CHAPTER 1

INTRODUCTION

A. Background of the Study

At present, there are so many people who master more than one language. The languages which are usually mastered well by people are their mother tongue or native. People who use two or more languages are called a bilingual. Bilingualism is a worldwide phenomenon. According to the wholistic view, then, the bilingual is a fully competent speaker-hearer; he or she has developed competencies (in the two languages and possibly in a third system that is a combination of the first two) to the extent required his or her needs and those of the environment.[1] When two or more bilingual speaker interacts, they do not use only one language for their conversation. They often utilize both languages at different ratio, a phenomenon which is known as code switching in bilingual literature.

Code switching is including in area of sociolinguistic field. Hudson stated that "sociolinguistic is the study of language in relation to society."[2] The phenomenon of code switching is found in bilingual society, because they are usually required to select a particular code whenever they choose to

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[1]Francois Grosjean, *Studying Bilinguals*, (Newyork: Oxford University Press, 2008), 14.
[2]Ronald Wardhaugh, *An Introduction to Sociolinguitics,* (United Kingdom: Blackwell Publishing, 2006), 13.

speak, and they may also switch from one language to another language.[3] Thus, it is feasible to conduct a study on code switching by involving the members of the bilingual society who are supposed to switch the language. So, code switching is when two or more language exists in a community, speakers frequently switch from one language to another.[4] The main code switching is to convey messages or information from speaker to listener directly and to make good communication between them.

In the realm of education, Indonesian language is as a language to deliver the materials in teaching and learning process. But it is different to students of English Education Department. They are required to be able to understand the language of major priority that is English language. So it is possible in the teaching and learning process often occurrence a code switching by the teachers for giving information and lesson materials to students. The teacher tends to switch the language from English to Indonesian when he or she taught English in the classroom. This topic arises based on the researcher's experience when the researcher was study at The State Islamic University Sultan Maulana Hasanuddin Banten. The researcher realized that English teachers used code switching while teaching learning process in the classroom.

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[3] Ronald Wardhaugh, *An Introduction to Sociolinguitics,* (United Kingdom: Blackwell Publishing, 2006), 101.
[4] Sandra Lee Mckay & Nancy H. Hornberger, *Sociolinguistics and Language Teaching,* (United Stated of Amerika: Cambridge University Press, 2009), 56.

According to Anita, "code switching is a daily reality phenomenon that occurs both inside and outside school."[5] So it is natural when it happens in teaching and learning process. Code switching cannot be avoided from the teacher because the teacher and student are Indonesian people while English is foreign language for them. For Indonesian students it is not easy to master English because it is not used to communicate in their daily activities. They use Indonesian language in their daily communication. So, they will feel difficult in understanding the lesson if teaching learning process using full English.

Teachers used code switching as a means of providing students with the opportunities to communicate and enhancing students' understand.[6] In spoken discourse English teachers switch code during their lectures for different purposes, for example giving instructions, clarifying new vocabulary, managing classrooms etc. Teachers switch also believed to explain things better or to build rapport with their students.[7] Meanwhile the students have their respective perception in understanding the lesson.

As we know that the success of teaching and learning is influenced by the students' perceptions. Jacob et al. refer to "perception is as one of the

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[5]Anita, "Students' Code Switching In EFL Classroom" (IAIN SMH Banten,2013), 24.

[6]Badrul Hisham Ahmad, Kamaruzaman Jusoff, "Teachers' Code Switching in Classroom Instructions for Low English Proficient Learners", *English Language Teaching,* Vol. 2, No. 2, (June, 2009), 49.

[7]Muhammad Fareed, Samrin Humayun, Huma Akhtar, "English Language Teachers' Code Switching in Class", *Journal of Education & Social Science,* Vol. 4 No. 1, (2016), 1-2.

most important elements underpinning effective teaching and learning."[8] If the teachers know the students' perceptions, they are able to modify the language because teachers have important role to help students in learning language and teachers are not only transferring of knowledge but also have to understand what the students need.

The researcher also has done a preliminary research about students' perception of code switching used by their teacher in English teaching learning process. The respondents are third semester students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten. The researcher did the preliminary research by interviewing some of students. As the result of the interview, the researcher found that the English teachers switch the language, English to Indonesian or conversely. Overall, the students expressed positive views of this practice indicating that it is a useful teaching strategy. This practice was perceived to make the students understand the lesson.

Hence, it is need to more understand how students see the code switching. Based on this condition, the researcher was interested in investigating the code switching phenomenon in EFL classroom from the students' perceptions in different level. The researcher was conducted a research entitled "STUDENTS' PERCEPTIONS OF CODE SWITCHING

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[8]Iskandar, "Students' Perception on the Use of Facebook as a Discussion Group in Helping Students Express Ideas Through Written Form", (Thesis, English Education Department, Ar-Raniry State Islamic University Darussalam, Banda Aceh, 2018), 7," https://repository.ar-raniry.ac.id/3861/.

USED BY ENGLISH TEACHERS" (A Descriptive Study on the Second Semester Students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten).

B. Identification of the Problem

Based on background above, the writer can identify the problems as follow:

1. Code switching frequently occurred during language teaching process.

2. The functions of code switching were believed to help the students to acquire the target language, English.

3. The obstacles faced by students with code switching used by English teachers in understanding the lesson.

C. Statement of the Problem

The statement of problems as follow:

1. What are the functions of teachers' code switching?

2. How are the students' perceptions of code switching used by English teachers in English teaching learning process?

D. Objective of the Study

Based on the research problems above, the objective of this research are:

1. To identify the function of code switching practiced by the teachers.

2. To find out the students' perceptions of code switching used by English teachers in English teaching learning process.

E. Significance the Study

This research gives some useful information about students' perceptions of code switching used by English teachers. The significances of the research are following:

1. For researcher

   This research can increasing the insight of sociolinguistic, especially code switching aspect in teaching learning process.

2. For students

   The results of this study are expected to be of direct benefit to students in giving their perception about the use of code switching by English teachers. Therefore the teaching learning process can run well because in this chance the students can explain what their wants and needs are during the learning process. This is also expected to have a contribution as guiding information for linguistic students who are interested in the study of code switching.

3. For teachers

   This research can help the teachers know about the students' perception toward code switching, so the teachers can build good relationship and communication with their students. It also can be used as guidance in using code switching in EFL classroom.

4. For other researchers

This research can be used as one of references to conduct another research.

F. Previous of the Study

In conducting this research, the researcher considers some previous studies. The first previous was written by Muhammad Fareed, Samrin Humayun, Huma Akhtar, (2016) in their journal on "English Language Teachers' Code Switching in Class." This exploratory study investigated the perceptions of Pakistani students towards teachers' code-switching during English lectures at tertiary level.The researchers employed 5-point Likert scale questionnaire along with 12 open ended questions to investigate the perceptions of the students towards code-switching of English language teachers during lecture. The findings ofthe study revealed positive attitude of the students towards teachers' code-switching, however someof the students were of the view that code-switching by teachers restricts their exposure to English.[9]

The second previous was written by Tiara Gardania Rasmita, (2016), in her thesis on "Code switching in an EFL Classroom: type, function and students; perception." This study investigated the lecturer and students types and functions of code switching in an EFL college class also

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[9]Muhammad Fareed, Samrin Humayun, Huma Akhtar, "English Language Teachers' Code Switching in Class", *Journal of Education & Social Science,* Vol. 4 No. 1, (2016), 1-11.

the students' perception toward classroom code switching. The study was conducted at a college in Lampung. This study employed a descriptive qualitative research design. The data were obtained from questionnaire to get the students' perception toward classroom code switching. The findings indicated that the types of code switching were found in three types: inter sentential switching, tag switching and intra sentential switching. The functions of lecturer's code switching were found three functions: topic switch, affective functions and repetitive functions, then, for the functions of students' code switching there were four functions: equivalence, floor holding, reiteration and conflict control. Moreover, for students' perception toward classroom code switching the result was, the students responded positively. It was revealed from the result of the questionnaire which showed that the students felt enthusiasm toward classroom code switching or in the other hand the students agreed if teaching and learning process in two languages.[10]

The last previous was written by Rustiva Trisulichartini (2014), in her thesis on " A Study of Code-Switching Used by an English Teacher for a Bilingual Class at The State Junior High School 22 Surabaya." This study employed a descriptive qualitative method. She concluded the one English teacher for bilingual class grade 8A and 8B use three type of the code-

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[10]Tiara Gardania Rasmita "Code switching in an EFL Classroom: type, function and students perception", (Thesis, School of Postgraduate Studies English Education Study Program Universitas Pendidikan Indonesia, 2016)," http://repository.upi.edu/26896/.

switching. The teacher switched from both English into Indonesian and Indonesian into English in intra sentential code-switching which were (63,2%), inter sentential code-switching (21,1%) and tag codes witching (15,7%). In this study, there are three function of code-switching in bilingual class. It was found the teacher mostly had repetitive function (58, 4%). Next, the teacher switched because of the topic of the material (20, 8%), the last, she had affective function (20, 8%) while doing code-switching. In this study the researcher found the reasons of code switching used English teacher, there are repetition used for clarification (50%), interjection (25%), and clarifying the speech content for the interlocutor (25%).[11]

From the previous of the study above, the writer discusses about code switching in the classroom that happen on the second semester students of English Education Department, The State Islamic University Sultan Maulana Hasanuddin Banten. The research focuses on the function of teachers' code switching and the students' perception of code switching used by English teachers.

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[11]Rustiva Trisulichartini "A Study of Code-Switching Used by an English Teacher for a Bilingual Class at The State Junior High School 22 Surabaya"(Thesis, English Department, Faculty of Letters and Humanities, State Islamic University Sunan Ampel, Surabaya, 2014)," http://digilib.uinsby.ac.id/48/.

G. The Organization of Writing

To make this research easy to comprehend, the researcher organizes this paper as follow:

Chapter I is introduction which consists of the background of the study, identification of the problem, statement of the problem, objective of the study, significance of the study, previous of the study and the organization of writing.

Chapter II is theoretical framework which consist of definition of perception, factor affecting perception, process of perception, students' perception, bilingualism, definition of code switching, factors of code switching, function of code switching in bilingual community context, function of teachers' code switching, code switching in EFL classroom, perceptions of code switching.

