

**STUDENTS PERCEPTIONS OF CODE SWITCHING USED
BY ENGLISH LECTURER**

THESIS

**This thesis is submitted to fulfill the requirement
For “sarjana” degree in English of English Language Education**



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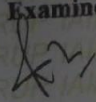
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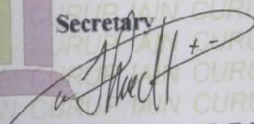
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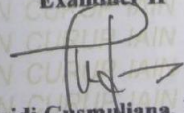
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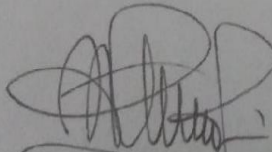
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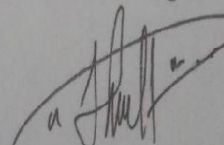
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PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled entitled “Students Perceptions of Code Switching used by English Lecturer”

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, August 2021

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Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled “ **Students Perceptions of Code Switching used by English Lecturer**” This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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2. Mr. Dr. H. Ifnaldi as the Dean Faculty of Tarbiyah IAIN Curup
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The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal' alamin. Wassalamu'alaikum Wr. Wb.

Curup, August 2021

The Researcher



Silvi Permata Sari
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MOTTO AND DEDICATION



“Better to feel how hard education is at this time rather than fell the bitterness of stupidity, later”

(Lebih baik merasakan sulitnya pendidikan sekarang daripada rasa pahitnya kebodohan kelak)

“Belive me, after your failure there is a sign of your success”

Percayalah, setelah kegagalan ada sebuah petanda kesuksesan

Dedication

This thesis is dedicated to:

- 1. The greatest man in my life, he is my awesome father Irwan Hasan and my wonderful mother Reni Anggraini. Thanks for everything that you have given to me that i can't say by a word. BOTH OF YOU ARE MY HERO!! I LOVE YOU*
- 2. My Beloved Brother and sister Ibbra Maulana Kurniawan and Salsa Bila Tri Okta Via, who always be my support systems.*
- 3. Many thank for Mr Y, always listens to my whine, my sadness and always gives the best*
- 4. My best friend from senior high scholl till now Intan Tri Utami*
- 5. My best friend when living together in the boarding house, mia kurnia(boneng), triza monita (ndut), and intan tri utami (tun)*
- 6. Crazy friend in class Seti dedek kendiani, via armu manangsa, zelvia noprianti and sri meilinda*
- 7. The best consultant kak wisnu and mutiara mujadidah,*
- 8. All of TBI students 2016.*
- 9. All of my friends in KKN "Babakan Baru" and PPL squad "Mts Baitul Makmur Curup*
- 10. My Almamater is TBI IAIN Curup*

*Thanks a bunch to all people that always support me to finish my study that i can't mention one by one. **Without you all i'm nothing!!***

ABSTRACT

Silvi Permata Sari, 2021 : **Students' Perception of Code Switching used by English Lecturer**

Advisor : **Lefly Noviyenty, M.Pd**

Co-advisor : **Henny Septia Utami, M.Pd**

This thesis was aimed to investigate students' perception of Code Switching used by English Lecturer. This research used quantitative method which's presented in descriptive quantitative to describe it. The population of this research was 53 students at six semester of English Tadris Study Program in IAIN Curup on academic year 2021. Instrumen this research was used close questionnaire to get the data. To know perception students of code switching used by English Lecturer, the researcher used Code Switching theory about reason and functions. Reason code switching are devided talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity. and functions of code switching are devided participants, solidarity, status, topic, switching for affective functions, metaphorical switching, lexical boorowing. The result show that students has positive perception for reason code switching with percentage 81,0% and functions of code switching 85,0%

Keywords: *Student's perception, Reason code switching, Functions of code switching*

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CHAPTER I

INTRODUCTION

A. Background of the Research

The field of the education is one of the very important fields and needs a special attention from all walks of life because education has a vital role to develop the human resource that play a role in the forming of students to be assets of nation expectation National Education Goal in the Act No. 20 chapter 2 in 2003, “national education aims to develop the potential of learners in order to become a faith man, piety to Almighty God, noble attitude, healthy, knowledgeable, capable, creativity, stand alone and become a democratic and accountable citizens”.¹The succesful of education can influnced by some factors like the use of language in learning interaction.

The use of language in teaching and learning interactions actually must use clear language and understandable words for students. Every student has difference perception of the use of language in learning interaction. So, the teachers have to give appropriate information withused language’s patterns and rules that can be understood by students. One of the strategy to deliver information to students is the use of more language by lecturers in learning interactions, such as the use of code switching. This phenomenon sometimes occur on language classroom like Foreign language classroom.

¹ Indonesian departemen , UUD 1945, 2003 , chapter 3, no.20

Thus, it is feasible to conduct a study on code switching by involving members of the bilingual society who are supposed to switch the language. So, code switching is when two or more languages exist in a community, speakers frequently switch from one language to another.² 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 convey 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 lecturers for giving information and lesson materials to students. The lecturer tends to switch the language from English to Indonesian when he or she taught English in the classroom. This topic arises based on the experience of observations lecturer English language study program who teach in semester six, semester six it has three classes, namely classes a, b, and c. And throughout this semester six in the process of teaching lecturers using 50% English and Indonesian. Because in this class, lecturers use code switching a lot because of the characteristics of the courses they teach and have bilingual dimensions such as translation and interpretation. So every teaching must always use code switching. Second, specifically for stylistics and journalism courses, lecturers use code switching to make it easier for students to understand course content

² Sandra Lee McKay & Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (United States of America: Cambridge University Press, 2009), 56.

which in fact is a theoretical course. If using full English, theoretical courses will make it difficult for students to understand. When the theoretical subject is difficult, the lecturer insists on full English, while there are still many students whose English language skills are still in the lower middle class, the learning will not be carried out properly, or the material message will not be conveyed properly. Because students are constrained by communication media (language) in getting messages from these territory courses.

And in the special teaching rules written in the English study program, which depends on the course. For example, in a speaking, ideally full English. And if skill writing, it usually takes into account the level of student ability. Learning will be useless if the lecturer insists on the full English of students whose English level skills are still moderate. And not to mention courses that are based on semantic theory, pragmatic, sociolinguistics, which, if forced to be full English, may have many technical terms that students may not know. Students in this case are still in the learning process. Then to convey the material is very difficult, code switching is ideal. So code switching is used according to the context and circumstances of the student.

Code switching is a daily reality phenomenon that occurs both inside and outside school."³ So it is natural when it happens in teaching and learning process. Code switching cannot be avoided from the lecturer because the lecturers and student are Indonesian people while English is

³Anita, "Students' Code Switching In EFL Classroom" (IAIN SMH Banten, 2013), 24.

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.

Lecturer used code switching as a means of providing students with the opportunities to communicate and enhancing students' understand.⁴ In spoken discourse English lectures switch code during their lectures for different purposes, for example giving instructions, clarifying new vocabulary, managing classrooms etc. Lecturers switch also believed to explain things better or to build rapport with their students.⁵ 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 most important elements underpinning effective teaching and learning."⁶ If the lecturer knows the students' perceptions, they are able to modify the language because teachers have an 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.

⁴Badrul 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.

⁵Muhammad Fareed, Samrin Humayun, Huma Akhtar, "English Language Teachers' Code Switching in Class", *Journal of Education & Social Science*, Vol. 4 No. 1, (2016), 1-2.

