

**STUDENTS PERCEPTION OF CODE SWITCHING USED BY ENGLISH  
TEACHER IN LEARNING PROCESS TO THE ELEVENTH GRADE  
STUDENTS OF SMAN 1 BELITANG**

**THESIS**

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**UNIVERSITAS MUHAMMADIYAH PALEMBANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION STUDY PROGRAM**

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**THESIS**

**Presented to**  
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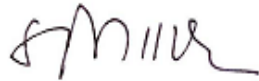
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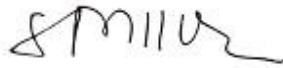
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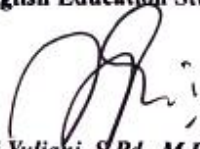


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## MOTTO AND DEDICATION

### Motto:

*"As we strive to improve our relationship with God, believe God will fix everything for us"*

### Dedication:

- ❖ *Allah SWT and my beloved prophet, Muhammad S.A.W.*
- ❖ *My great advisors, Dr. Tri Rositasari, M.Pd and Sherly Marlhasari, M.Pd. thanks for everything that you give to me, thanks for your knowledge, your suggestions, support, help and many others.*
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- ❖ *My beloved sisters Yunita Eka Frestyawati, A.md.Kep, Ristya Dwi Yusniawati, A.md.Keb and little sister Novita Romandika, All of you are my sisters ever in my life. Thanks for everything that you give me since I stayed in our home.*
- ❖ *My special one,*
- ❖ *My beloved friend (Kopek, Selis, Saimona Indri, Nurika, cece Indah and Putri). Thank you very much for your support, help and togetherness.*
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## ABSTRACT

Anjarwati, Tri. 2019. Students' Perception of Code switching used by English Teacher in Learning Process to the Eleventh Grade Students of SMAN 1 Belitang. English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisors: (I) Dr. Tri Rositasari, M.Pd., (II) Sherly Marliasari, S.Pd., M.Pd.

**Keywords:** Perception, Code Switching, Teachers.

This title entitled *Students' Perception of Code Switching used by English Teachers in Learning Process to the Eleventh Grade Students of SMAN 1 Belitang*. The objectives of this study were (I) to know the students' perception of code switching used by English teachers (II) to identify the English teachers' opinion used code switching to teach the students. In this study the researcher used descriptive qualitative. The population in this research are Eleventh Grade Students, consist of Eleventh classes, there are 5 classes of IPA and 6 classes of IPS. The sample of this research collected from the population by using simple random sampling method. The sample of this study was 61 students from XI IPA I and XI IPS I and three English teachers of SMAN I Belitang. The data was collected by giving the questionnaires which numbered 10 questions to the students' participants and 10 questions interview to the English teachers and analyzing the data; the researcher used the formula of percentage calculation and then interpreted the data descriptively. The main finding showed that most of students in XI IPA 1 and XI IPS 1 class had positive perception of code switching used by English teachers. The opinion of English teachers used code switching is helpful to learning process, two resources have the same opinion that Code switching can help them to manage the classrooms and maintain interpersonal relationships. They also believe that code switching efficient and able to facilitate the students in the EFL class of teaching and learning activity. But other opinion state that code switching either used when the students are saturated or stressed.

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The researcher

TAP



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## **CHAPTER I INTRODUCTION**

This chapter presents (1) background, (2) formulation of the study, (3) objective of the study (4) significances of the study.

### **1.1 Background of the study**

Language was important in people's lives and the key to communicate with other people. Communication is the way to exchange and share information either two people or more. According to Fiske. J (2002), Communication is one of those human activities that everyone recognizes but few can define satisfactorily. Communication is talking to one another, it is television, it is spreading information, it is our hair style, it is literary criticism: the list is endless (p.18). In addition Julia T.Wood (2008), Communication is a systemic process in which people interact with and through symbols to create and interpret meanings (p.3). in the other hand Thabitha W, Alice & Elizabeth (2012) communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior (p3).

In other definition it means communication is an activity of delivering information, messages, ideas, and ideas, from one party to another. Usually this communication activity is done verbally or verbally making it easier for both parties to understand each other. Communication has been the most

important activities of the human lives. While to communicate we need the language.

According to Gorys Keraf (2004), giving two meanings of language. The first meaning states, language as a means of communication between members of the community in the form of sounds symbols procedure by human utterances. And the second, language is a communication system that uses vocal symbols (speech sounds) which are arbitrary (p.112). Of these two language definitions above, if we associate them with the notion of communication. Then it can be found that both have a close need between one another. Language is a tool for creation of a good communication, and language is one thing that is primary to achieving good communication. Thus the relationship between the two is very close.

According to Bel-enguix and Dolores, M (2010), language is a complex system. Therefore, if we want to describe, explain and process language we must consider its complex nature (p.7). The fact that there are so many languages used in this world leads people to learn more than one language in order to prepare themselves for globalization era. People need to communicate not only with their own society but also with other societies in this world. People realize they will be able to communicate better with other societies in the world that are not using the same language by mastering more than one language.

The study which has relationship between language and human is called sociolinguistics. According to Roland Wardhaugh and Janet.M.Fuller

(2015), sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication (p.15). In addition Hudson. R.A (2002), is even more direct: ‘Sociolinguistics is the study of languages in relation to society. And indeed one of the main growth points in the study of language (p.14). It means that the language users should have linguistic and culture competence in their communication. Language and society are two things that cannot be separated and code switching is a part of sociolinguistics. The subject of sociolinguistics is the relationship between language and its use in society, namely the relationship between certain language forms, which are called variations of language, variety, or dialect with its use for certain functions in the community.