Chapter III is research methodology which consists of the research method, place and time of research, respondent, technique of data collection, technique of data analysis.

Chapter IV is research findings and discussion.

Chapter V is closing which consists of conclusion and suggestion.

CHAPTER II

THEORITICAL FRAMEWORK

A. Students' Perception

1. Definition of Perception

An individual life is never separated from its environment, both the physical environment and the social environment. Since the individual was born, since then also the individual is directly connected with the surrounding world. Start at the same time the individual receives stimuli from outside, and this relates to perception.

Hornby defines "perception is an idea, a belief or an image people have as a result of how to see or understand."[12] Perception is the process of selecting, organizing, and interpreting information. Perception constitute the process that used by people to manage and interpret impression of their sense to give meaning to their environment.

People may have different perceptions. Each person has his or her right to have their perceptions as long as it can be proved with the facts. People that have perception on an object can be positive or negative ways. Through the perception, people can create relationship with environment. This relationship is done through their five senses. Those

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[12]Asih Lestari, "Students' Perception on the Use of Media in EFL Class", (Thesis, English Education Department, Teacher Training and Education, Universitas Muhammadiyah Purwokerto, Purwokerto, 2018), 4.

are vision, hearing, taste, smell, and touch. The stimuli can come from other people, events, physical object, or ideas.[13] In the Qur'an at Surah An-Nahl: 78, Allah says:

تَشْكُرُونَلَعَلَّكُمْ ۝ وَالْأَفْئِدَةَوَالْأَبْصَارَالسَّمْعَلَكُمُوَجَعَلَشَيْئًاتَعْلَمُونَلَاأُمَّهَاتِكُمْبُطُونِمِنْأَخْرَجَكُمْوَاللَّه.

"And Allah brought you forth from the wombs of your mothers knowing nothing, and gave you hearing and sight and hearts that haply ye might give thanks."[14]

The point of the verse above is Allah takes the baby out of the mother's stomach without being able to understand and know anything. Then Allah gives the eyes to see what have not seen before and gives the ear to hear voices, so that they are able to understand a conversation. Allah also gives the heart that is used to know everything, so that the people can understand and distinguish between good and bad.

Goldstein also says that "perception also is conscious sensory experience," [15] requires past experience because people can identify something easily if they have seen it earlier compare with people who have not seen it before. In addition, Walgito has stated that perception which is begun by the process of feeling, of measuring something which

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[13]Joseph E. Champoux, *Organizational Behavior,* 4th ed, (United Kingdom: Taylor & Francis, 2010), 101.

[14] Meeftha, *Surah* النحل *(The Bee) Terjemah Bahasa Inggris,* 2015," https://www.google.co.id/url?q=http://ayatalquran.net/2015/01/surah-an-nahl/.

[15]E. Bruce Goldstein, *Sensation and Perception,* 8th ed, (Canada: Wadsworth Cengage Learning, 2010), 8.

is also the process of accepting stimuli by individuals through sense organs or it is also called sensory process.[16]

Based on the definitions of perception above, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ. This research, perception means giving the opinion or message about something happened.

2. Factor Affecting Perception

Everyone has different tendency in seeing the same thing. It is because a number of factors operate to shape and sometimes distort perception. Walgito says that there are two factors that influence someone's perception, they are as follow:[17]

a. Internal factors

Internal factor is factor which comes from an individual. It depends on psychological factor such as: thought, feeling, willingness, needs, attention and motivation. Every human being has different characteristic and temperature are also shaped by individuals' family and environment.

b. External factors

This factor comes outside of an individual. The external factors that affected someone's perception are stimulus and

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[16]Bimo Walgito, *Psikologi Sosial (Suatu Pengantar),* (Yogyakarta: ANDI, 1990), 53.
[17]Bimo Walgito, *Psikologi Sosial (Suatu Pengantar),* 54.

environment in monitoring process. The process of stimulus will through the sense of organ or receptor such as: sight, sounds, hearing, etc. it can be concluded that the individual' sense organ is as a connector between individual and the object in the world.

In addition, Altman et al. also stated that there are four factors that influencing perceptions. The first factor which influences perception is selection of stimuli. A stimulus which is received by person is different with others because people perceive things differently. People have different interests toward something.

The second factor is organization of stimuli. People's perceptions are influenced by the arrangement of stimuli, so that stimuli should be organized. Stimuli can be interpreted as meaningful information if there is a categorization of stimuli and become simpler. It means that every meaningful information comes from the activities that can effect someone's behavior.

The third factor is situation. What people perceive toward something depends on their expectation on situation that they experience. The last factor is self-concept. A self-concept is the way people perceive about themselves. Self-concept is important because it

can affect people's perceptions and it can determine what people perceive and do.[18]

3. Process of Perception

Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. Perception also allows us to take the sensory information and make into something meaningfully. Walgito has stated that there are three process of perception as bellow: [19]

a. Stimulus

Perception arises because of the response to the stimulus. The first step of perceptions is sensation. All of the sensations enter through humans' senses. Sensation will influence the stimulus.

b. Organization

The stimulus will be transferred by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus. Organization of stimuli stars with people sensory receptors (touch, taste, smell, sight and hearing), and it transmitted to the brains.

[18]Steven Altman, Enzo Valenzi, Richard M Hodget, *Organizational Behavior: Theory and Practice*, (United Kingdom: Academic Press, Inc. London 1985), 86-90.

[19]Bimo Walgito, *Psikologi Sosial (Suatu Pengantar),* 53.

c. Interpretation

People start to interpret on the things that they perceive and organize in stimulus and organization. In other words, after receive and organize they can interpret the information and turn it into something that can categories and given meaning.

4. Students' Perception

Student is person who is studying at a university or other place of higher education.[20] Students are the main and the most important resources in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students. All of the learning process always begins with perception. Jacobs et al refer to "perception is as one of the most important elements underpinning effective teaching and learning process."[21] Perceptionis the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. It is a person's view of reality.[22]

People that have perception on an object can be positive or negative ways. Positive perceptions are individual judgments of an object or information with a positive view or in as expected from the object perceived or from existing rules. The emergence of a person's positive perception is because of individual satisfaction with the object that is

[20]Oxford Learner's Pocket Dictionary, 4th ed, 441

[21]Iskandar, "Students' Perception on the Use of Facebook as a Discussion Group in Helping Students Express Ideas Through Written Form", 7.

[22] Steven Altman, Enzo Valenzi, Richard M Hodget, *Organizational Behavior: Theory and Practice*, 85.

the source of perception. Whereas, negative perceptions are individual perceptions of certain objects or information with negative views, as opposed to those expected from perceived objects or from existing rules. The emergence of a person's negative perceptions can arise because of the individual's dissatisfaction with the object that is the source of his perception.

In summary, students' perception is defined as the student ability to understand the importance of code switching in expression of their ideas.[23] Students' perception is the process of preferential treatment of students toward information they get from an object, in this study is teachers' code switch. Furthermore, regarding the use of code switching in teaching and learning English by teacher in the classroom and the product of the perception can be positive or negative.

B. Bilingualism

In everyday interaction, people usually choose different language in different situation. Most people as speakers usually occupy more than one language and require a selected language whenever they choose to speak with other people. Wardaugh says that the phenomenon people using more than one language for communication can be called bilingualism.[24]

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[23]Marites Quibol Catabay, "Students' Perception on the Use of Code Switching in English as a Second Language Class", *International Journal of Advanced Reseacrh in Management and Social Science,* Vol. 5 No. 4, (2016), 278.

[24]Ronald Wardhaugh, *An Introduction to Sociolinguistics,* (United Kingdom: Blackwell Publishing, 2006), 96.

People use the term bilingualism in different ways. For some people bilingualism means an equal ability to communicate in two languages. For others, it means the ability to communicate in two languages, but with greater skills in one language.

There are many expert explain about bilingualism. Haer and agustine stated that bilingualism is a situation where a speaker can use two languages as well.[25] It means that someone can be said as bilingualism when he can use L1 as well as L2. According to Myers-Scotton, "bilingualism is the term for speaking one or more language. Usually the speaker mother tongue or first language is one of the two languages that make them bilinguals."[26] Therefore, a person is said to be bilingual when she or he know more than one language. Fishman also points out bilingual as individual's ability to use more than only one language.[27] So, two languages are used in their daily life as the monolinguals use their language.

Weinrech in Cantone has stated that there are three types of bilingualism. They are: compound bilingualism, coordinate bilingualism, and sub-coordinate bilingualism. Compound bilingualism is when an individual master two languages because he/she learns the two languages in the same context and situation. While coordinate bilingualism is when an individual learns the two languages in different contexts like an individual

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[25]Abdul Chaer dan Leoni Agustina, *Sociolinguistic,* (Jakarta: PT. Rinaka Cipta, 2004), 84.

[26] Carol Myers-Scotton. *Multiple Voices: an Introduction to Bilingualism,* (United Kingdom: Blackwell Publisher, 2006), 2.

[27] Katja F. Cantone, *Code-Switching in Bilingual Children,* (German: University of Bremen, 2007), 2.

who speaks Bahasa Indonesia at home, and learns English at school. Then, sub-coordinate bilingualism is one language is stronger and faster than another one.[28]

Mackey, Oksar in Chaer and Agustina says that bilingualism is not only privately owned but is also owned by the group. It due to the use of language is not only limited among people but is also used as a means of communication between groups. So language is not only as a tool of communication, but also as a group identity. As mentioned by Wolf that one of the characteristics of bilingualism is the use of two or more languages by a person or group of people with noparticular role in both languages. It means that both languages can be used for anyone, anytime and in any situation.[29]

In summary, bilingualism is the ability to speak in two languages. In this research, the teacher uses different language such as English and Indonesian in teaching English process. It shows that the teacher is bilingual because has the ability to speak in two languages.

C. Code Switching

1. Definition of Code Switching

Before we discuss about code-switching, we have to know what the code is. People use a language as a code to communicate to other. Code refers to any form of speech whether named or unnamed that the society

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[28]Katja F. Cantone, *Code-Switching in Bilingual Children*, 5.
[29] Abdul Chaer dan Leoni Agustina, *Sociolinguistic*, 91.

in question differentiates from other forms. According to Wardhaugh, "code is the particular dialect or language one chooses to use on any occasion."[30] In the other word, code is variant of language which is used by language society depends on background of speaker and listener and also depends on the situation and condition. The code can be fickle. It can be code-switching and code-mixing.