⁶Iskandar, "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.arraniry.ac.id/3861/>

Based on initial observations of researchers to the students of English study program, 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 students of English Education Department of the State College for Islamic Studies Curup. 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.

Based on some theories and phenomenon found in the field researcher is interested in investigating the code switching phenomenon in EFL classroom from the students' perceptions. The researcher was conducted a research entitled "**STUDENTS' PERCEPTIONS OF CODE SWITCHING USED BY ENGLISH LECTURER**".

B. Research Questions

1. How are the students perceptions of code switching used by English lecturer in English teaching learning process?

C. Research Objectives

1. To investigate how students perceptions of code switching used by English lecturer in English teaching learning process

D. Delimitation of the Problem

Delimitation in this research, the researcher just focuses to know how are the students' perceptions of code switching used by English lecturer in English teaching learning process. The researchers used code switching, because code switching was used to describe what categories of code switching were frequently used by lecturer in teaching and learning. Researchers use code switching, that code switching is a great way to teach and can help students in the learning process because students have different abilities. Some switching to Indonesian will help students find or understand what the lecturer is saying. In terms of improving their English skills, lecturer believe that they will become more fluent in English if the lecturer encourages them to speak English and the lecturer only changes codes at certain times.

E. Significance of the Research

1. 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 lecturer. 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.

2. For teachers

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

F. Operational of Definition

In order to avoid misunderstanding in this research, some terms are clarified as follows:

a. Communication

According to Deddy Mulyana, communication is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing behavior. Communication will deliver information from the first party to the second party so that both are mutually beneficial. With the existence of communication between the source to the recipient, there are changes from both, for example, such as behavior.

b. Code switching

Hymes stated that Code switching has become a common term alternate use of two or more language, varieties of language or even speech style.⁷ Code switching is a situation when a bilingual speaker use different language in the same times. In this reaserch, code switching refers appears because other speaker cannot know about word or sentence in a language.

G. Organization of the Paper

The thesis consists of five chapters; the brief description below.

Chapter 1 consists of introduction covering background of the study, research question, the objective of the research, significant of the research, delimitation, the operational definition, and the organization of thesis.

⁷Hymes, Dell. (1975). *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.

Chapter 2 provides theoretical foundation that is related to this research and previous of the research. Chapter 3 presents method used in this research. It is included kind of research, population and sample, technique of collecting data, technique of analyzing data. Furthermore, chapter 4 present the finding and discussion about students perception of code switching use lecturer based on data that the researcher got from surveying the sample of this research. Last, chapter 5 provides the conclusion about this research and also the suggestion for the readers.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theory

1. Communication

a) Definition of Communication

According to Deddy Mulyana, communication is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing behavior. Communication will deliver information from the first party to the second party so that both are mutually beneficial. With the existence of communication between the source to the recipient, there are changes from both, for example, such as behavior.⁸ Ruben said that human communication is a process that involves people in relationships, groups, organizations and communities who respond and create messages to adapt to each other's environment. Communication is very influential in creating a relationship so that there will be cohesiveness and mutual opinion for change.⁹

Effendy also said that the communication process is the party giving the message to form ideas and convey them to the recipient which has certain effects.¹⁰ Communication has a great influence on two parties who exchange thoughts. Communicative

⁸DeddyMulyana, 2001, *IlmuKomunikasi: SuatuPengantar*, Bandung: Rosda,P. 275

⁹Ruben, 2005, *Communication and Human Behaviour*. USA: Alyn and Bacon.P, 276

¹⁰Effendy, 1984. *KomunikasiTeoridanPraktek*. Bandung: Remaja Rosdakarya,P.276

competence designates the capability to install intersubjective interactions, which means that communication is an inherent social interaction.¹¹ One definition of communication is any act by which one person gives or to receive from another person information about that person's needs, desires, perception, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes.¹²

Spitzberg and Cupach said that communication skills can be learned by increasing communication competence, which includes things such as knowledge of the environment (context) in influencing the content (content) and the form of communication messages. The higher the communication skills, the more choices for daily communication. Currently, students are required to be active in participating in teaching and learning activities. Students are trained to have the courage to ask questions or express opinions in front of the class. After that, usually the lecturer will ask students to present their results in front of the class. It also requires students' creativity to think of ways to convey interesting messages so that they can be accepted

¹¹Adhani R, 2015, *Etika Dan Komunikasi Dokter, Pasien Dan Mahasiswa*, Kalimantan Selatan : PT.Grafika Wangi Kalimantan, P.25

¹²M. Jhonson, 2011, *Philosophy In The Flesh : The Embodied Mind And Its Challenge To Western Thought*, New York: Basic Books, P.97

by the listener.¹³ In addition, students are also given the opportunity to consult with lecturers when experiencing difficulties in learning or just want to tell a personal problem. Through activities like this, it is hoped that students' communication skills can be trained.

Humans convey information through a variety of methods: speaking, telephones, email, blogs, TV, art, hand gestures, facial expressions, body language and even social contexts.¹⁴ Communication can occur instantaneously in closed, intimate settings or over great periods of time in large public forums, like the Internet. However, all forms of communication require the same basic elements: a speaker or sender of information, a message, and an audience or recipient. The sender and recipient must also share a common language or means of understanding each other for communication to be successful. Communication requires a sender, a message, and a recipient, although the receiver doesn't have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. *Communication* requires that the communicating parties share an area of communicative commonality. The

¹³Spitzberg, 2014.,*KecemasanKomunikasiPadaRemajaAkhir*. Yogyakarta.P.1

¹⁴Mehrabian, 2010. *Nonverbal Communication*, New York: Transaction Publisher, P.23

communication process is complete once the receiver has understood the message of the sender.¹⁵

a. Function of Communication

Communication used by all humans has several functions. several functions of communication that have different uses, namely as follows:

1) As social function

The function of communication as social communication Through communication we work together with members of the community to achieve common goals. at least it implies that communication is important for building self-concept, self-actualization, for survival, obtaining happiness, avoiding stress and tension, among others through entertaining communication, and fostering other people's relationships. Communication provides a bond of a relationship between individuals and other individuals. Through communication, all activities will run smoothly because communication makes it easier for everyone to solve problems. The need to maintain good communication relations with the community because communication with the community is important.

¹⁵ Thompson, 2012, *The Social Significance Of Animal Studies*, USA: Wesley,P.537

- 2) Communication function is to convey information, educate, entertain, and influence.¹⁶

The existence of communication makes it easier for us to convey or receive information. The information we convey through communication will be captured by listeners so that the goals to be achieved will be successful. Then communication is used in education, namely explaining the lessons taught. Education can never be separated from communication, because communication is important to transfer knowledge. Then entertaining by conveying funny words of communication can make people laugh like a stand up comedy or a book filled with funny stories. Finally, communication can affect humans through words, both motivating and bringing down others. A motivation conveyed by a famous figure can affect everyone, so that communication has a very big influence on humans.

- 3) serves as an assessment and supervision

The existence of communication will avoid threats and disturb public security. The existence of security communications will always be maintained. Simply put, when a threat comes, humans can communicate by shouting or asking for help in a loud tone. The importance of communication so that urgent matters can be overcome by

¹⁶Effendy, 1984. *Komunikasi Teori dan Praktek*, Bandung: Remaja Rosdakarya.

communicating. Currently, communication has become a very important need.

