Good	A	0	0%
2.	84-91	Good	B	2	5.7%
3.	75-83	Sufficient	C	9	25.7%
4.	37 -74	Poor	D	24	68.6%
5.	0 - 36	Failed	E	0	0%
Total				35	100%

Based on the table above, there was no student (0%) in Very Good category, 2 students (5.7%) in Good

category, 9 students (25.7%) in Sufficient category, 24 students

(68.6%) in Poor category, and no student (0%) in Failed category.

Normality and Homogeneity Tests

The result of the normality test was presented in the table below:

Table 4
Result of normality test

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Questionnaire	.121	35	.200*
Reading Test	.125	35	.181

As shown in Table 5, it can be seen that the p-values of questionnaire and reading test are 0.200 and 0.181. Because the p-values of questionnaire (0.200) and reading test (0.181) are higher than 0.05, the H_0 is accepted. It

means that the data of questionnaire and reading test are normally distributed.

The result of the homogeneity test was presented in the table below:

Table 5
Result of homogeneity test

Levene Statistic	df1	df2	Sig.
3.730	1	68	.058

From the table above, it can be seen that the p-value of the data is 0.058. because the p-value (0.058) is higher than 0.05, it means that the two data sets have the same distribution. In other words, the two data sets are homogeneous.

Comprehension Achievement: Result of Correlation Analysis

In order to answer the first research question: whether there is any significant correlation between students' preferences on their teachers' code-switching and reading comprehension achievement of the students or not, Pearson's Product Moment Coefficient was applied. The result is in the following table:

Table 6
Result of correlation analysis

		Correlations	
		Questionnaire	Reading
Questionnaire	Pearson Correlation	1	.647**
	Sig. (2-tailed)		.000
	N	35	35
Reading Test	Pearson Correlation	.647**	1
	Sig. (2-tailed)	.000	

Preferences on Teachers' Code-switching and Reading

N	35	35
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Based on the table above, it was found that the p-value was 0.000 and the value of r-obtained was 0.647. Because the p-value (0.000) is lower than 0.05, H_0 is rejected and H_1 is accepted. Therefore, there is a significant correlation between the students' preferences on their teachers' code-switching and reading

comprehension achievement and the correlation direction is positive. Since the value of r-obtained was 0.647, it was categorized as a strong correlation (Evans, 1996).

Preferences on Teachers' Code-switching and Reading Aspects: Result of Correlation Analysis

Table 7
Result of correlation analysis

		IDENTIFYING SUPPORTING DETAIL	IDENTIFYING REFERENCE	UNDERSTANDING VOCABULARY	MAKINGINF ERENCE
QUESTIO NNAIRE	Pearson Correlation	.418*	.407*	.342*	.409*
	Sig. (2- tailed)	.012	.015	.045	.015
	N	35	35	35	35
					.440**
					.008

Based on the table above, it was found that the p-values were 0.012, 0.015, 0.45, 0.15, 0.008 and the values of r-obtained were 0.418, 0.407, 0.342, 0.409, 0.440. Because all of the p-values are lower than 0.05, H_0 is rejected and H_1 is accepted. Therefore, there is a significant correlation between the students' preferences on their teachers' code-switching and each of reading aspects and the correlation direction is positive. Since the values of r-obtained were 0.418, 0.407, 0.409, 0.440, it was categorized as moderate correlation and 0.342 was categorized as a weak correlation (Evans, 1996).

Preferences on Teachers' Code-switching to Reading Comprehension Achievement: Result of Regression Analysis

Because the result of the correlation between the two variables was significant as well as to answer the second research question: whether or not students' preferences on their teachers' code-switching influenced the students' reading comprehension achievement, further investigation was applied to know how much students' preferences influence the students' reading comprehension achievement. The writer used regression linear analysis to calculate the data. The following is the result:

Table 8
Result of regression analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.647 ^a	.419	.401	7.229	.419	23.755	1	33	.000

a. Predictors: (Constant), Questionnaire

Based on the table above, it was found that the F-change showed that students' preferences on their teachers' code-switching significantly influenced the students' reading comprehension achievement ($0.000 < 0.05$). In addition, since the adjusted R square was 0.401, it meant that the influence of students' preferences to reading comprehension achievement was 40.1%.