There are several definitions of code switching from the experts that will give the clarity to understand the concept of code switching. Myers-Scotton defines "code switching as the use of two language varieties in the same conversation".[31] It is to make a clear description or understanding the language. On the other word, it can be stated that code switching is the phenomenon of moving the one language variety to another language orally or written to adapt the different situation. Code-switching can be happened because someone has good understanding of some languages and these variations. Therefore, people who have no good understanding of language absolutely cannot switch the code of language.

Wardhaugh stated that "code switching is a process when people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby

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[30]Ronald Wardhaugh, *An Introduction to Sociolinguistics,* 88.
[31]Carol Myers-Scotton. *Multiple Voices: an Introduction to Bilingualism,* 239.

create a new code."[32] Thus, the communication by employing several codes in the conversation is called code switching. The other explanation from Gardner that "code switching refer to the use of several languages or dialect in the same conversation or sentence by bilingual people".[33] It affects practically everyone who is in contact with more than one language or dialect, to a greater or lesser extent.

Anita also says that "code switching is the practice of the substituting or alternating two or more language within same utterance into mother language. Code switching is done to give an easy of acquiring the target language of the spoken conversation."[34]

From many definitions above, we can conclude that Code switching is the situation when people use two or more languages for communication in their community and they change from one language to other language in the same situation and topic of conversation.

2. Factors of Code Switching

The using of code-switching is caused by many factors. The factors in interaction of conversation is influences the meaning in code

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[32]Ronald Wardhaugh, *An Introduction to Sociolinguistics,* (United Kingdom: Blackwell Publishing, 2006), 101.

[33]Penelope Gardner-Chloros, Code-Switching (New York: Cambridge University Press, 2009), 4.

[34]Anita, "Students' Code Switching In EFL Classroom" (IAIN SMH Banten,2013), 29.

switching of conversation. There are several reasons why bilinguals do code-switching based on Fisherman in Chaer and Agustine:[35]

1. Speaker

   A speaker often to do codes witching to get advantages from what he/she codes witched is. Some speakers do code-switching because of their habits.

2. Listener or participant

   The listener or participant can be personal or in group. In bilingual society, someone who speaks in one language may switch the code to his speech partner who has the same mother language background. It means that some speakers code-switch to balance their partner's language skill.

3. Third person

   Third person which come from different backgrounds from the speaker can cause code-switching because third person status also determine which language that shall be used.

4. Topic

   Topic of the conversation is one of the dominant factors that causes code-switching. Discussing from one topic to other topics can cause to do code-switching.

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[35]Abdul Chaer dan Leoni Agustina, *Sociolinguistic,* 108.

5. Changing from formal into informal situation

The formal and informal situation happens in the class and out of the class which depends on the language background of the speakers and partners. In the formal situation, speech usually delivered formally and seriously. While in the informal situation, speech usually delivered informally and emotionally as speaker likes.

3. Functions of Code-Switching in Bilingual Community Context

As code switching is said to occur during the conversation. It means that there are certain purposes in doing code-switching while speaking. Before considering the functions of code-switching from the classroom perspective, it would be appropriate to deal with the use of code switching in its naturally occurring context, in other terms its functions in the discourse of bilingual individuals.

While linguist Holmes provided a more thoroughly explained list of purposes of code-switching and categorized the functions as follows:[36]

a. Participants

When there is the arrival of a new person in a social situation, members of the social group will code-switch either to take

[36]Lee Yi ling, Ng Yu Jin, Chong Seng Thon, Moh. Ariff Tarmizi, Nurhanis Sahidan, Influence Of an English Lecturers' Code Switching Practice on Students' Confidence in the Subject, Vol. 4 No. 2, (2013), 228.

positive account of the company of a new member or to exclude the new member from the group's discussion.

b. Solidarity

The speakers sometimes used code-switch to signal shared ethnicity or social group with a certain addressed.

c. Status

Speakers alternate the formal or informal standards of a language based on the status of their addresses. For example, an employee would use a formal standard when conversing with his superior, but changes to a friendlier informal standard with his co-workers.

d. Topic

The speakers sometimes code switch in order to quote a certain saying in a culture which meaning cannot be entirely translated into another language. It is known as switching for referential purpose.

e. Switching for affective functions

Code switching is used to express affective meaning apart from a referential function. Holmes states that sometimes addressees do not need to understand the words to receive affective effect because it can be achieved by local pronunciation.

f. Metaphorical switching

This function of code-switching draws on associations of both codes. Who have high proficiency in more than one code will switch like metaphor to enrich communication.

g. Lexical borrowing

When a language reflects a lack of vocabulary which can be replaced by another language, code-switching occurs. This often happens when speakers fail to find an appropriate word to be used in a second language and need to borrow from the first language.

4. Functions of Teachers' Code Switching

In teaching learning process, the teachers employ code-switching strategy as a means of providing students with opportunities to communicate and enhance students understanding in teachers' material. Sometimes, the English teachers were not aware of the function and outcomes of the code switching process in the classroom. Therefore, in some cases it might be regarded as a naturally and unconscious behavior. However, it necessarily serves some basic function which may be beneficial in language learning classroom.

The teacher use code switching by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible. Actually, According to Sert there are three functions of teacher code switching;

topic switch, affective functions, and repetitive functions. The classification is described as follow:

a. Topic switch

In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear.

b. Affective function

The phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak of the contribution of code switching for creating a supportive language environment in the classroom.

c. Repetitive function

In repetitive function, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code

switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors.[37]

Based on Sert, there are three functions of teachers' code switching. The first is topic switch occurs when the teacher alters his/her language according to the topic that is under discussion. The second is affective function used by the teacher in order to build solidarity and intimate relations with the students. The last is repetitive function used by the teachers to transfer the necessary knowledge for the students for clarity.

5. Code Switching in EFL Classroom

The phenomenon of code switching consequently presents in second language classroom. For instance, during the English lesson in a school, English and first language are frequently switched. Lin in Engku Hariza stated that classroom code switching as the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students.[38] Gardenia also agree that classroom code switching in Indonesian classroom context is the use of

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[37]Olcay Sert, *The Function of Code Switching in EFL Classrooms*, TESL Journal, Vol. XI, No. 8, (August 2005).

[38]Engku Haliza, Engku Ibrahim, dkk., "Code Switching in English as a Foreign Language Classrrom: Teachers' Attitude", *English Language Teaching,* Vol. 6, No. 7 (2013), 140.

first language in foreign language by any of the classroom participants like lecturer, students and lecturer assistant or lecturer aide and code switching which occurs is between English to Bahasa (Indonesia) or vice versa.[39]

Apple in Chaer and Agustina defines that code switching is indication of shifting language because of situation changing.[40] When the teacher knows the language of the students, whether or not the teacher is a native speaker, the classroom itself often becomes a code switching situation. The lesson starts in the first language, or the control of the class takes place through the first language, or it slips in other ways. In a sense, code switching is natural in the classroom if the teacher and students share the same languages.[41]

6. Perceptions of Code Switching

Code switching is very common in English foreign language classrooms throughout the world these days and students have positive and negative attitudes towards code-switching of teacher in classroom suggested that exposure to comprehensible input is necessary for successful language acquisition. A number of researchers have argued that code switching can be a useful tool in assisting English language

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[39]Tiara Gardania Rasmita "Code switching in an EFL Classroom: type, function and students; perception", (Thesis, School of Postgraduate Studies English Education Study Program Universitas Pendidikan Indonesia, 2016), 15.

[40]Abdul Chaer dan Leoni Agustina, *Sociolinguistic,* 107.

[41]Vivian Cook, Second Language Learning and Language Teaching, (London: Hachette UK Company, 2008) , 179.

teaching and learning process. Others see an opportunity for language development because code switching allows the effective transfer of information from the senders to the receivers.

Ahmad & Jusof says that code-switching serves as a mean to provide low proficient learners with the opportunities to communicate and enhance understanding of the lecture. [42] If the students cannot understand what has been mentioned, they will not be comfortable in proceeding with a task or retain it in their mind. Therefore, EFL classroom teacher sometimes prefer to use the pupils' L1 to explain and organize a task and to manage behavior in the belief that this will facilitate the medium-centered language-related goal of the lesson.

The use of students' first language in foreign language classroom situations is becoming an option, as long as it is limited by the need of the first language itself. So that the use of L1 in EFL classroom will give benefit for the students because it gives some access what is being learnt with their own prior knowledge and experiences.

Jingxia also says that code-switching occur unconsciously by the teachers and is used as a good strategy in explaining instructions, translating difficult vocabulary item, Explaining grammar, managing

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[42]Badrul Hisham Ahmad, Kamaruzaman Jusoff, "Teachers' Code Switching in Classroom Instructions for Low English Proficient Learners", *English Language Teaching,* Vol. 2, No. 2, (June, 2009), 49.

class, giving background information, reducing students' nervousness and facilitating students' understanding by quoting others' words.[43]

A survey conducted by Pasaribu (2001) to 265 students from various private universities in Bogor shows that the majority of the students agree that Bahasa should be used in the ELT classroom. According to students, the reasons behind the need of Bahasa in ELT classroom are to make understanding easier, to give a feeling quietness and to avoid nervousness, to give comfort and self confidence, to motivate students, to increase understanding, and to give a feeling of free from stress.[44]

Some teachers suggested that code-switching is beneficial to relieve anxious, nervous, frightened, and reluctant students as well as learners with low self-esteem. 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. 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. [45]

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[43]Liu Jingxia, "Teachers' Code Switching to the L1 in EFL Classroom", *The Open Applied Linguistic Journal*, Vol. 3, No. 10, 10-23 (2010).

[44]Tiara Gardania Rasmita "Code switching in an EFL Classroom: type, function and students perception", 31.

[45]Muhammad Fareed, Samrin Humayun, Huma Akhtar, "English Language Teachers' Code Switching in Class", *Journal of Education & Social Science,* Vol. 4, No. 1, (2016).