4) As a ritual communication

A community often performs different ceremonies throughout the year and throughout life, which anthropologists call rites of passage, from birth ceremonies, circumcisions, birthdays, engagement, siraman, marriage, and others.¹⁷ In these events people say certain words or behaviors that are symbolic. Other rites such as praying and reading holy books, going on the pilgrimage, flag ceremony, graduation ceremony, Eid celebrations or Christmas, are also ritual communication.

b. The Elements of Communication

The are eight elements of communication :¹⁸

1) Source

The source of communication is the person (or thing) trying to share information. The source can be either living or non-living things. The only qualifications required for a source are the origin of the information (in Information Theory, the source produces the data it wants to communicate) and the ability to transmit this information, via a channel, to the receiver. Sources that come from the speaker to the interlocutor to share information such as matters of interest to plan something.

¹⁷ Mulyana,2001. *IlmuKomunikasi: SuatuPengantar*. Bandung: Rosda.

¹⁸ Will Gemma,2013, *Elements Of Communication, A Theoretical Approach* (British Columbia : Canadian Cataloguing,P.77

Sources can also come from objects that provide information to the recipient of the information.

2) Message

At first glance, the message is simply the information you want to communicate. But it goes deeper than that. Communication theorists examine messages from a semiotic perspective (the study of signs and symbols, and how meaning is created through them; note: it is not the study of meaning, just how meaning is created). For example, a commencement speaker produces meaning through several criteria. First, there is the object (in this case, the speaker has an inherent meaning, maybe through being a local celebrity or famous alum). The second criterion would be his or her image, acting as a symbol or representation of the meaning of the object (a well-dressed, professional and successful person). The third criterion is interpretation or derived meaning. If the object and image (and, in this case, speech) are successful, then the audience will leave with an understanding of how to proceed toward a life of personal fulfillment.

3) Encoding

Encoding is the process of assembling the message (information, ideas and thoughts) into a representative design with the objective of ensuring that the receiver can comprehend it. Communication is only established when it results in both

the source and the receiver understanding the same information. People who are great communicators are great encoders; they know how to present their message in a way that their audience (receivers) can easily understand. They are also able to identify information that is superfluous, irrelevant or even accidentally offensive, and eliminate it in advance through anticipation.

4) Channel

An encoded message is conveyed by the source through a channel. There are numerous channel categories: verbal, non-verbal, personal, non-personal, etc. A channel could be the paper on which words are written, or the Internet acting in the client-server model that is allowing you to read these words right now. A good communicator is one who understands which channels to use under different circumstances. Unfortunately, there is no perfect channel. All channels have strengths and weaknesses (smartphones are great, for example, but a marriage proposal is best done in person).

5) Decoding

Now would be an appropriate time to remind yourself that you can just as easily fill the role of decoder as you can encoder. This is where listening, and reading directions carefully, makes its claim to fame—decode with care, my friends. As we discussed in Encoding, communication is only

successful when it results in both the source and the receiver understanding the same information. For this to happen, there can be no errors in processing. The most common among these would be, for example, a first-grader sitting in on a lecture on differential equations. decoding is impossible if the decoder cannot even understand the message.

6) Receiver

Ultimately, the message is delivered to the receiver. A good communicator takes the receivers preconceptions and frames of reference into consideration; how they will react, where common ground is shared, their sense of humor, their moral conduct, etc. All of these things will affect how the receivers decode messages.

7) Feedback

A better word might be “reaction” or “responses.” The source judges its success based on the feedback it receives, so pay close attention. If Google’s servers crashed tomorrow, there would be a lot of confused sources. The same would be true if you delivered a flawless marriage proposal, only to receive a look of bewilderment and horror. And then there are famous marketing nightmares, such as Aqua Teen Hunter Force’s LED signs that were mistakenly identified as explosive devices. Feedback is the moment of reckoning. Whether

things go right or wrong, it serves as one of the most important learning opportunities we have.

8) Context

Context is simply the environment in which your message is delivered. For Bob Dylan, the context was the Civil Rights movement in the 1960s, with a heavy focus on The Big Apple (though he would probably disagree). Context could be a boardroom meeting focusing on international expansion or the 2006 World Cup final in Germany (poor choice, Zidane). Needless to say, context can easily make or break the effectiveness of communication.

2. Perception

a. 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."¹⁹ Perception is the process of selecting, organizing, and interpreting information.

Perception constitute the process that used by people to manage and

¹⁹Asih 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.

interpretation 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 are vision, hearing, taste, smell, and touch. The stimuli can come from other people, events, physical object, or ideas.²⁰

Goldstein also says that "perception also is conscious sensory experience,"²¹ 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 is also the process of accepting stimuli by individuals through sense organs or it is also called sensory process.²²

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

²⁰ Joseph E. Champoux, *Organizational Behavior*, 4th ed, (United Kingdom: Taylor & Francis, 2010), 101.

²¹ E. Bruce Goldstein, *Sensation and Perception*, 8th ed, (Canada: Wadsworth Cengage Learning, 2010), 8.

²² Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)*, (Yogyakarta: ANDI, 1990), 53.

environment through the sense of organ. This research, perception means giving the opinion or message about something happened.

b. 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 internal factors and external factors²³

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 temperament 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 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's sense organ is a connector between individual and the object in the world.

²³ Bimo Walgito, Psikologi Sosial (Suatu Pengantar), (Yogyakarta: ANDI, 1990), 53.

In addition, Altman et al. also stated that there are three 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 them selves. Self-concept is important because it can affect people's perceptions and it can determine what people perceive and do.²⁴

a) 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

²⁴ Steven Altman, Enzo Valenzi, Richard M Hodget, *Organizational Behavior: Theory and Practice*, (United Kingdom: Academic Press, Inc. London 1985), 86-90.

allows us to take the sensory information and make into something meaningfully. Walgito has stated that there are three process of perception as bellow:²⁵

1. 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.

2. Organization

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

3. 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.

c) Student perception

Student is person who is studying at a university or other place of higher education. Students are the main and the most

²⁵Bimo Walgito, Psikologi Sosial (Suatu Pengantar), 53.

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."²⁶ Perception is 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.²⁷

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 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

²⁶Iskandar, "Students' Perception on the Use of Facebook as a Discussion Group in Helping Students Express Ideas Through Written Form", 7.

²⁷ Steven Altman, Enzo Valenzi, Richard M Hodget, *Organizational Behavior: Theory and Practice*, 85

expression of their ideas.²⁸ 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.

3. Code switching

A. Definition of code switching

Code switching is commonly used by the teacher during teaching and learning in classroom interaction. This means that the teacher switches his/her language whether from English to Indonesia or Indonesia to English and also English to Mother Tongue or Mother Tongue to English. Sometimes the teachers are not always consciously in using code switching in their learning and teaching process. This means that they do not understand about the functions and outcome in using code switching in their classroom interaction.

Code switching is one of the techniques that can be used by a teacher to motivate students to be more interactive in using and understanding English in learning process. Sert stated that code switching can be used for self-expression and as a way of

²⁸Marites Quibol Catabay, "Students' Perception on the Use of Code Switching in English as a Second Language Class", *International Journal of Advanced Research in Management and Social Science*, Vol. 5 No. 4, (2016), 278.

modifying language for the sake of personal intentions.²⁹ He further asserts that code switching may have a vital and positive effect on foreign language learning. When we code-switch, we build a bridge from the unknown, our native language to the known target language.

