

**THE TEACHER'S AND STUDENTS' PERCEPTION OF CODE SWITCHING  
USED IN TEACHING LEARNING PROCESS AT SMK NEGERI  
MOJOAGUNG IN THE ACADEMIC YEAR OF 2020/2021**

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**ABSTRACT:** The aims of this research are to know the teacher's perception about inter-sentential code switching in teaching English at SMK Negeri Mojoagung and about the students' perceptions toward code switching in teaching English. This research divides into two problems based on the research question, namely: (1) how are the teacher's perception about inter-sentential code switchin in teaching English at SMK Negeri Mojoagung and (2) How are the students' perceptions toward code switching in teaching English of eleventh grade students of SMK Negeri Mojoagung?. The research design of this research used case study design by open-ended and close-ended questionnaire to gather the data in the use of code switching in the teaching English. The subject of this research were the English teacher of the eleventh grade students while the population of this research are eleventh grade students of BDP 3. It consists of 36 students of 15 male students and 21 female students. The result from teacher's perception showed that the teacher was dominantly using inter-sentential code switching based on theory of Poplack (2004). It was related from seven opinions of teacher about code switching. Meanwhile, the result of students' perceptions, there are 10 students' perceptions toward code switching based on theory of Abad (2010). The average of students was choosing often. The concluding of this research can be used by the teacher for using code switching in teaching English and the research can be used as a additional source with considered the time to develop the research at the next research.

**Keywords:** code switching, teacher's perception, students' perceptions

## **INTRODUCTION**

In Indonesia, one of the foreign languages is English. English has been taught in every school in Indonesia to prepare young learners for the globalization era. In the globalization era, people should master English as an international language. English is taught as a foreign language in Indonesia. Regarding the situation, teachers need to combine the use of English and learners' first language in the teaching of English as a subject. The combining technique can be done by switching the language from English to Indonesian or Indonesian to English. The phenomenon of alternating two languages in same discourse is commonly called as code switching. Code switching in its relation to bilingual or multilingual speech communities has

become an interesting area of discussion. In EFL classroom, code switching is a good strategy of efficiency in foreign language teaching (Liu, 2010: 10). So, this way can make students easier to learn English as a foreign language with code switching from English to Indonesian and Indonesian to English.

Code switching is an impersonal phenomenon in our life. Many people change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. According to Wardaugh (2006) states code is a language or variety of a language. Based on Madupeola (2013: 92) code switching is a mean of communication which involves a speakers alternating between one language and another language in communicative events. Code switching performs various functions and types in its naturally content. Some varieties of language are used by various nations and ethnics in this world. Especially for example in Indonesia which has hundreds of different languages. Therefore, Indonesian people might switch code to fulfill the demand of the situation or to create a suitable situation.

Based on Sert (2005: 1) states that code switching may occurs in English as a foreign language classroom during the interactions teacher and students in the classroom. Code switching can give good advantages for teacher and students. For example can make students more understand, practice to learn and make sure the students more loving the subject especially in English. For solve the problems, this research tries to investigate about the phenomenon of code switching during classroom interaction in English class that has not been done. The researcher considers to finds out the code switching use by English teacher in classroom. By conducting the research, the researcher hope that it will be the consideration for the teacher in deciding what language should be used in the classroom. So the researcher will be focus on the analysis the teacher's perception about inter-sentential code switching with use theory of Poplack (2004) and students' perceptions toward code switching in teaching English use theory of Abad (2010).

## **METHODOLOGY**

The research uses case study design. Based on Ary (2010: 29) states a case study is a type of ethnographic research study that focuses on one single unit, such as one program, one group, one organization, or one individual. The research focuses on the teacher's perception and students' perception about code switching in teaching English at SMK Negeri Mojoagung. Subject of the research is the teacher who is use code switching in English as a foreign language in teaching learning process of SMK Negeri Mojoagung. The research is conducted in SMK Negeri Mojoagung. For conducting the research, the researcher investigates eleventh grade of BDP 3 because it is based the teacher to choose eleventh grade

in order that the researcher gets the new experience from the research moreover this class is more discipline and the students pay attention more when the teacher explains the material.

The researcher is the key instrument or the main research tool (Prastowo, 2012: 43). The main instrument of the study is the researcher herself, because the researcher uses descriptive qualitative research while the supporting instruments that need by researcher such as note and electric dictionary. The researcher uses several methods for collecting data, namely: open-ended and close-ended questionnaire. Based on Mellenbergh (2008) there are two kinds of questionnaire, namely open-ended and close-ended question. Open-ended question asks that the participants to formulate by their own question and about close-ended question asks how the participants to take the answer by the number of options. In this research, the researcher uses both of questionnaires to know the teacher's and students' perceptions about code switching in teaching English.