DISCUSSION

First, the results of students' preferences questionnaire showed that 31 students (88.6%) had positive tendency while 4 students (11.4%) had negative tendency toward their teachers' code-switching. It means that the students agreed if the teachers should teach them using Indonesian language when learning English. They might find Indonesian language as the helper and facilitator to learn English. This finding was also supported by the results of the teachers' attitude questionnaire toward the use of Indonesian language. The result showed that 2 teachers (100%) had positive tendency toward the use of Indonesian language when teaching English. The teachers who taught the students strongly agreed that Indonesian language should be used when teaching English. Moreover, the

teachers admitted that if they use English dominantly, the students must be feeling confuse. Therefore, based on the findings, it was very clear that Indonesian language took an important role in English teaching practices.

Secondly, the result of the students' reading achievement showed that there was no student (0%) who got marks between 92 – 100 (Very Good), 2 students (5.7%) who got marks between 84 – 91 (Good), 9 students (25.7%) who got marks between 75 – 83 (Sufficient), 24 students (68.6%) who got marks between 37 – 74 (Poor) and no students who got marks between 0 – 36 (Failed). Based on the findings, it can be seen that more than half of the students did not reach the standardized score (75) which was set by the school to decide whether the students meet the requirement to pass the subject or not. It means that the students' ability in reading is still low and needed to be exposed more Indonesian language by the teachers when learning English and considered other factors which might influence them in learning English. However, there were 4 students who had negative tendency. It means that they disagree if Indonesian language was used during English learning practices. Because each of the students' way of thinking was

different, we could not force them to agree with it.

Thirdly, the result of the correlation between two variables showed that the p-value was 0.000 and the value of r-obtained was 0.647. Because the p-value (0.000) is lower than 0.05, it means that there is a significant correlation between the students' preferences on their code-switching and reading comprehension achievement and the correlation direction is positive which means that the higher the students' preferences the higher the students reading comprehension achievement will be. Since the value of r-obtained was 0.647, it was categorized as a strong correlation based on the guide of Evans in 1996. Referring to the previous related study which was done by Al-Nofaie, a case study which investigated the teachers and students' attitude toward the use of Arabic in EFL classroom in Saudi public schools, the writer agreed that it is true that first language took a very important role for the students to learn English. The students' preferences on either first language or English could decide how well they were in learning English. The use of Indonesian language in EFL classroom itself was also known as Code-switching. The way of delivering the material to make the students understand what was being discussed was really matter. Teachers did code-switching not only increase student's comprehension and application of the material but also provide a positive learning environment with the help of good student-teacher relationships (Moghadam, Samad, & Shahraki, 2012). Majority of ESL learners think that they get benefit because of teachers' code-switching and it helps

in learning a language in a better way (Nordin, Ali, Zubir, & Sadjirin, 2013).

Lastly, by having a significant correlation between the two variables, regression linear analysis was applied to find out if one variable significantly influenced the other variable. In this case, the result of regression linear analysis showed that students' preferences on their teachers' code-switching significantly influenced the students' reading comprehension achievement (F-change $0.000 < 0.05$). In addition, since the adjusted R square is 0.401, it means that the influence of students' preferences to reading comprehension achievement is 40.1%. Therefore, the students' preferences should be really considered by the teachers since the result showed that it was quite significant (40.1%). This is in line with Forman (2005) pointed out that the use of L1 can serve to assist in accessing L2 input and thereby enhance learning. By also referring to the previous related which was done by Irawan (2013), the writer agreed that the involvement of first language could help the students get a better understanding in learning English. The students preferred to ask their teachers by using Indonesian language to comprehend and absorb the information much better.

CONCLUSION

In conclusion, this study was conducted in order to find out the correlation between the students' preferences on their teachers' code-switching and reading comprehension achievement of eighth graders of SMP Tri Dharma Palembang as well as to figure out the influence that the students' preferences made to the students' reading achievement. The teachers' questionnaire is used to

confront and confirm whether what the students had perceived were going in line with the teachers or not. It had been answered that there is a significant correlation between the students' preferences on their teachers' code-switching and reading comprehension achievement (p -value $0.000 < 0.05$) and the students' preferences on their teachers' code-switching significantly influenced the students' reading comprehension achievement (40.1%).

SUGGESTION

Considering the result of the study, the writer would like to offer suggestions for the teachers, students, and the other researchers who are interested in this field of study. For teachers, the writer hopes that 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. For future development, 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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