Code switching could be allowed and used in such way to enrich the skill of communication. The bilingual society generally practices code switching to conceal their second language deficiency and express their attitude and feeling toward the interlocutor. These intention could be appeared in the language classroom too. In general, some experts agree on defining code-switching as the alternating use of two or more languages in the same utterance or conversation.³⁰

In relation to the notion above, Grosjean declared that there are some reasons for conducting code-switching.³¹ For example, some bilinguals switch languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Code-switching should not be considered as a sign of defect in the teacher. Instead, it is a careful strategy

²⁹Sert, O. 2005. The Functions of Code Switching in ELT Classroom, Hacettepe University, Turkey. The internet TESL Journal for Teacher of English as a Second Language. (online), Vol. XI, No. 8,

³⁰ Milroy, L. & Muysken, P. 1995. One speaker, two languages: Crossdisciplinary perspectives on codeswitching. Cambridge, UK: Cambridge University Press.

³¹Grosjean, F. 1982. Life with Two Languages: An Introduction to Bilingualism. Cambridge, Mass: Harvard University Press.

employed by the teachers. Code-switching should be allowed whenever necessary with some learners in specific situations.³²

Furthermore, the functions of code-switching that is approved by both the teachers and learners, these functions such as explaining new vocabulary, relaxing the learners, explaining grammar, talking about class tasks and assessments and establishing contact with learners. Greggio & Gil stated that code switching can be a useful tool in assisting English language teaching and learning process.³³ Skiba sees an opportunity for language development because code switching allows the effective transfer of information from the senders to the receivers.³⁴ Though the development what is minimal and slow, it is still a positive indication of the learning progress. Bullock & Toribio stated that code-switching refers to the capacity of using, replacing, or switching two languages in use.³⁵ In this the speaker at least has the proficiency of the second language in addition to the first language so that he or she might switch from the first language to the second language and vice versa. Tien and Liu stated that low proficiency students considered code-switching in their classes as helpful towards gaining better comprehension especially when

³²Schweers, W. Jr. 1999. Using L1 in the L2 classroom. *English Teaching Forum* (online) 37, 2, pp. 6–9. <http://www.sciencepublishinggroup.com/j/ijll>. accessed on 2015-08-28.

³³Greggio, S. & Gil, G. 2007. Teacher's and Learner's Use of Code-Switching in the English as a Foreign Language Classroom: a qualitative study. *Linguagem and Ensino*. 10 (2) 371-393. [Online] Available: <http://rle.ucpel.tche.br/php/edicoes/v10n2/02Greggio%20e%20Gil>. Accessed on 2015-08-29.

³⁴Skiba, R. 1997. Code-Switching as a Countenance of Language Interference. (Online), <http://www.melbourne.starway.net.au>. Accessed on 2015-08-14.

³⁵Bullock, B. E., & Toribio, A. J. E. (2009). *The Cambridge handbook of linguistic codeswitching*. New York, NY: Cambridge University Press.

providing equivalent comprehension as well as giving classroom procedures.³⁶

B. Types code switching

According to Poplack code switching is divided into three types, which are tag-switching, inter-sentential switching, and intra-sentential switching. Tag switching which is also known by the name of emblematic switching, tends to deal with the fillers, tags, interjections, idiomatic expressions, and even individual noun switching, besides, while inter-sentential switching tends to occur at the phrase level or sentence level, between sentences intra-sentential switching often occurs within a sentence.³⁷ Homman stated shows many types code switching, which are inter-sentential switching, intra-sentential switching, tag switching.³⁸

1. Inter sentential switching

A kind of code switching that occurs between clause or sentence boundary, where each clause or sentence is in one language or other. The example of inter-sentential switching happened in conversation between a teacher and a student. For example, T: “Have you done with your homework, Bud?” B: “Sudah Mr!”

2. Tag switching

³⁶Tien, C & Liu, K. 2006. Code-switching in two efl classes in Taiwan. In Azirah Hashim & Norizah Hassan. (Eds). *English in Southeast Asia: prospects, perspectives and possibilities*. Kuala Lumpur: Universiti Malaya Press.

³⁷Poplack, Shana. (1980). *Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPANOL: Toward a typology of code switching*. Ottawa : University of Ottawa

³⁸Homman, Charles. (1991). *An Introduction to Bilingualism*. London: Longman

In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another. The example is in the sentence "If I'll talk to you another time artinya I'll talk to you in the future, *kan?*" From the example, it is concluded as the tag switching in the final position

3. Intra sentential switching

Hoffmann categorizes this type of switching as code switching. This type of switching occurs in a phrase, sentence boundary or a clause. The example is in the sentence, "Later on, in the end of the class, *di setengah jam terakhir*, i want to give you a pretes" From the example, intrasentential switching happens at the phrase level.

C. The Reason of Code Switching

The people surely also have reasons why he or she switches their native language into English. According to Grosjean, code-switching can also be used for many other reasons, specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person), qualifying that has been said, or talking about past events.³⁹ Hoffman classifies the reason of code switching into seven points,⁴⁰ which are:

³⁹Eunhee Kim, *Reasons and Motivations for Code-Mixing and Code-Switching, Issues in EFL Vol.4 No.1*, (Spring, 2006), P.47

⁴⁰Saptina and Yan, *Code Switching Used in Conversation by an American Students of the Darmasiswa Program, Journal of Language and Literature*, (Semarang; Indonesia, 2015), p.30

1. Talking about a particular topic

Hoffman said that talking about a particular topic is people sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language

2. Quoting somebody else

Regarding this function, Hoffman suggests that “people sometimes like to quote a famous expression or saying of some well-known figures”.

3. Being emphatic about something

Usually, when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about something, as Hoffman stated “he/she, either intentionally or unintentionally, will switch from his or her second language to his or her first language.

4. Interjection

Regarding the reason, Hoffman suggests that “language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.”

5. Repetition used for clarification

About this reason, Hoffman states that “when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).”

6. Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman, it was mentioned that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

7. Expressing group identity

Code switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups by Holmes.⁴¹

D. Functions of Code Switching

Janet Holmes explained the functions of code-switching as follows: Participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing⁴²

1. Participants

⁴¹ Holmes, Janet. *An Introduction to Sociolinguistic*. New York: Routledge, 2013.

⁴² Janet Holmes, *An Introduction to Sociolinguistic Fourth Edition*, (London and New York: Routledge, 2013), 34.

When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch.

2. Solidarity

A speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee.

3. Status

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

4. Topic

Speakers sometimes used code-switching in order to quote a certain saying in a culture which meaning cannot be entirely translated to another language

5. Switching for affective functions

Code switching used to express affective rather than referential meaning. The teacher didn't need to understand the words he simply needed to get the affective message.

6. Metaphorical Switching

Code switching functions' is drawing on the associations of both codes. Each of the codes represents or symbolizes a set of social meanings and the speaker draws on the associations of

each, just as people use metaphors to represent complex meanings. Skilful code-switching operates like metaphor to enrich the communication.

7. Lexical Borrowing

When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of vocabulary.

People may also borrow words from another language to express a concept or describe an object for which there is no obvious word available in the language they are using. Borrowing of this kind generally involves single words mainly nouns and it is motivated by lexical need. It is very different from switching where speakers have a genuine choice about which words or phrases they will use in which language.