The researcher not only collecting the data, but also analyze the data to obtain the research's results. In this research content analysis is used by the researcher. Based on Gao (1989: 6) states that content analysis is a collection of procedures to collect and organize the information in a normative format that allows analysts to make as inferences for about the characteristics also the meaning is written and the other recorded material. In this research, the researcher uses deductive content analysis because this research is qualitative research.

## **RESEARCH FINDINGS**

The teacher is dominant use inter-sentential code switching's type based on theory of Poplack (2004). To answer the first statement of problem, the researcher uses instrument of open-ended questionnaire. Based on the interview result, the data were collected by researcher from open-ended questionnaire. The purpose is to know the teacher's perception about inter-sentential code switching in teaching English. Below is the part of open-ended questionnaire result.

### **1.1. Open-ended questionnaire result of number 1**

The teaching process in the class as a whole is running smoothly and good

No one of teacher who makes the students not feel comfortable when start to study in the class. The teacher can be success when they make the atmosphere of the class is happier, enjoy and not be bored. For that, the teacher always has many ways for how to teach well in learning process. Like the opinion of the teacher who can make her class is running smoothly and always good.

## 1.2. Open-ended questionnaire result of number 2

Not all students pay attention to the instructions well because there are some students who can and love the English language, the most are given the instructions use a language of Indonesia is understood and working.

From the opinion, when the teacher only use English as a language for teaching the students who can't pay attention well, only just a little the students who loves English subject. But, most of students not understand well if the teacher only uses one language likely English. Remember English in Indonesia is not as a second language but as a foreign language. So, as the students in Indonesia the students still get difficult to understand English only. They use alternatively way with using Indonesian language.

From the 7 questions of questionnaire result the teacher uses inter-sentential code switching based on teacher's perception. From the type of inter-sentential code switching makes the teacher uses two languages namely English and Indonesian language in one sentence because it can help the teacher easily to deliver the material in teaching English. So, from the first statement of the problem is done by open-ended questionnaire result.

Secondly, the researcher presents the student's perceptions toward code switching in teaching English. There are several questions for students to be answered so that to answer the second statement of problem, the researcher uses instrument of close-ended questionnaire. Based on the questionnaire result, the purpose is to know the students' perceptions toward code switching in teaching English at eleventh grade of BDP 3 students of SMK Negeri Mojoagung. The researcher distributes the questionnaire on 28<sup>th</sup> July 2020. The data of questionnaire is made with Google form. The questionnaire consists of twenty questions but actually the questions are same because in the Google form cannot choose two choices in a question. Finally the researcher divides into two parts likely number 1 until 10 uses multiple choices while number 11 until 20 use the short answer. The questions focus on how far students to explore their perceptions toward code switching in teaching English during learning process in the classroom.

Table 3.2 the data of questionnaire (1-10)

No.	Students Questions	Answer		
		Of course	Just a little	Not at all
1.	Do you often use two languages namely English and Indonesian when you	20	7	-

	learn English lesson?			
2.	Do you understand the English material that the teacher conveys during the learning of English by using two languages namely English and Indonesian?	16	11	-
3.	Is the use of two languages alternately in English and Indonesian by teachers and your friends during the English languages helps you understand the instructions that have been delivered?	20	7	-
4.	Is the use of two languages alternately in English and Indonesian by teachers and friends at the time of learning English makes you more active in practicing English?	21	6	-
5.	Are you interested in studying English when you use two languages namely English and Indonesian in turns in the learning process?	24	3	-
6.	Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident to ask the materials?	21	6	-
7.	Is the use of two languages alternately in English and Indonesian during the English lesson to help you	20	7	-

	communicate with your teacher and your friends?			
8.	Is the use of two languages in turn in English and in Indonesian discussed by the other persons when the English lesson can help you understand the difficult phrase, clause and new sentence?	11	16	-
9.	Is the use of two languages alternately by your teacher and friends during English learning can help you in carrying out the task in the form of English text?	21	6	-
10.	Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident to share your ideas and opinion?	19	8	-

From the questionnaire result, there are 27 students that already answer clearly. The researcher was got 75% from 36 students. So, below is the data result of questionnaire by the eleventh grade students of BDP 3 at SMK Negeri Mojoagung.