CHAPTER III

METHOD OF RESEARCH

A. The Research Method

In conducting a research, the writer needs the research method for answer the research question in this research. Sugiyono mentions that "the research method is the scientific way to get data with the certain goals and specific function."[46] In this research the researcher conducted a descriptive qualitative research. The problem in qualitative research set focus on the informant. The informants in educational institutions are principals, teachers, parents, students, education experts, and others.[47] In accordance with the above explanation, the researcher makes the teachers and students as the main informants.

Qualitative descriptive research design was suitable for this study because intended to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something was happened.[48] Tavokali has stated that "descriptive research attempt to look at individuals, groups, institutions, method and materials in order to describe compare, contrast, classify, analyze, and interpret the entities

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[46]Sugiyono, *Metode Penelitian Pendidikan,* (Bandung: ALFABETA, 2015), 1.
[47]Sugiyono, *Metode Penelitian Pendidikan*, 288.
[48] Hosesein Nassaji, "Qualitatif and DescriptiveResearch: Data Type Versus Data Analysis", *Languange Teaching Research*, Vol. 19, No. 2, (2015), 129.

and the evens that constitute their various field inquire."[49] In short, a descriptive qualitative research was selected by researcher because to described the phenomenon happening from the communication done by the English teachers in teaching learning process. In this research, the researcher concerned to the students' perceptions of code switching used by English teachers. Particularly to know the function of teachers' code switching and the students' perception toward teacher's switching.

B. Place and Time of Research

The place of this research conducted on the second semester students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten in academic year 2018/2019.

C. Respondent

The respondents in this study are the teachers and students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten on the second semester in academic year 2018/2019. The second semester was chosen because the students are beginner level in English collect classroom. In this study the teachers and students were nonnative speakers.

In this study, the researcher takes two English teachers on the Second Semester of English Education Department of The State Islamic

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[49] Hossein Tavokali, A Dictionary of Reseacrh Methodology and Statistics in Applied Linguistics, (Iran Rahman Press, 2012), 160.

University Sultan Maulana Hasanuddin Banten to know the function of teachers' code switching. They were chosen because they had particular characteristics such as experiences, behaviors, and role in teaching. Two English teachers called as T1 and T2 who gave the information needed. In addition the researcher also takes 50 students as the respondent on the Second Semester of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten to know how their perceptions on code switching used by their teachers.

D. Technique of Data Collection

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.[50] Data collecting technique is an important step in research, because the aim of the research is to get the data. In collecting the data, the researcher used three forms of data collecting technique. The three forms of data collection technique are described below.

1. Classroom Observation

Observation is the process of gathering open-ended, firsthand information by observing people and place at a research site.[51] It means that classroom observation is needed to find out the functions

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[50] John W. Creswell, *Education Research,* 4th ed,(United States of America: Pearson Education, 2012), 9.
[51] John W. Creswell, *Education Research,* 213.

of code switching employed by teacher during the teaching and learning process in the classroom.

In this research, the researcher was as non-participant observation. Non-participant's observer means that the research is present at the scene of action but does not interact or participate.[52]The observation was conducted two times for getting some utterances from the teacher in the classroom. During observation, the researcher recorded the utterance of teacher by using the tape recorder and at the same time the researcher filled the observation sheet by giving checklist and written the utterances.

In this research, the researcher used the specification of observation which modified from Sert. This was intended to know what the functions of teachers' code switching practice. The researcher used specification as follows:

Table 3.1 Specification of Observation

No	Subject	Utterance	Function of Code Switching		
			Topic Switch	Affective Functions	Repetitive Functions
1	T1				
2	T2				

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[52]Sugiyono, *Metode Penelitian Pendidikan,* 204.

2. Questionnaire

Questionnaire was used to collect data to analyze the students' perceptions on their teachers of using code switching. In this research the researcher uses close-ended questionnaire. According to Nunan "closed questionnaire is one in which the range of possible responses is determined by the researcher and the respondents select from or evaluate the options provided."[53] Closed questionnaire also can make ease and speed with which people can respond to the questionnaire.[54]

The questionnaire was adapted from (Muhammad Fareed, et al (2016), Lee Yi Ling et al (2003), Catebay (2016)). The question consists of 17 items, which used scale likert. According to Sugiyono, "likert scale is used to measures attitudes, opinions, and perceptions of person or group of people about social phenomena."[55]

Likert-Scale values mostly represent 5 responses, such as "strongly disagree," "disagree," "undecided," "agree," and "strongly agree". However, the researcher did not use neutral or undecided agreement level in order to avoid the tendency of the participants to mostly choose this value. The middle category can prevent the participants from making a choice. Therefore the choice in this

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[53] David and Kathelen, *Exploring Second Language Class Room Research*, (HEINLE Cengange Learning, 2009), 130.

[54] David and Kathelen, *Exploring Second Language Class Room Research*, 131.

[55] Sugiyono, *Metode Penelitian Pendidikan*, 134.

research questions consisted of four available options; Strongly Agree (SA), Agree (A) Disagree (D), and Strongly Disagree (SD). Therefore, there were only four choices in the value as described in table 3.2.

Table 3.2 The Conversation of Questionnaire Scale Value

No	Response	Scale Value
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The questionnaire will distribute to the students in investigating the students' perception of code switching used by their teachers.

3. Interview

The researcher also uses the interview to the teachers and students after did observation and spread out the questionnaire. Interview occur when researcher ask one or more participant general.[56] Then, Creswell also classify the interview into four types, those are; one-on-one interview, focus group interview, telephone interview, and electronic E-mail interview.[57] Based on the types of interview, the researcher uses one-on-one interview. According to him, one-on-one interview is data collection process in which the

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[56]John W. Creswell, *Education Research,* 217.
[57]John W. Creswell, *Education Research,* 218-219.

researcher asks questions and records answers from only one participant in the study at a time.

In this research the researcher will takes two teachers and six students as the respondents. The researcher assumed that six students represent all members in the class.In this step the researcher uses a recorder to collect the information.

E. Technique of Data Analysis

Data analysis in qualitative research carried out since before entering the field, during of the field and after completion of the field. In fact, data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process.[58] In this study the researcher use observation, questionnaire and the last is interview. Based on Sugiyono's book triangulation of techniques, it means that researchers use different data collection techniques to get data from the same source.[59] There are some processes in data analysis of this research:

1. Analysis data obtain observation

In doing classroom observation the researcher used observation sheet and tape recording to documentation utterance from the activity in the classroom. Tape recorder obtained from classroom observation was replayed and transcribed. From the

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[58]Sugiyono, *Metode Penelitian Pendidikan*, 336.
[59]Sugiyono, *Metode Penelitian Pendidikan*, 330.

transcription, code switching found was categorized into each functions based on the theories of Sert. Based on observation, the research will find the data about the functions of teachers' code switching.

2. Analysis of data obtained from questionnaires

The data obtained from questionnaires were used to answer the research. The data were used to know students' perception towards teachers code switching. The questionnaires collected from the students were counting every answer of the questionnaire to determine the frequency. To counting the percentage, the researcher used formula:[60]

$$p = \frac{f}{n} x\ 100\%$$

Explanation: p = Percentage

F = Frequency of Respondents

N = Number of Participants

100% = Constant Value

The last is describing the data from the questionnaire. From the steps above, students' perception towards teacher's code switching was explained.

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[60]Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindon Persada, 2019), 42-43.

3. Analysis of data obtained from the interview

The data obtained from students' interview were used to cross-check the data obtained from the observation and questionnaire. Tape recording also obtained from the interview sessions was replayed and transcribed. From the transcription, functions of teacher's code switching during the teaching and learning activity in classroom wereidentified. From the transcription of the interview sessions also the students' perceptions towards teacher's code switchingwas explained.

G. The Data Validation

Validity is the degree of accuracy of the data happens to the object of research with the power that can be reported by an investigation.[61]In this research, the researcher used triangulation time and triangulation method to get more accurate data to be analyzed. In triangulation of method, the researcher used observation, questionnaire and interview to find out the data needed. The observation was focused on teachers' code-switching practice that was intended to know the functions of code switching in the classroom. The questionnaire was focused on students' perceptions of teachers' code-switching practice in the teaching and learnig process.An interview with the English teachers and

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[61]Sugiyono, *Metode Penelitian Pendidikan,* 363.

studentsconducted to get the data which can be used to make sure about the result of observation and questionnaire.

The observation was done more than one time. It means that time triangulation was employed in this research. By applying these triangulations, the researcher expected the result of this research was accurate because the data was collected more than one time and more than one data method.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Description

In this chapter the researcher would like to describe the data has been obtained during the research. The data was taken from classroom observation, questionnaire and interview. The data was collected on Monday 8th of April, Tuesday 9th of April, Thursday 11th of April, Tuesday 15th of April 2019.

In this research, the researcher involved participants are included of 50 students and 2 teachers of English Education Department on the second semester of The State Islamic University Sultan Maulana Hasanuddin Banten in academic year 2018/2019.

The following section will answer the statement of the problem of research, there are: (1) What are the functions of teacher's code switching? (2) How the students' perception of code switching used by English teacher in English teaching learning process? To answer the first question the researcher obtained the data from classroom observation and interview of two teachers. To answer the second question the researcher obtained the data from questionnaire and interview of six students.

B. Data Findings

This part explains the findings which are analyzed by the researcher. In explaining the findings, the researcher does some steps. Firstly, the researcher presents the functions of teachers' code switching in the classroom during teaching learning process in two classes. Secondly, the researcher presents the students' perception of code switching used by English teachers in English teaching learning process.

1. The Function of Teachers' Code Switching

The researcher conducted observation in two session using voice recording in different teachers and classes to find out the function of teachers' code switching in the classroom. The observation was started on Thursday 11th of April in TBI 2-C and Tuesday 15th of April 2019 in TBI 2-A. The data from the observation was transcribed into the written transcript. Then the transcript was identified to determine the utterances which were considered as the function of teachers' code switching.

To make sure the data of observation, the researcher employed an interview also to the teachers in order to get further information about the function of teachers' code switching practice in the classroom. The interview was conducted on Monday 15th of April 2019 in two teachers who had been observed, there are Mr. Kheryadi, M.Pd and Mrs. Egiesta Dwi Ariani, M.Pd.