Table 2.1

| | | |
|--------------------------------------|----------|--|
| Reason Code Switching | 1 | <p>Talking about a particular topic</p> <p>People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language</p> |
| | 2 | <p>Quoting somebody else</p> <p>People sometimes like to quote a famous expression or saying of some well-known figures</p> |
| | 3 | <p>Being emphatic about something</p> <p>When someone who is talking using a language that</p> |

| | | |
|------------------------------------|----------|---|
| | | is not his or her native tongue suddenly wants to be emphatic about something |
| | 4 | Interjection Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally |
| | 5 | Repetition used for clarification When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly). |
| | 6 | Intention of clarifying the speech content for interlocutor Mentioned that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech run smoothly and can be understood by the hearer. |
| | 7 | Expressing group identity Code switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups |
| functions of code switching | 1 | Participants When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch |
| | 2 | Solidarity A speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee. |
| | 3 | Status Speaker alternative the formal or informal standards of a language based on the status of their addressees. |

| | |
|----------|--|
| 4 | <p>Topic</p> <p>Speakers sometimes used code-switching in order to quote a certain saying in a culture which meaning cannot be entirely translated to another language</p> |
| 5 | <p>Switching for affective functions</p> <p>To express affective rather than referential meaning. The teacher didn't need to understand the words he simply needed to get the affective message</p> |
| 6 | <p>Metaphorical Switching</p> <p>Drawing on the associations of both codes. Each of the codes represents or symbolizes a set of social meanings and the speaker draws on the associations of each, just as people use metaphors to represent complex meanings. Skilful code-switching operates like metaphor to enrich the communication.</p> |
| 7 | <p>Lexical Borrowing</p> <p>When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of vocabulary.</p> |

4. Review related findings

There are also some related research about teacher's switched in teaching learning. The researcher focuses on the perceptions of teacher toward the use of code-switching in speaking english. the researcher used thesis and journal that have similarities and differences with the researcher's thesis. There are two related research used in this research :

The firstis from Journal Englishand Education 2020, from Royani Afriani about Teachers Perception Towards The Use of Code Switching

in EFL Classroom: A Case Study In English Intensive Program At State Islamic Institute In Cirebon. The results display that teachers' perceptions are positive towards the use of code-switching code-switching in EFL classroom. Teachers believe that the use of code switching could help them in eliciting content, manage classroom, and show interpersonal relation in classroom. However, the use if code switching is beneficial for learners but it also need limitation because it could damage the process of language acquisition as learners do not get comprehensive input.

The second is from Ririn M. Djailani (2018) from English Department, Faculty of Letter and Culture, Universitas Negeri Gorontalo. About Students and Lecturers' Perceptions toward the use of Code Switching in English as Foreign Language Classroom.⁴³ the result of this study, the students believed that the code switching helps them in comprehending the difficult materialin sixth semester such as teaching practice 1 and statistics. Additionaly, both students and lecturers agreed that the use of code switching in classroom especially for sixth semester students can be influence the students' English language learning process. In instance, the students will not habituate in use full English in classroom, practice their listening skill, and improve their vocabulary. Therefore, all the participants strongly agree to minimize the use of code switching in classroom, particularly for those sixth semester students by

⁴³ Ririn M Djailani (2018). *Students' and Lectures Perception toward the use of Code Switching in English as Foreign Language Clasroom at English Study Program*, Universistas Negeri Gorontalo, Thesis, p. 36

considering the more of the disadvantages of applying code switching than the advantages.

The present research has differences with some previous study. The first first previous study by Ririn M. Djailani (2018) which only analyzes the type of code switching in teacher and student talk in class speaking and its advantages and disadvantages, the second previous study Royani Afriani, she studied to describe that the lecturer performed all features of code switching The finding show the type of code switching by Poplack theory .The research finding are Taq Switching are 33 data, Inter-sentential Switching 25 data, Intra-sentential Switching 74 data.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

Gay states that descriptive quantitative research involves collecting data in order to answer question concerning the current status of the subject of the study.⁴⁴

This is a quantitative, study which used questionnaire as the technique of colleting data. Distributing the questionnaire was done to know the students perceptions of code switching used by English lecturer in English teaching learning process.

B. Population and Sample

1. Population

According to Fraenkel et al, Population is the larger group to which one hopes to apply the result.⁴⁵ The population of this research is all the six semester students of English Study Program in IAIN Curup. The total of population is 53 students, the population consist of 3 classes.

Table 3.1
The population of the research

| No | Class | Number Of Students |
|----|-------|--------------------|
|----|-------|--------------------|

⁴⁴ L.R Gay, On Nenny M Utami's Thesis, An Analysis of Students' Need and Perceptions on Listening Material.(IAIN CURUP, 2016), P41

⁴⁵ Jack R fraenkel et al, "How to design and evaluate research in Education". Grow Hill, International Edition, p91

| | | |
|-------|-----|----|
| 1 | VIA | 20 |
| 2 | VIB | 16 |
| 3 | VIC | 17 |
| TOTAL | | 53 |

2. Sampel

This study table total sampling as the sampling technique, the researcher took all the population as the sample, it involved all six semester students classes of English study program. According to Sukarman Syarnubi, total sampling is a kind of sampling technique by deciding all member of research population as the sample.⁴⁶ The number of sample was given in following table.

Table 3.2

Sample of the Research

| No | Class | Number Of Students |
|-------|-------|--------------------|
| 1 | VIA | 20 |
| 2 | VIB | 16 |
| 3 | VIC | 17 |
| TOTAL | | 53 |

As Sugiyono said, if the population that is less than 100, whole of the population became the sample.⁴⁷

C. Technique of Collecting Data

1. Questionnaire

⁴⁶Sukarman Syarnubi, "Metodologi Penelitian kuantitatif dan kualitatif". (Curup: LP2 STAIN, 2011), p102

⁴⁷Sugiyono, metode penelitian pendidikan, (Bandung: Alfabeta, 2006) p116

The questionnaire is one of the proportional techniques in quantitative research. In this study the questionnaire used was a closed questionnaire. This type of questionnaire is the respondent to answer questions as quickly as possible and provide opportunities to researchers to easily analyze data throughout the questionnaire, the researcher require the respondent to answer the question to answer the question immediately and choose one of the answer options. Questions in the questionnaire must be made in positive and negative sentence. In order to respondents more serious and not mechanistic when they answer the questions. The entire questions are composed based on theories, and the answer of the question in the form of nominal data, ordinal, interval and ratio.

The data were obtained by researchers from several questionnaire given to six semester students of English study program. The researcher made a list of questions for six semester about students perceptions of code switching used by English lecturer in English teaching learning process.

After all data have been collected, the researchers then analyzed the data obtained using a Likert Scale is to calculate perceptions, attitudes or opinions of groups or individuals regarding social phenomena. In this study social phenomena have been specifically determined by researchers, then referred to as research variables.⁴⁸ On

⁴⁸*Ibid*, p. 93

the other hand, determining the Likert Scale must be based on research variables that have been set by the researcher.

In the use of a Likert Scale, where the research variables will be taken by researchers to be discussed as indicator variables are used as starting points for given instrument items in the form of questions or approvals. Likert scale answer have very positive to very negative gradations, such as:

- a. Strongly Agree = 5
- b. Agree = 4
- c. Sometimes = 3
- d. Disagree = 2
- e. Strongly Disagree = 1⁴⁹

D. Research Instrument

1. Questionnaire

Arikunto state that questionnaire is a number of written questions which used to get information from the respondents in a mean a report of her/his personality or some things s/he knows.⁵⁰ In order to get the respondents response or feedback about the research activity, questionnaire was delivered to the students since the research activity also affected the students. Because of the number of the students, questionnaire was considered appropriate to be applied, so the activity of getting the data did not take much time. The purpose of giving

⁴⁹ Sugiyono, "Statistika Untuk Penelitian" (Jakarta: Rineka Cipta, 1998), p.199

⁵⁰Suharsimi Arikunto. (2009). *Manajemen Pendidikan*, Jakarta: Rinekacipta, p.194

questionnaire was also to obtain students' opinion about reason and function of code switching used by English lecturer in the English teaching learning process.