## **DISCUSSION**

Based on the data findings about teacher's perception about inter-sentential code switching in teaching English for eleventh grade students of SMK Negeri Mojoagung, The teacher is dominantly using inter-sentential code switching based on theory of Poplack (2004). It is related with the open-ended questionnaire result that the researcher found seven opinions of the teacher's perception on using inter-sentential code switching in teaching English namely: The first, the teaching process in the class is running smoothly and good. The second, besides using English the teacher switches the other language namely Indonesian language because not all students are loves English subject and pay attention well about the

instructions. The third, the language are often used are English and Indonesian language to make the students can understand well about the material. The fourth, the teacher switch languages when explaining the English material occasionally include the other language namely Indonesian language. The fifth, the purpose of switching languages is to facilitate students of giving the material when all students cannot full to speak English and it useful for students more easily and understand well. The sixth, on using code switching strategies it hope make the teacher can be easily to give the English material for students. The seventh, for the suggestion, the teacher do approach to the students use the other language than English in order that make students easy to understand and can deliver the English material with easy. So, the result based on the theory of Poplack (2004) about inter-sentential code switching as teacher's perception in teaching English is complexity in which related the data result of open-ended questionnaire because from seven opinions by the teacher is answering about the first statement of the problem based on theory of Poplack (2004).

The second discussion is about the result of students' perceptions toward code switching in teaching English of eleventh grade students of BDP 3 at SMK Negeri Mojoagung. The researcher uses close-ended questionnaire to answer the second statement of the problem. The students' perceptions based on Abad (2010) are that it promotes positive student and teacher relationships as the code-switching involves languages understood by both parties. Students have the same opinion as they view code-switching practice as a communication tool to link them with their teachers. On the other hand, as grammar is not too strictly considered during code-switching learners feel relaxed and more willing to participate in class interactions. In the students' opinion, code-switching is essential in their communication with the teachers. So related the theory, the researcher found responses of the students' perceptions based on questionnaire. The result of questionnaire showed that the students were using code switching in learning English. These 20 students often used code switching in learning English and 7 students just a little use code switching in learning English. The second result of questionnaire showed that the students understood about the material using code switching learning English. These 16 students understood the materials using code switching and 11 students just a little understood the materials using code switching in learning English. The third result of questionnaire showed that code switching helped the students to understand the instructions during learning English. These 20 students understand the instruction by using code switching and 7 students just a little to understand the instruction even though used code switching. The result of fourth questionnaire showed that code switching make some students active in communicating during the English lesson.

From the second statement of the problem the open-ended questionnaire is answered about the students' perceptions toward code switching in teaching English at eleventh grade students of BDP 3 at SMK Negeri Mojoagung. But the result is the same with the theory of Abad (2010) that code switching is as a communication tool among students and teachers. So, the data result of questionnaire is steady based on the second statement of the problem because is answered about the students' perceptions toward code switching in teaching English based on Abad's theory.

From the discussion above, the researcher believes that code switching is good thing that serves many benefits in the classroom. Therefore, the use of code switching may be useful for the sake of the students learning process as a long as the teacher has enough consideration to use it properly.

## **CONCLUSION**

From the teacher's perception about inter-sentential code switching in teaching English, the teacher is dominant use inter-sentential switching based on theory of Poplack (2004). It is related with seven opinions of the English teacher as a teacher's perception about code switching, namely: the teaching process in the class is running smoothly and good, besides using English the teacher switches the other language namely Indonesian language because not all students are loves English subject and pay attention well about the instructions, the language are often used are English and Indonesian language to make the students can understand well about the material, the teacher switch languages when explaining the English material occasionally include the other language namely Indonesian language, the purpose of switching languages is to facilitate students of giving the material when all students cannot full to speak English and it useful for students more easily and understand well, on using code switching strategies it hope make the teacher can be easily to give the English material for students. The last, for the suggestion, the teacher does approach to the students use the other language than English in order that make students easy to understand and can deliver the English material with easy.

Meanwhile based on students' perception toward code switching in teaching English there are found 10 the perceptions of students toward use code switching in teaching English namely: with using code switching it can help students to understand well about the materials, make students more discipline in the class, make students active in the teaching learning process, help students to comprehend the difficult or new word, make students be



confident, help students to comprehend about the teacher's instructions in the class, make students more interested to join in the class, make the students easy to communicate with the teacher and friends during English lesson, make the students easy to do the assignments, help students.

For the suggestion, this research still has a deficiency in observation because of in the center of pandemic the researcher gets the difficulty to do observation. The privacy of the school is changed, the learning process is online and nothing the teaching and learning activities in the school. While about the close-ended questionnaire only 75% of students who want to fills the question. Actually the researcher takes 90% of students, but the students are difficult to help because of the online assignment is very much in the pandemic period. This research is expected for the next researcher to find out the teacher who teaches a hundred in English to motivate their students to speak full English. So, it can be expected for the next researchers to be considered the time for the next research.

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