English is being the international language should be used by the students in constant interaction and communication especially in English classes for them to be exposed to this language. However, despite of the directive to use English as a medium of instruction and communication, students do not completely use English in the expression of their ideas and feelings. For them to better express their ideas and feelings they resulted to code switch.

Further, language is an essential mean of communication in teaching and learning activities. Teachers employ languages for explaining and giving directions and instructions to students. The language becomes media for students to communicate with teacher or lecturers and their friends. By using

clear and proper languages, teacher will be able to give accurate instructions to students and they will be able to facilitate students in understanding materials. Because language is important in teaching and learning processes.

As multilingual society almost teacher and students as Foreign (EFL). In the classroom teacher and students use English and Indonesia language in English teaching. Functioning as facilitators, teachers should master English in order to conduct instructional activities to facilitate the students in classes. According to Richard and Renandya (2006), state that teaching is viewed as something that is constructed by individual teachers to integrate theory and practice in teaching and learning process for the students. (p.1). In conclusion, teaching is actually how a teacher makes the students learn. Teaching is also a complex activity that is done by the teacher in conveying knowledge to students, so activities what is meant include arranging students learning activities, utilizing the environment (both in the classroom and outside the classroom) and providing stimuli, guidance and encouragement for students.

In teaching learning process especially in studying English, there are many students who are confused and sometimes there are misunderstanding, because the teachers explain use English, while many students don't understand English. While English is important language as a international language, and should be use by the students in constant interaction and communication especially in English classes. As a teacher should be master English to conduct instructional activities at the classroom. There are the teachers who explain with two languages, they explain with English first and



explain more use Indonesian, and it is call Code Switching.

Crystal David (2003), state that code switching is the process in which people rely simultaneously on two or more languages to communicate with each other (p.181). Based on previous statement, code-switching is a combination of two languages and more in accordance with the rules of incorporation of the language such as merging the word with words, phrases with phrases and sentences with phrases. Code switching is always a debatable subject among educators; while some teaching approaches regard the benefits of the mother tongue interference, other believes it should be barred as it may hinder the second language acquisition.

A related concept to code-switching is code-mixing. Researches often differentiate between the two terms. One of the differences between the two terms is the way each of them is used as proposed by Muysken (2000), in that code switching is used for cases in which the two codes maintain their monolingual features, while code mixing is used for cases where there is some convergence between the two languages (p.2).

Specifically, the English language education study program of students senior high school is a study program that prepares students to improve their ability improve students' English skill and despite of the directive to use English as a medium of intruction and communication, to better express their ideas and feelings they resulted to code switch. And teacher competencies in order to meet requirements of being professional, humanistic and aquaring. The teacher should employ English as their intructional language in the

classes in order to help students learn English in the class.

The researcher observed that code-switching was quite often occurred in the Eleventh Grade students' classes. Both teacher and students switched English to Indonesian language and other local languages during the activities in the class. Code-switching happens when speakers shift from one language to another whether it is only one word, utterance and even one sentences. The teacher should change the language to make the students understand what is explained, to avoid misunderstanding in learning activities and also indirectly students learn English to improve their skill. Strategy in teaching learning process has purpose to make the students easy to understand the material. The duty of teacher in teaching language makes the students interested in understanding the material. Every grade of education has different method in teaching material. When the language (English) is as foreign language, it will be difficult to teach with full English. Lin (2007), in her study, defines 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 (p.3).

From this problem, the teacher can use two languages or switch the language in understanding material based on purpose and situation. In this way, teacher uses two languages in explaining the material. When the students cannot understand the purpose that explained, teacher can switch the language. By using code switching in teaching learning process the teacher can use English first and switch to Indonesia to explain more the material.

Based on observation at Senior High School Negeri 1 Belitang, the reseacher found some problems in learning to understanding English, the students have difficulties in understanding English, because English as a Foreign Language. Based on the explanation above the reseacher interested to finding the result whether the use of code switching can help students to undrestand the material provided by their teacher. So the reseacher decided to conduct a research under the title “STUDENTS PERCEPTION OF CODE SWITCHING USED BY ENGLISH TEACHER IN TEACHING LEARNING PROCESS TO THE ELEVENTH GRADE STUDENTS OF SMAN 1 BELITANG”.

## **1.2 Problem of the Study**

### **1.2.1 Limitation of the Study**

The researcher limits the research about "The Students' Perception of Code-switching used by English Teacher to the Eleventh Grade Students of SMA Negeri 1 Belitang". In this research, the researcher focused on the students' perception of code switching used by English teacher.

### **1.2.2 Formulation of the Study:**

Based on the background of this study, there is one question that can be presented as follows: "what are students' perceptions of code-switching used by English teacher in learning process to the eleventh-grade students of SMAN 1 Belitang?"

### **1.2.3 Objective of the Study:**

The objective of the study was to find out the "students perception of code-switching used by English teacher in teaching learning process to the Eleventh Grade Students of SMAN 1 Belitang".

### **1.3 Significances**

This research was expected to give some benefits for teachers of English, the students, the researcher herself, and the next researchers. For teachers of English, it may make teachers of English know about code-switching to be useful to teach their students easily. Hopefully, the teacher can teach more effective and easy by understanding the result of the study. For the students, the study would be helpful for students to learn about code-switching. It can make the students easy to understand the material that is given by the teacher.

For the researcher, to be the source of information for another writer that is also investigated student's perception of how the teachers using code-switching and for another researcher, the study would help the other researchers to conduct a further researcher dealing with using code-switching in teaching-learning process.

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