Based on the types of questionnaire in the way of the respondents answer, there are two kinds of questionnaire; open format or closed format. In the present study, researcher used closed format questionnaire since the result is calculated quantitatively, so the comparison of the result can be seen clearly. The closed format questionnaire was in a form of the Likert scale which has four options namely a, b, c, d and e

Table 3.3
The Questionnaire Options Detail

| Option | Code | Meaning |
|--------|------|-------------------|
| A | SA | Strongly Agree |
| B | A | Agree |
| C | S | Sometimes |
| D | D | Disagree |
| E | SD | Strongly Disagree |

The use of close-ended questionnaire here was to discover lecturer code switching by using reason and functions of code switching in English Study Program at IAIN Curup. First, the researcher determined the indicators of code switching used by English lecturer in the English teaching learning process. Code switching theory is actually often used by researchers to observe reason and functions of code switching that occur students directly but in this study the researchers decided to formulate this theory into a questionnaire of perception due to the covid-19 pandemic conditions which made it

impossible for researcher to research directly in school. Second, after got the indicators the researcher determined the question as the result of indicators' elaboration. Third, the researcher validated each questionnaire with professional lecturer in English department at IAIN Curup as validator in order to checking the accurateness of questions (see appendix). Meanwhile, during the process of validation, the researcher expanded several question to make it fix with the context and content, and check the grammar for sentence as well.

Table 3.4
Blueprint of Questionnaire (Students Talk)

| No | Objectives | Categories | Indicators | Statements | Students perception | | | | |
|----|--|-------------------------|--|---|---------------------|---|---|---|----|
| | | | | | SA | A | S | D | SD |
| 1. | To figure out code switching used by the lecturers at IAIN Curup | 1.Reason Code Switching | 1.Talking about a particular topic (people sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language) | 1. I feel emotional when the lecturer talks about particular topic in English | | | | | |
| | | | 2.Quoting somebody else (people sometimes | 1. I like it when the lecturer quotes the expressions of several famous figures | | | | | |

| | | | | | | | | | |
|--|--|--|---|---|--|--|--|--|--|
| | | | like to quote a famous expression or saying of some well-known figures) | 2. I really understand when the lecturer quotes a famous figure during the lesson | | | | | |
| | | | 3. Being emphatic about something (when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about something) | 1. I feel excited when the lecturer intentionally or unintentionally switch from his/her second language to his/her first language to express something while teaching | | | | | |
| | | | 4. Interjection (language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.) | 1. I like it when lecturers deliberately know the language by marking the interactions | | | | | |
| | | | 5. Repetition used for clarification (when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the | 1. I really enjoy it when the lecturer says it repeatedly to clarify the material given 2. I understand better when the lecturer says it repeatedly to explain the material in English | | | | | |

| | | | | | | | | | |
|--|--|-------------------------------|---|--|--|--|--|--|--|
| | | | same utterance (the utterance is said repeatedly) | | | | | | |
| | | | <p>6.Intention of clarifying the speech content for interlocutor</p> <p>(mentioned that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer)</p> | <p>1. I like it when the lecturer speaks during learning using a lot of code switching so that the listener can understand it</p> <p>2. I feel that I understand when the lecturer has a lots of code switching to provide the content of the material</p> | | | | | |
| | | | <p>7.Expressing group identity</p> <p>(Code switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups)</p> | <p>1. I feel happy when the lecturer knows the code to express the identity of the group</p> <p>2. I am interested in learning when the lecturer knows a particular way of communication in their disciplinary groupings</p> | | | | | |
| | | 2.functions of code switching | <p>1.Participants</p> <p>(When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch)</p> | <p>1. I understand better when the lecturer use code switching in a new situation</p> <p>2. I am happy when the lecturer is proficient in language to make it easier for students to communicate in new situations</p> | | | | | |

| | | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|
| | | | <p>2.Solidarity</p> <p>(A speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee)</p> | <p>1. I get excited when the lecturer knows the language with other students as a signal of solidarity</p> <p>2. I don't like when the lecturer speaks another language as a sign of solidarity</p> | | | | | |
| | | | <p>3.Status</p> <p>(Speaker alternative the formal or informal standards of a language based on the status of their addressees.)</p> | <p>1. I like it when the lecturer speaks the language very friendly</p> <p>2. I am more comfortable when the lecturer speaks formal language</p> | | | | | |
| | | | <p>4.Topic</p> <p>(Speakers sometimes used code-switching in order to quote a certain saying in a culture which meaning cannot be entirely translated to another language)</p> | <p>1. I feel that I understand better when studying, the lecturer knows a language and cites a language culture</p> <p>2. I don't understand when I study, the lecturer is proficient in citing words in a culture</p> | | | | | |
| | | | <p>5.Switching for affective functions</p> <p>(to express affective rather than referential meaning. The teacher didn't need to understand the words he simply needed to get the affective message)</p> | <p>1. I feel happy when the lecturer is proficient in the language of a material by using interesting pictures</p> <p>2. I feel happy when the lecturer uses code switching to express affective rather than referential meaning. For example by using humor</p> | | | | | |

| | | | | | | | | | |
|--|--|--|---|---|--|--|--|--|--|
| | | | <p>6. Metaphorical Switching</p> <p>(Drawing on the associations of both codes. Each of the codes represents or symbolizes a set of social meanings and the speaker draws on the associations of each, just as people use metaphors to represent complex meanings. Skilful code-switching operates like metaphor to enrich the communication)</p> | <p>1. I am interested in learning when the lecturer is proficient in language and refers to associations to enrich communication</p> <p>2. I don't like it when language experts use metaphors to represent meaning</p> | | | | | |
| | | | <p>7. Lexical Borrowing</p> <p>(When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of vocabulary)</p> | <p>1. I prefer it when the lecturer switches languages because of the lack of vocabulary</p> <p>2. I understand better when a lecturer teaches in full mother tongue</p> | | | | | |

E. Validity

According to Sugiyono, validity is process of requirement to get justifiable (valid) the result of the research. A valid instrument means the

instrument is appropriate to measure what should be measured.⁵¹ Here, in this research, the researcher asked assists a lecturer of English Study Program to acquire comment and feedback. There were four points of feedback given by validator: Suitability of indicators, language used of each items, amount of the question items, and appropriateness of the questionnaire accurateness. Then the researcher will test the instrument to 15 students who do not experience communication apprehension. All questionnaires items used to students perception of code switching used by English lecturer.

In order to know the construct validity of the try out the researcher use bevere pearson correlation formula as stated below:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

N = The Number Of Pairs Of Scores

R = The Sum Of The Products Of Paired Scores

$\sum x$ = The Sum Of X Scores

$\sum y$ = The Sum Of Y Scores

$\sum x^2$ = The Sum Of Squared X Scores

$\sum y^2$ = The Sum Of Squared Y Scores

⁵¹Sugiyono Op. Cit, p135

All valid numbers have a calculated r number that is greater than the r table value so that it is stated that these requirements have construct validity and can be entered into data processing while those that are invalid will be issued and will not be included in further data processing.