After conducted the observation in two sessions, the researcher found that there were three function of teachers' code switching occurred in teaching learning process. It was relevant to the theory of Sert who mentioned three function of teachers' code switching in the classroom, they were: topic switch, affective functions and repetitive functions. In this study, T1 taught about paraphrase and T2 taught about past experiences. The data found were displayed in the form of table below:

Table 4.1 Functions of Teachers' Code Switching

No	Subject	Function of Code Switching		
		Topic Switch	Affective Functions	Repetitive Functions
1	T1	36	33	42
2	T2	5	9	12
Total		41	42	54

In the table above showed the functions of teachers' code switching used in teaching learning process. From the table it can be seen that T1 and T2 used code switching consisted all of three functions mentioned by Sert. T1 used 36 utterances of topic switch, 33 utterances of affective functions and 42 utterances of repetitive functions. T2 used 5 utterances of topic switch, 9 utterances of affective functions and 12 utterances of repetitive functions. It was

counted that there were 41 utterances of topic switch, 42 utterances of affective functions and 54 utterances of repetitive functions.

From the data above, it can be seen that the English teachers of English Education Department on the second semester of The State Islamic University Sultan Maulana Hasanuddin Banten used of code switching while teaching learning process. The researcher explained in detail about these functions as follow:

1. Topic Switch

The researcher found that the English teachers of English Education Department on the second semester of The State Islamic University Sultan Maulana Hasanuddin Banten switch their code in the process explaining the materials related to a certain topic. Sert has stated that topic switch refers to a condition when the teacher alters his/her language according to the topic that is under discussion[62].

The result of the data showed that the topic switch occurred 41 times and the example all about topic switch (see Appendix 1B). The sentences below were example of code switching that has function as topic switch:

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[62]Olcay Sert, *The Function of Code Switching in EFL Classrooms*, TESL Journal, Vol. XI, No. 8, (August 2005).

Extract taken from English teacher utterances (T1)

- Data 5

Nah pencurian dalam istilah ee menulis adalah plagiasi plagiat, plagiarism activity.

- Data 76

"International cooperation is needed to put a stop to world poverty". Need dirubah menjadi necessary, world poverty jadi global poverty. Nah itu kalau anda bisa melakukanya seperti itu, yang penting tidak sama persis pada teks asli,bisa merubah kosakatanya dan selanjutnya bisa merubah bentuk katanya.

Extract taken from English teacher utterances (T2)

- Data 5

Ok do you know what the topic for today? Topik apa untuk hari ini? Ok, do you know what are we going to do for today? Eee I'm sure that all of you have past experience right, eee pengalaman masa lalu.

- Data 9

Teacher: So when you are making past experiences, ketika kalian membuat cerita masa lalu tenses apa yang digunakan.

Students: Past tense.

Teacher: Past tense all right

From the examples above the teachers switched the language when they discuss particular grammar points and explaining the materials related to a certain topic during teaching learning process. It is same with the result from interview, as said by T1:

"I agree that using code switching that is important for EFL students and the function is to clarify the meaning from the topics every single subject, I think important".

In this time the teacher (T2) did code switching also due to get more attention from the students and she wants to emphasize the topics or grammar instructed from her previous utterance to make the students understand the material. T2 also has stated in interview activities:

"The function of code switching is to make the students more understand about the material off course. So the students can understand more every material, can understand a materials clearer".

Based on the result above it can be said that the teacher used code switching in teaching learning process. The teachers used Indonesian when they told the material but when the teachers were going to discuss the topic they altered the language into English. It

means that the teachers switched the language on topic switch functions is to make the students understand material of the topics or grammar instructed on the material.

2. Affective Function

Another function of code switching in the classroom was affective function. It was found 42 times in this research. Sert said that affective function is used by the teacher in order to build solidarity and intimate relation with the students.[63] Code switching in this functions has made the student feel enjoy and more relaxed when teaching learning process. This pattern was stated in the following examples:

Extract taken from English teacher utterances (T1)

- Data 22

  Why should we rewrite something when we have someone else's perfectly good piece of writing? Ok, Zakia sorry, Zakia *baca.*

- Data 29

  Maka akan ada kepuasaan tersendiri dalam melakukannya karena sesuai dengan gagasan anda sendiri, seperti kamu. Makanya every test or every exam I always said, what is… d*o*

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[63]Olcay Sert, *The Function of Code Switching in EFL Classrooms*, TESL Journal, Vol. XI, No. 8, (August 2005).

the test based on your scanning, based on your comprehend, comprehensive.

Extract taken from English teacher utterances (T2)

- Data 2

  Teacher : So all of you went to kota tua?

  Students : Yes / No

  *Teacher : Ok, best place yah. So you Jalan-jalan oke yah, hm*hm…

  Students : Haaha…

- Data 24

  Okey, ok sabar yah.. you and you okey is come ee here..

In the examples show the teacher used code switching. The categorized these switching languages as an affective function. From the example above, it can be seen that the teacher tried to build solidarity and intimate relation with the students. The teacher gave support for the students to do the test based on their comprehensive and don't do a plagiarism, it can be seen on data 29. From data 22, the teacher tried to give advice to the students to make situation less tense with said "*oke sabar yah"*.

In this part code switching from English to Indonesian was employed by the teacher in order to change the language from his previous utterance. By changing the language the student know the

teacher instruction. The teacher gave instruction in Indonesian in order to make the students understand and enjoy with the teachers' communication (Data 22).

The teacher also tried to create a joke to the students until the students' laughed, it can be seen on data 2. The teacher makes a joke to build an enjoyable situation in teaching learning process. Through this way, the teachers basically intended to be more intimate relation with their students.

During classroom observation, the researcher look the students expressed that they were feeling more comfortable and enjoyed with the lesson when teacher switches her language. As like stated by T2:

"I often use code switching in teaching learning process in my class because I look at the condition my students don't understand *well when I speak in full English. Sometimes each of them still* uncomfortable and they don't understand the content of my subject *or my students need to interpret and translate to two or more* *language in Indonesia and English. Sometimes if I speak in full* English they feel confuse or don't concentrate *to my subject. If I* *took in two languages, their response is good position and* *concentration".*

It means that the purpose of the teachers to make good relationship with the students is successfully worked. It can be seen that the students felt comfortable and have good responses during teaching learning process.

3. Repetitive Function

The last function is repetitive functions. It was found 54 times in this research. In repetitive function, the teacher switched from used code switching to transfer the necessary knowledge to the students in order to convey clarity or emphasize meaning.[64] The example of repetitive function occurred by the teacher in English classroom, it can be seen below:

Extract taken from English teacher utterances (T1)

- Data 40

  We order and we structure sentences Ee kamu bisa melakukan apa pemindahan-pemindahan kemudian penyusunan ulang penyusunan pada kalimat.

- Data 88

  Student: If we found or if we make a sentences original, originally from us but it is one of the sentence of anyone, how but? We take book by ourselves but actually same.

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[64]Olcay Sert, *The Function of Code Switching in EFL Classrooms*, TESL Journal, Vol. XI, No. 8, (August 2005).

Teacher: Ok, hmm anda faham semuanya dari Zakia, Zakia merasa bingung, bagaimana misalkan ee ap yang sudah dilakukan ternyata itu mirip dengan yang sudah dilakukan oleh orang lain ternyata, aam bagaimana itu..

Extract taken from English teacher utterances (T2)

- Data 7

Oke ee so what ee we are going today is telling your past experiences. Jadi kita akan menceritakan pengalaman masa lalu yah.

- Data 9

I want you to make it clear yah, simple yah, clear jangan bertele-tele yah, lebih jelas jalanceritanya yah.

Based on the example shows that the teacher switched their code from English to Indonesian or conversely.Here is another example of code switching that has repetitive functions. Therefore, this example can be categorized to native language in order to make the students understand with the material clearly and got more knowledge from the subject. As like said by T1:

"The function of code switching is to make my students understand got the new knowledge from my subject, like that".

The teacher (T2)also said on interview activities, that:

"There are many students who sometimes misunderstand what the lecturers say about delivering the material. So I think I still have use, I still use Indonesian so the students can understand what I explaining about. I think if I try to speak full English in the classroom sometimes the students like "aaa hmhm". So when I see their expression like that I try to speak Indonesian and then English and then change again to Indonesia".

This function also is really help in teaching learning process because can make students understand and not felt confusedwhen the teacher utterances reiterated some difficult word, clause and sentences. The teachers (T2) has stated on interview activities:

"I often use in the first time I use English then I translate into Indonesian. And I always make the definition on confuse meaning or confuse vocabulary".

Therefore, from this practice the students know and understand the material clearly both in Indonesian or English language.

From the result of observation and interview, it can be said that the teachers used code switching in teaching learning process. It aims to clarify meaning from the topics every single subject. The teachers also said that the students have good position responses on teachers'

code switching because the students understand material clearly and got more knowledge from the subject.

## 2. The Students' Perception of Code Switching

The questionnaire was distributed on Monday 8th of April 2019 to respondents which are students English language education on the second semester. There were 50 respondents who took apart in answering the questionnaire. The questionnaire contained 17 statements using the format of English language. The statements of number 1 until number 17 in the questionnaire are related to the students' perception of code switching used by English teachers. The questionnaire used a likert scale, so the students indicated their level of agreement or disagreement on the statements.

The researcher also used interview to validate the data from the result of questionnaire. The interview was conducted on Monday 8[th]and and Tuesday 9th of April 2019in six students of English language education on the second semester. This interview given to get the answer of the research question about how the students' perception of code switching used by English teachers. The result of the interview showed that the respondents gave some similar answer related the questionnaire result.

Table 4.2 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
1	I see my teacher as trying to make me understand what she is teaching to me through teacher's code switching practice.	26	24	0	0
	Percentage	52%	48%	0%	0%

Chart 4.1 The Interpretation of Result Score

VW   W   E   S   VS

20%   40%   60%   80%   88% 100%
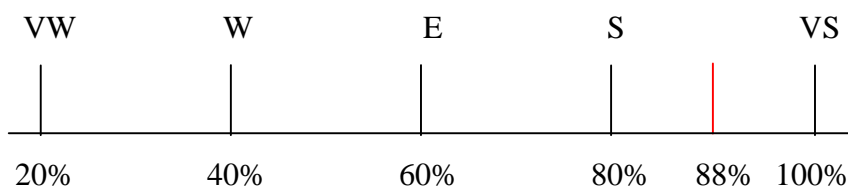
Note   : VS= Very Weak, W= Weak, E= Enough, S= Strong, VS= Very Strong.