The test results regarding the level of validity of the questions are presented in the following table:

Table 3.5

The result of validity the reason code switching

| No | Items | Category | |
|--------------|---|----------|----------|
| | | Valid | Invalid |
| 1. | Talking about a particular topic | Valid | 2 |
| | | Invalid | 1 |
| 2. | Quoting somebody else | Valid | 1,2 |
| | | Invalid | 0 |
| 3. | Being emphatic about something | Valid | 1 |
| | | Invalid | 2 |
| 4. | Interjection | Valid | 2 |
| | | Invalid | 1 |
| 5. | Repetition used for clarification | Valid | 1,2 |
| | | Invalid | 0 |
| 6. | Intention of clarifying the speech content for interlocutor | Valid | 1,2 |
| | | Invalid | 0 |
| 7. | Expressing group identity | Valid | 1,2 |
| | | Invalid | 0 |
| Total | | Valid | 11 items |
| | | Invalid | 3 items |

From the data above, there are 14 question items about the reason code switching that are categorized as valid and 3 question items are categorized as invalid. For this reason, it can be concluded that the data above is suitable as a research instrument.

Table 3.6

The result of validity the function of code switching

| No | Items | Category | |
|--------------|-----------------------------------|----------|----------|
| | | Valid | Invalid |
| 1. | Participant | Valid | 1,2, |
| | | Invalid | 0 |
| 2. | Solidarity | Valid | 1,2 |
| | | Invalid | 0 |
| 3. | Status | Valid | 1,2 |
| | | Invalid | 0 |
| 4. | Topic | Valid | 1,2 |
| | | Invalid | 0 |
| 5. | Switching for affective functions | Valid | 1,2 |
| | | Invalid | 0 |
| 6. | Metaphorical switching | Valid | 1,2 |
| | | Invalid | 0 |
| 7. | Lexical borrowing | Valid | 1,2 |
| | | Invalid | 0 |
| Total | | Valid | 14 items |
| | | Invalid | 0 items |

From the data above, 14 items of questions about function of code switching were categorized as valid and there was not question which was categorized as invalid. For this reason, it can be concluded that the data above is suitable as a research instrument.

F. Reliability

According to Saifudin Azwar, validity is the accuracy and accuracy of a measuring instrument in performing its measuring function. The researcher will test the reliability of 15. The test tool can be said to have high validity if the tool performs its measuring function, or provides measurement results that are in accordance with the purpose of the

measurement.⁵²The reliability in this research was measured by using Cronbach Alpha. Cronbach's alpha is the most popular measure of reliability. It is generally used when a researcher has multiple questions with likert scale in a survey/questionnaire to determine if the scale is reliable.

Table 3.7

Cronbach's Alpha

| Cronbach's Alpha | Internal Consistency |
|-------------------------|-----------------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 > \alpha \geq 0.8$ | Good |
| $0.8 > \alpha \geq 0.7$ | Acceptable |
| $0.7 > \alpha \geq 0.6$ | Questionable |
| $0.6 > \alpha \geq 0.5$ | Poor |
| $0.5 > \alpha$ | Unacceptable |

The basis for decision making in the reliability test is if the Cronbach's Alpha value is > 0.60 , the questionnaire is declared reliable or consistent. In order to know the construct validity of the try out the researcher use Cronbach Alpha formula as stated below:

$$r = \left(\frac{k}{k-1} \right) \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where:

r : koefisien reliabilitas instrument

k : the number of questions

$$\sum \sigma_b^2 : \text{total varians numeral}$$

⁵²Saefudin Azwar, *Reliabilitas dan Validitas*, (Yogyakarta: Pustaka Pelajar Offset, 1997), hlm.5

σt^2 : totalvarians

The test results regarding the reliability level of the questions are presented in the following table:

Table 3.8

The result of reliability the reason code switching

| No | Items | Result | Category |
|----|---|--------|----------|
| 1. | Talking about a particular topic | 0.81 | Reliable |
| 2. | Quoting somebody else | 0.95 | Reliable |
| 3. | Being emphatic about something | 0.63 | Reliable |
| 4. | Interjection | 0.65 | Reliable |
| 5. | Repetition used for clarification | 0.91 | Reliable |
| 6. | Intention of clarifying the speech content for interlocutor | 0,90 | Reliable |
| | | | |
| 7. | Expressing group identity | 0.90 | Reliable |

From the data above, The calculation results show the reliability coefficient > 0.60 so it can be concluded that this instrument is reliable and feasible to use.

Table 3.8

The result of reliability the function of code switching

| No | Items | Result | Category |
|----|--------------|--------|----------|
| a. | Participants | 0.82 | Reliable |
| b. | Solidarity | 0.75 | Reliable |

| | | | |
|-----------|-----------------------------------|------|----------|
| c. | Status | 0.80 | Reliable |
| d. | Topic | 0.89 | Reliable |
| e. | Switching for affective functions | 0.80 | Reliable |
| f. | Metaphorical switching | 0.85 | Reliable |
| g. | Lexical borrowing | 0.88 | Reliable |

From the data above, The calculation results show the reliability coefficient > 0.60 so it can be concluded that this instrument is reliable and feasible to use.

G. Technique of Data Analysis

In this research the technique of data collection is through giving questionnaire. The using of questionnaire in this research is to get specific data about students perception. After the data conducted, the researcher would analyze the data. Robinson mentioned that there are some steps : researcher analyzed the data questionnaire, researcher accounted its percentage and the percentage of entire items and indicators to analyze the data as follow⁵³:

- a. First, the researcher analyzed the data from questionnaire by using 5 value on Likert Scale that is used to measuring the mean score of students perceptions of code switching used by English lecturer in English teaching learning process. To obtain the mean score, each statement was developed with the value (Strongly Agree=5, Agree=4,

⁵³ Robinson. E. D. III, & Sivo, S.A.(2003) An empirical investigation of the efficacy of multimedia instruction in counseling skill development. *Counselor Education and Supervision*, 42 (3), 177-188

Sometimes = 3, Disagree = 2, Strongly Disagree=1), the formula is described as follow:

$$P = (f SA \times 5) + (f A \times 4) + (f S \times 3) + (f D \times 2) + (f SD \times 1) / N \times 100\%$$

Where:

f : Frequency

SA : Strongly Agree

D : Disagree

A : Agree

S : Sometimes

SD : Strongly Disagree

After each respondent's score were accounted, then the researcher would categorized the range score to describe categories of blogging activity in writing class.

- b. The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. It follows the formula:

$$P = \frac{\sum score}{Max score} \times 100\%$$

Where:

P : Percentage

\sum score : Total score

Max score : Maximum score

- c. After distinguishing the percentage of entire items and indicators, afterward the researcher consulted it to discover to code switching used by English lecturer in English teaching learning process. To the following criteria :

Based on the accounted with four the categories, the result of much calculation was categorized by positive, neutral and negative perception.⁵⁴ The result of data from questionnaire, it showed the presentage and then the category divided into 3 categoris, there are:⁵⁵

- a. 70% - 100% = Positive
- b. 60% - 69% = Neutral
- c. 10% - 59% = Negative

⁵⁴Ridwan. (2004). *BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitiPemula*, Bandung: Alfabeta, p.89

⁵⁵ Reza Mayasari. (2013). *Students' Perception towardss non-EnglishSubject at EnglishStudy Program*, STAIN, Thesis, p. 36

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

This chapter presents research finding and discussion about students' perception of code switching used by English lecturer. The result of the survey used the questionnaire. It was conducted by distributed the questionnaire to all respondents (six semester) of English Tadris Study Program at IAIN Curup. It was taken on 5 June to 3 July 2021, total sample 53 students. Questionnaire is made with 25 statements to find out about students' perception of code switching used by English lecturer.