At table 4.2 informs the description of questionnaire result for statement 1.In this statement, there were 26 respondents or 52% from the total response of the respondents who said strongly agree that their teacher used code switching to make the students understand in teaching learning process.Further, there were 24 respondents or 48% who responded agree on teacher's code switching make the students understand. There were no one from the respondents who responded disagree and strongly disagree on that practiced.

In addition, based on the interpretation score was 88%. Handayani (2014) in Tiara stated that if the interpretation of result score more than or at the level of 62.5%, it means that the result is strong or positive, but if the score under the level of 62.5%, it means week or negative.[65]

From the score of students' response and the interpretation score it can be concluded that the response of the students were positive or agree on the teacher used code switching is makesthe students understand in teaching learning process. As like said by S3 on interview activities:

"The teachers often used code switching for example in teaching learning process to make the students more understand because not all of students understand with the language. So, the teacher often used code switching to checked understanding of the students. If the student just silent, the teacher will switched into Indonesian language".

[65]Tiara Gardania Rasmita "Code switching in an EFL Classroom: type, function and students; perception", (Thesis, School of Postgraduate Studies English Education Study Program Universitas Pendidikan Indonesia, 2016), 94, " http://repository.upi.edu/26896/.

Table 4.3 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
2	I feel less stressful in my English class because my teacher will explain meaning of difficult words in another language through teacher's code switching practice.	13	27	10	0
	Percentage	26%	54%	20%	0%

Chart 4.2 The Interpretation of Result Score
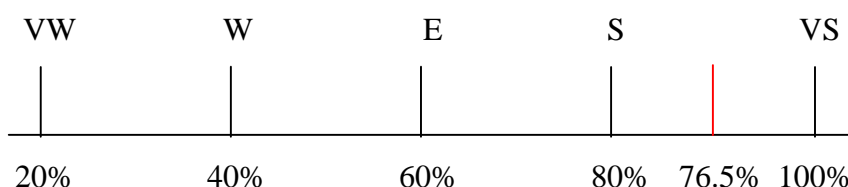
At table 4.3 shows the description of questionnaire result for statement 2. In this statement, there were 13 respondents or 26% from the total response of the respondents who said strongly agree on teacher's code switching practice make the students feel less stressful in the class because the teacher will explain meaning of difficult words in another language to make the students feel less stressful in teaching learning process. Further, there were 27 respondents or 54% who responded agree on the teacher's code switching will explain meaning of difficult words in another language in order to make the students feel less stressful in

teaching learning process. For the respondents who responded disagree there were 10respondents or 20% of the total response, and the last there were no one from the respondents who responded strongly disagree on the statements.

In addition, based on the interpretation score was 76.5%. It can be concluded that the response of the students were positive or agree on teacher's code switching make the students feel less stressful in English class because the teacher will explain meaning of difficult words. As like said by S1 on interview activities:

"Code switching used by the teacher when she/he explaining the material and the students not understand what the meaning so the teacher switched to Indonesian".

Table 4.4 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
3	Teacher's code-switching gives me feel more comfortable to learn.	24	25	1	0
	Percentage	48%	50%	2%	0%

Chart 4.3 The Interpretation of Result Score

VW	W	E	S		VS
20%	40%	60%	80%	86.5%	100%
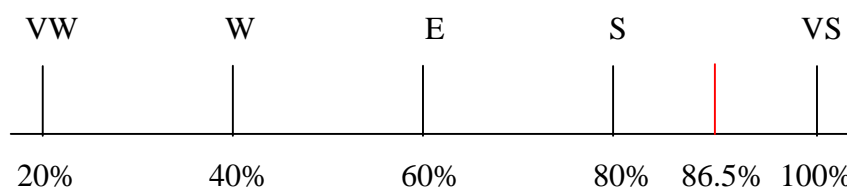
At table 4.4 shows the description of questionnaire result for statement 3. In this statement, there were 24 respondents or 48% from the total response of the respondents who said strongly agree on teacher's code-switching gives the students feel more comfortable to learn. Further, there were 25 respondents or 50% who responded agree that the students feel comfortable through teachers' code switching. The respondents who responded disagree there was 1respondent or only 2% of the total response so it means there is a student which feel not comfortable through teacher's code switching. As like said by S6:

"If we still use code switching we will taken along to use Indonesian language. So, it is better to use English language to lessen our Indonesian language".

The last,there were no one from the respondents who responded strongly disagree. In addition, based on the interpretation score was 86.5%. It can be concluded that the response of the students were positive or agree on teacher's code switching gives the students feel more comfortable to learn.As like said by S3 on interview activities:

"To me, it's more comfortable in using code switching. In the *first utterance is English language and after that switched to*

Indonesian when there is a difficult vocabulary, so we can get the

point what the teacher speak".

Table 4.5 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
4	Teacher's code-switching gives me confidence to speak and participate in the class.	17	28	5	0
	Percentage	34%	56%	10%	0%

Chart 4.4 The Interpretation of Result Score

VW   W   E   S   VS

20%   40%   60%   80%   81%   100%
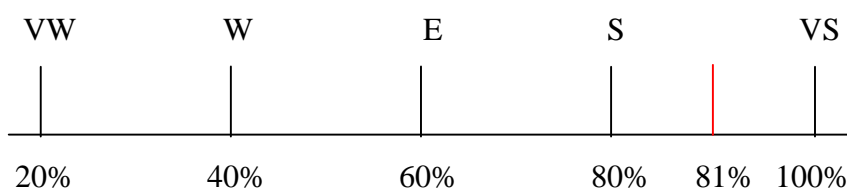
At table 4.5 shows the description of questionnaire result for

statement 4. In this statement, there were 17 respondents or 34%

from the total response of the respondents who said strongly agree

onthe student confidence to speak and participate in the class

through teacher's code switching. Further, there were

28respondents or 56% who responded agree on that

statement.There were 5respondents or 10% who responded

disagree on the teacher's code switching gives the student

confidence to speak and participate in the class. The last,there were
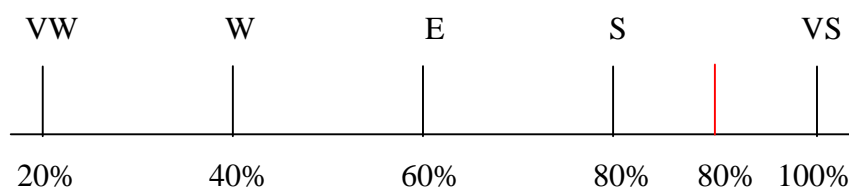
no one from the respondents who responded strongly disagree on the statement.

In addition, based on the interpretation score was 81%. It can be concluded that the response of the students were positive or agree on teacher's code switching gives the student confidence to speak and participate in the class.

Table 4.6 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
5	Teacher's code-switching motivates me to work in that subject.	14	32	4	0
	Percentage	28%	64%	8%	0%

Chart 4.5 The Interpretation of Result Score

VW	W	E	S		VS
20%	40%	60%	80%	80%	100%

At table 4.6 shows the description of questionnaire result for statement 5. In this statement, there were 14 respondents or 28% from the total response of the respondents who said strongly agree onteacher's code-switching motivates the students to work in the subject in teaching learning process. Further, there were 32respondents or 64% who responded agree on the students motivates to work in the

subject through teacher's code-switching.There were 4respondents or 8% who responded disagree, it means that some students are notmotivates to work the subject through teachers' code switching. The last,there were no one from the respondents who responded strongly disagree on the statement.

In addition, based on the interpretation score was 80%. It can be concluded that the response of the students were positive or agree on teacher's code switching can motivates the students to work in the subject.

Table 4.7 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
6	When teacher switches code, I fell not confused.	15	29	6	0
	Percentage	30%	58%	12%	0%

Chart 4.6 The Interpretation of Result Score

VW	W	E	S	VS
20%	40%	60%	79.5% 80%	100%
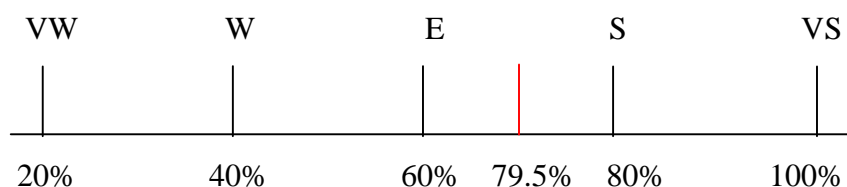
At table 4.7 informs the description of questionnaire result for statement 6. In this statement, there were 15 respondents or 30% from the total response of the respondents who said strongly agree on teachers' make the students not confused. Further, there

were 29 respondents or 58% who responded agree on teachers' code switching make students fell not confused in teaching learning process. There were 6respondents or 12% who responded disagree, it means that some students feel confused when the teacher used code switching and there were no one from the respondents who responded strongly disagree on that statement.
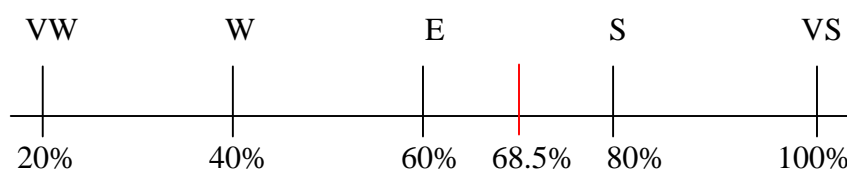
In addition, based on the interpretation score was 79.5%. It can be concluded that the response of the students were positive or agree on teacher's code switching makes the students feel not confused. As said by S4:

"It is necessary to used code switching in learning English because not all of students understand well. Start to English language then Indonesian, so the students know the meaning of both languages".

Table 4.8 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
7	It makes the class less boring so I enjoy my lesson more.	7	25	16	2
	Percentage	14%	50%	32%	4%

Chart 4.7 The Interpretation of Result Score

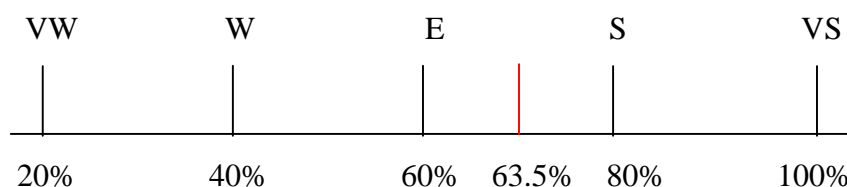| VW	W	E	S	VS
20%	40%	60%	68.5% 80%	100%

At table 4.8 informs the description of questionnaire result for statement 7. In this statement, there were 7 respondents or 14% from the total response of the respondents who said strongly agree on teacher's make the students not confused. Further, there were 25 respondents or 50% who responded agree on teachers' code switching make the class less boring so the student enjoy the lesson more. There were 16respondents or 32% who responded disagree and there were 2 respondentsor 4%from the respondents who responded strongly disagree, it means that some students fell boring and not enjoy through teacher's code switching.

In addition, based on the interpretation score was 68.5%. It can be concluded that the response of the students were positive or agree on teachers' code switching makes the class less boring so the students enjoy to the lesson more.

Table 4.9 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
8	I feel closer to my teacher.	5	18	26	1
	Percentage	10%	36%	52%	2%

Chart 4.8 The Interpretation of Result Score

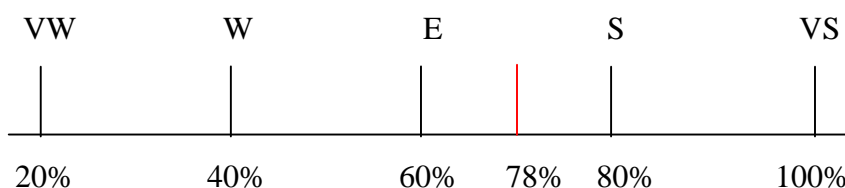| VW	W	E		S	VS
20%	40%	60%	63.5%	80%	100%

At table 4.9 shows the description of questionnaire result for statement 8. In this statement, there were 5 respondents or 10% from the total response of the respondents who said strongly agree onteacher's code switching makes the students feel closer to the teacher. Further, there were 18 respondents or 36% who responded agree on the students feel closer to their teacher through code switching practiced by the teacher. There were 26respondents or 52% who responded disagree on teacher's code switching makes the students feel closer to the teacherand there was 1 respondentor 2% from the respondents who responded strongly disagree with that statement.

In addition, based on the interpretation score was 63.5%. It can be concluded that the response of the students were positive or agree on teachers' code switching makes the students feel closer to the teacher.

Table 4.10 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
9	I can concentrate more easily because he/she catches my attention in class.	10	36	4	0
	Percentage	20%	72%	8%	0%

Chart 4.9 The Interpretation of Result Score

VW	W	E		S	VS

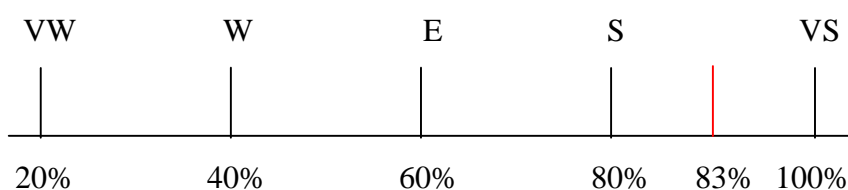| 20% | 40% | 60% | 78% | 80% | 100% |

At table 4.10 shows the description of questionnaire result for statement 9. In this statement, there were 10 respondents or 20% from the total response of the respondents who said strongly agree onthe students can concentrate more easily because the teacher catches their attention in class through teacher's code switching. Further, there were 36respondents or 72% who responded agree with the statement above.There were 4respondents or 8% who responded disagree on teacher's code switching can make the students concentrate more easily because the teacher catches their attention in class and there were no one from the respondents who responded strongly disagree on that statement.

In addition, based on the interpretation score was 78%. It can be concluded that the response of the students were positive or agree on the students can concentrate more easily because the teacher catches their attention in class.

Table 4.11 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
10	Teacher's code-switching improve my English	17	32	1	0
	Percentage	34%	64%	2%	0%

Chart 4.10 The Interpretation of Result Score

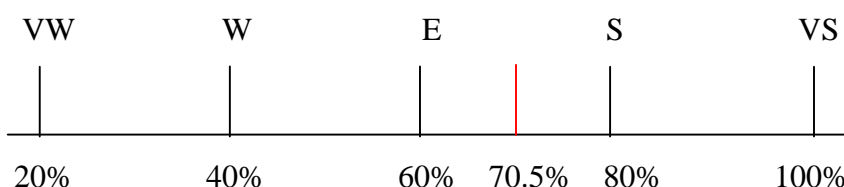| VW	W	E	S	VS
20%	40%	60%	80%	83% 100%

At table 4.11 informs the description of questionnaire result for statement 10. In this statement, there were 17 respondents or 34% from the total response of the respondents who said strongly agree on the students can improve their English through teacher's code-switching. Further, there were 32 respondents or 64% who responded agree on the statement above. There was 1respondent or 2% who responded disagree on teacher's code-switching improve the students English and there were no one from the respondents who responded strongly disagree on that statement.

In addition, based on the interpretation score was 83%. It can be concluded that the response of the students were positive or agree on teacher's code switching can improve the students English skill.

Table 4.12 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
11	If a teacher's switches to English, I feel she/he is proficient in English	5	33	10	2
	Percentage	10%	66%	20%	4%

Chart 4.11 The Interpretation of Result Score

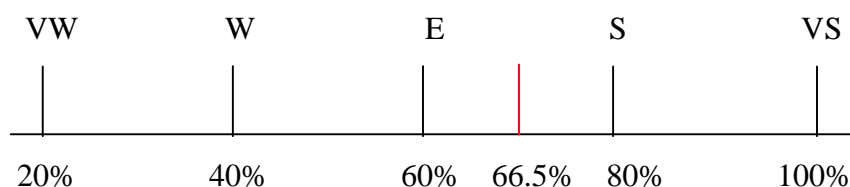| VW	W	E	S	VS
20%	40%	60%	70.5% 80%	100%

At table 4.12 shows the description of questionnaire result for statement 11. In this statement, there were 5 respondents or 10% from the total response of the respondents who said strongly agree that the students feel if the teacher's switches to English, theteacher's is proficient in English. There were 33 respondents or 66% who responded agree on the teachers is expert in English language if used code switching. There was 10respondent or 20% who responded disagree on teacher's code-switching is proficient in English when switch to English and there were 2 respondents or 4% from the respondents who responded strongly disagree on that statement.

In addition, based on the interpretation score was 70.5%. It can be concluded that the response of the students were positive or agree onteacher's switches to English can makes the students feel the teacher is proficient in English or not.

Table 4.13 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
12	I am able to understand a difficult concept or idea.	2	33	11	4
	Percentage	4%	66%	22%	8%

Chart 4.12 The Interpretation of Result Score

VW	W	E	S	VS

20%   40%   60%   66.5%   80%   100%

At table 4.13 informs the description of questionnaire result for statement 12. In this statement, there were 2 respondents or 4% from the total response of the respondents who said strongly agree on the students able to understand a difficult concept or idea through teacher's code switching. There were 33 respondents or 66% who responded agree on teacher's code switching is make the students understand a difficult concept or idea. There were 11respondent or 22% who responded disagree on teacher's codeswitching is not able to understand a difficult concept or idea.

There were 2 respondents or 4% from the respondents who responded strongly disagree on that statement.

In addition, based on the interpretation score was 66.5%. It can be concluded that the response of the students were positive or agree on the students able to understand a difficult concept or idea.As said by S4 on interview sections:

"The situation of the teacher used code switching when explained the topic which are students not understand".

Therefore, from the result above the students can understand on difficult concept or idea from the topic through teacher's code switching practiced.

Table 4.14 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
13	I am able to learn and understand new words.	12	38	0	0
	Percentage	24%	76%	0%	0%

Chart 4.13 The Interpretation of Result Score

VW	W	E	S		VS
20%	40%	60%	80%	81%	100%
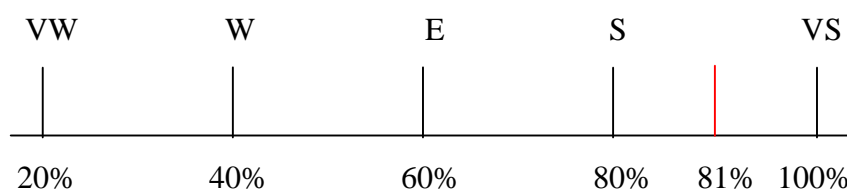
At table 4.14 shows the description of questionnaire result for statement 13. In this statement, there were 12 respondents or

24% from the total response of the respondents who said strongly agree on teacher's code switching makesthe student able to learn and understand new words. There were 38 respondents or 76% who responded agree on the student able to learn and understand new words through teacher's code switching practiced. There were no one from the respondents who responded disagree and strongly disagree on that practiced.

In addition, based on the interpretation score was 81%. It can be concluded that the response of the students were positive or agree on teacher's code switching makes the student able to learn and understand new words. As said by S2:

"Code switching makes easier to understand the material. If the teachers speak in full English, there are many vocabularies that we didn't know before*".*

Table 4.15 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
14	I am able to understand my teacher's instructions more easily.	12	33	5	0
	Percentage	24%	66%	10%	0%

Chart 4.14 The Interpretation of Result Score

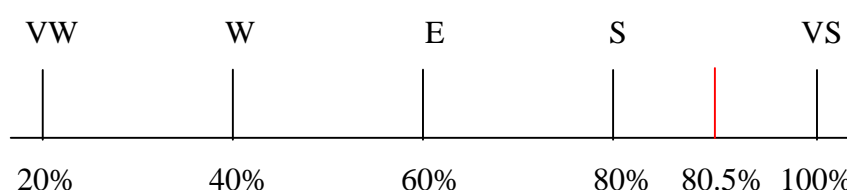| VW	W	E		S	VS
20%	40%	60%	78.5%	80%	100%
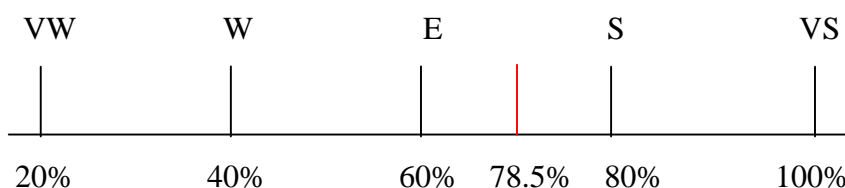
At table 4.15 shows the description of questionnaire result for statement 14. In this statement, there were 12 respondents or 24% from the total response of the respondents who said strongly agree on teacher's code switching make the student understand with teacher's instructions more easily. There were 33 respondents or 66% who responded agree on the student understand with teacher's instructions more easily through teacher's code switching practiced in the classroom.There were 5respondentsor 10% who responded disagree, it means some students feel teacher's code switching make the student hard to understand with teacher's instructions and there were no one from the respondents who responded strongly disagree on that statement.

In addition, based on the interpretation score was 78.5%. It can be concluded that the response of the students were positive or agree on the students able to understand with teacher's instructions more easily through teacher's code switching practiced.

Table 4.16 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
15	I am able to carry out tasks successfully.	16	29	5	0
	Percentage	32%	58%	10%	0%

Chart 4.15 The Interpretation of Result Score

VW	W	E	S		VS

20%   40%   60%   80%   80.5% 100%

At table 4.16 shows the description of questionnaire result for statement 15. In this statement, there were 16 respondents or 32% from the total response of the respondents who said strongly agree on the student able to carry out tasks successfully through teacher's code switching practiced. Further, there were 29 respondents or 58% who responded agree onteacher's code switching able to carry out tasks successfully. There were 5respondents or 10% who responded disagree on teacher's code switching able to carry out tasks successfully and there were no one from the respondents who responded strongly disagree on that statement.

In addition, based on the interpretation score was 80.5%. It can be concluded that the response of the students were positive or

agree on the student able to carry out tasks successfully through teacher's code switching practiced in teaching learning process.

Table 4.17 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
16	I am able to understand grammar rules more easily.	6	28	13	3
	Percentage	12%	56%	26%	6%

Chart 4.16 The Interpretation of Result Score

VW	W	E	S	VS

20%　　　　40%　　　　60%　68.5%　80%　　　100%
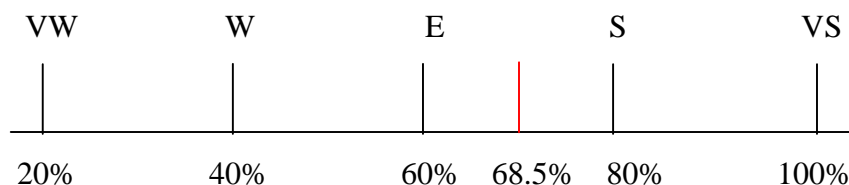
At table 4.17 informs the description of questionnaire result for statement 16. In this statement, there were 6 respondents or 12% from the total response of the respondents who said strongly agree on the students able to understand grammar rules more easily through teacher's code switching practiced in the classroom. Further, there were 28 respondents or 56% who responded agree on teacher's code switching is make the students understand on grammar rules more easily. There were 13respondent or 26% who responded disagree on teacher's code switching is make the students understand on grammar rules more easily, it means that some students feel teacher's code switching make to hard in
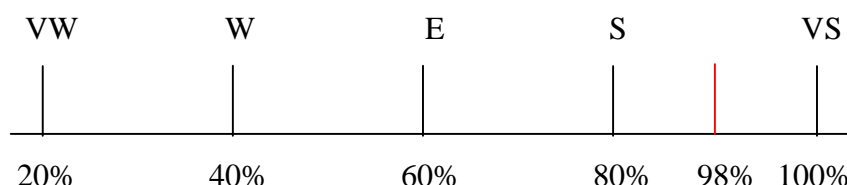
understandgrammar rules. There were 3 respondents or 6% from the respondents who responded strongly disagree on that statement.

In addition, based on the interpretation score was 68.5%. It can be concluded that the response of the students were positive or agree on the students able to understand grammar rules more easily through teacher's code switching practiced in teaching learning process.

Table 4.18 The Questionnaire Result Score

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
17	I prefer to study on teachers' used code-switching in the classroom	14	34	2	0
	Percentage	28%	68%	4%	0%

Chart 4.17 The Interpretation of Result Score

VW	W	E	S	VS
20%	40%	60%	80%	98% 100%

At table 4.18 shows the description of questionnaire result for statement 17. In this statement, there were 14 respondents or 28% from the total response of the respondents who said strongly agree on the student prefer to study on teachers' used codeswitching in the classroom. There were 34 respondents or

68% who responded agree on the teacher who used code switching in the classroom canmake student prefer to study in teaching learning process. There were no one from the respondents who responded disagree and strongly disagree on that practiced.

In addition, based on the interpretation score was 98%. It can be concluded that the response of the students were positive or agree on the student prefer to study on teachers' used codes witching in the classroom. It is happen since they need both of the language in their class.As said by S5:

"In my opinion learning English is better to use English and Indonesian language or conversely because we are the students of English major but also we are Indonesian people who still not better in English language. So, just use code switching".

Table 4.19 The Questionnaire of Total Percentage

Interpretations					
Total Percentage	SA (4)	A (3)	D (2)	SD (1)	Result Score
	25.3%	59.3%	14%	1.4%	78%

At table 4.19 shows the description of questionnaire total percentage for all of statements. The main data on students' perceptions of code switching used by English teachers showed that there were 25.3% answered strongly agree on teachers' code switching in classroom, 59.3% answered agree, 14% answered

disagree and 1.4% from the total response of the respondents answered strongly disagree on that practiced. In addition, based on the interpretation result score was 78%.

Based on the result of the questionnaire and interview it can be said that all of statements have a good result and it can be concluded that the students have positive perception or agree on teachers' code switching practiced in teaching learning process.

C. Discussion

After analyzing the data from observation, questionnaire and interview, the researcher intends to discuss the findings from the students' perception of code switching used by English teachers. Myers-Scotton stated that "code switching as the use of two language varieties in the same conversation".[66]

Based on the research finding, it is clear the English teacher on second semester of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten used code switching during teaching learning process. The researcher found that there were three function of teachers' code switching occurred in teaching learning process, they were: topic switch, affective functions and repetitive functions.

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[66] Carol Myers-Scotton. *Multiple Voices: an Introduction to Bilingualism,* 239.

In this analysis found 41 utterances of topic switch, 42 utterances of affective functions and 54 utterances of repetitive functions which produced by English teachers. The three functions were found in some conditions in the classroom activity and have the purpose itself. For example to change the topic under discussion, build solidarity and intimate relations with the students and clarify the meaning. In this time mostly the teachers used code switching related to repetitive functions, the purpose is to transfer the necessary new knowledge for the students to clarify meaning. It is very important to emphasize a material, so the meaning of the utterance will be clear and the students can understand. The three functions is relevant with the theory of Sert.

From the result finding also the researcher know how the students' perception of code switching used by their teachers. In this result can be said that all of students agreed if their teachers always used code switching in teaching learning process in some condition. It aims to make the students understand what the meaning of topic material or explained the new knowledge.

All of students agreed that code switching makes easier to understand material. If the teachers not using code switching the students will limit to understanding the material because there are many vocabularies that they didn't know before.

In addition there are only a few students who feel more comfortable if they still use code switching it will taken along to use Indonesian language. But most of the students agreed that there are more comfortable when the teachers used code switching during explained the material in teaching learning process.

The result of this research is almost same with Jingxia. He says that code-switching occur unconsciously by the teachers and is used as a good strategy in explaining instructions, translating difficult vocabulary item, Explaining grammar, managing class, giving reducing students' nervousness and facilitating students' understanding by quoting others' words.[67]

The students also hope to their teachers that the teachers should use code switching in teaching English to make the students understand what the teachers explained about. The teachers have to explain the material clearly with a good pronunciation and more slowly when explained the material in English language (see Appendix 4C).

Based on explanation above it can be said that the students agreed and have positive perception on code switching used by their teacher.The students also support the teachers to always use code switching in the teaching learning process.

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[67] Liu Jingxia, "Teachers' Code Switching to the L1 in EFL Classroom", *The Open Applied Linguistic Journal*, Vol. 3, No. 10, 10-23 (2010).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Code switching is common phenomenon that happens in teaching learning process on the Second Semester Students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten. This research is aims to know what the functions of teacher code switching and how the students' perception of code switching used by English teachers. Based on the data analysis, it can be conclude that:

1. The teachers used code switching in teaching learning process. There were three function of teachers' code switching, they were: topic switch, affective functions and repetitive functions. In this study found 41 utterances of topic switch, 42 utterances of affective functions and 54 utterances of repetitive functions which produced by English teachers.

2. The students' perceptions of code switching used by English teachers in this study found that there were 25.3% answered strongly agree on teachers' code switching in classroom, 59.3% answered agree, 14% answered disagree and 1.4% from the total response of the respondents answered strongly disagree on that practiced. In addition, based on the interpretation result score was 78%. Its means that most students have

positive perception or agreed on code switching used by English teachers and support the teachers to use code switching in teaching learning process. But there are only a few students who feel more comfortable in using English language because if they still use code switching it will taken along to use Indonesian language.

B. Suggestion

Based the result of the research, the researcher would like to give some suggestions below:

1. For teachers

   The teachers should make the students understand the material and code switching it can be a good way in delivering the material to make the students more understand. The teachers also have to use a good pronunciation and more slowly when explained the material in English language to avoid the misunderstanding between the teachers and the students.

2. The students

   The students should be focus on learning English and as EFL students have to using English language to give a great effort to master English. The students also have to increase the vocabulary although code switching is used.

3. For other researchers

For the next research who are interested takes a research relating to this topic, the researcher suggest to the next researcher conduct a research in more various situations. Hopefully, the next researcher can explore various type, functions and reasons for the use code switching that occur in some other situations. Besides, the result of this study will also expect to give more information about code switching.