1. Students Perceptions of Code Switching used by English Lecturer

The researcher got the result of all students strongly agree, and this leads to positive perception meaning that students support to code switching used by English lecturer based on the percentages that show on the table from reason code switching that has the positive perception with the percentage 81, 0%, and function of code switching that has the highest positive perception with the percentage 85.0%.

a. Reason Code Switching:

1) Talking about a particular topic

It turns out that 86% of students have positive perception, that students strongly agree that lecturers use code switching, for talking about a particular topic, and students feel free and comfortable when the lecturer uses Talking about a particular topic for expresses about the topic using everyday language, and

15% of students they disagree, so it is negative. They do not agree if the lecturer uses code switching

2) Quoting somebody else

It turns out that 81% of students have positive perception, that students strongly agree that lecturers use code switching, for Quoting somebody else and students feel more enthusiastic when the lecturer uses Quoting somebody else for quotes the language of famous figures and it will look cooler and 19% of students say no agree, so it's negative. They don't agree if the lecturer uses code switching.

3) Being emphatic about something

It turns out that 82% of students have positive perception, that students strongly agree that lecturers use code switching, for Being empathic about something and students feel excited when the lecturer uses Being empathic about something for accidentally learns another language while teaching, and 18% of students disagree, so negative. They do not agree if the lecturer uses code switching

4) Interjection

It turns out that 79% of students have positive perception, that students agree that lecturers use code switching, for Interjection and students feel excited when lecturer uses Interjection for discussing the material, the lecturer accidentally expertise by

using conjunctions, and 21% of students disagree, so it is negative. they do not agree if the lecturer uses code switching

5) Repetition used for clarification

It turns out that 75% of students have positive perception, that students agree that lecturers use code switching, for repetition used for clarification, and students feel understand better when the lecturer uses repetition used for clarification for says it repeatedly to explain the material in English and 25% of students state strongly disagree , so negative. They do not agree if the lecturer uses code switching

6) Intention of clarifying the speech content for interlocutor

It turns out that 78% of students have positive perception, that students agree that the lecturer uses code switching, for Intention of clarifying the speech content for interlocutor, and students feel like it when the lecturer uses Intention of clarifying the speech content for interlocutor for speaks during learning using a lot of code skills so that the listener can understand it, and 22% of students stated strongly disagree, so it is negative. They do not agree if the lecturer uses code switching

7) Expressing group identity

It turns out that 82% of students have positive perception, that students strongly agree that the lecturer uses code switching, for Expressing group identity, and students feel happy when the lecturer uses expressing group identity for knows the code the

identity group, and 18% of students stated disagree, so it is negative. They do not agree if the lecturer uses code switching

b. Functions of code switching

1) Participants

It turns out that 83% of students have positive perception, that students strongly agree that the lecturer uses code switching, for Participants, and students feel happy when the lecturer uses participants for is proficient in language to make it easier for students to communicate in new situations, and 17 % of students stated disagree, so it is negative. They do not agree if the lecturer uses code switching

2) Solidarity

It turns out that 83% of students have positive perception, that students strongly agree that the lecturer uses code switching, for Solidarity, and students feel excited when the lecturer uses solidarity for knows the language with other students as a signal of solidarity, and 17 % of students stated disagree, so it is negative. They do not agree if the lecturer uses code switching

3) Status

It turns out that 83% of students have positive perception, that students strongly agree that the lecturer uses code switching, for Status, and students feel like it when the lecturer uses status for speaks the language very friendly, and 17% of students stated

disagree , so it is negative. They do not agree if the lecturer uses code switching

4) Topic

It turns out that 83% of students have positive perception, that students strongly agree that the lecturer uses code switching, for Topic , and students feel understand better when studying, the lecturer uses topic for knows a language and cites a language culture, and 17 % of students stated disagree, so it is negative. They do not agree if the lecturer uses code switching

5) Switching for affective functions

It turns out that 85% of students have positive perception, that students strongly agree that the lecturer uses code switching, for switching for affective functions , and students feel happy when the lecturer uses Exchanging for full of feeling capacities for code exchanging express emotional as opposed to referential significance. For example by using humor, and 15 % of students stated disagree, so it is negative. They do not agree if the lecturer uses code switching

6) Metaphorical switching

It turns out that 85% of students have positive perception, that students strongly agree that the lecturer uses code switching, for Metaphorical switching , and students feel interested in learning when the lecturer uses Metaphorical switching for proficient in language and refers to associations to enrich communication, and

15 % of students stated disagree, so it is negative. They do not agree if the lecturer uses code switching

7) Lexical borrowing

It turns out that 93% of students have positive perception, that students strongly agree that the lecturer uses code switching, for Lexical borrowing , and students feel prefer it when the lecturer uses lexical borrowing for switches languages because of the lack of vocabulary, and 7 % of students stated disagree, so it is negative. They do not agree if the lecturer uses code switching

The whole reaction of the respondents was determined genuinely. On the table beneath the analyst takes the most rate to explore understudies' impression of code exchanging utilized by English speaker. Regardless of whether positive, impartial, or negative discernment. The tables below are the explanations:

Table 4.1
The percentages of Students perception per major
from student talk category

| Categories | Indicator | Percentage |
|--------------------------|-----------------------------------|------------|
| 1. Reason code switching | Talking about a particular topic | 86,4% |
| | Quoting somebody else | 81,8% |
| | Being emphatic about something | 82,6% |
| | Interjection | 79,6% |
| | Repetition used for clarification | 75,6% |

| | | |
|----------------------------|---|-----------------|
| | Intention of clarifying the speech content for interlocutor | 78,6% |
| | Expressing group identity | 82,5 |
| | TOTAL | 81,0% |
| | PERCEPTION | POSITIVE |
| Function of Code Switching | Participants | 83,0% |
| | Solidarity | 82,2% |
| | Status | 83,0% |
| | Topic | 83,7% |
| | Switching for affective functions | 85,0% |
| | Metaphorical switching | 85,4% |
| | Lexical Borrowing | 93,2% |
| | TOTAL | 85,0% |
| | PERCEPTION | POSITIVE |

A. Reason Code Switching : According to Grosjean, code-switching can also be used for many other reasons, specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person), qualifying that has been said, or talking about past events. Hoffman classifies the reason of code switching into seven points, which are:

Table 4.2

Students' Perception on Talking about a particular topic

| Categories | Statements | <i>SD</i> | <i>D</i> | <i>S</i> | <i>A</i> | <i>SA</i> | Total | |
|----------------------------------|--------------|-----------|----------|----------|----------|-----------|-------|-------|
| | | F | F | F | F | F | Score | % |
| Talking about a particular topic | 1 | 1 | 1 | 3 | 23 | 25 | 229 | 86,4% |
| | Total | | | | | | | 229 |

From the data above, **statement 1** (*I feel emotional when the teacher talks about the topic in English.*), showed that there were 25

student choose strongly agree, 23 student choose agree, 3 student choose sometimes, 1 student choose disagree, and 1 student choose strongly disagree. The total score is 229 and has percentage 86,4%.

Based on description above, it can be conclude that the majority of students have a positive perception on talking about a particular topic of code switching used English lecturer with the entire percentage 86,4 %.

Table 4.3

Students' Perception on Quoting somebody else

| Categories | Statements | <i>SD</i> | <i>D</i> | <i>S</i> | <i>A</i> | <i>SA</i> | Total | |
|-----------------------|--------------|-----------|----------|----------|----------|-----------|-------|-------|
| | | F | F | F | F | F | Score | % |
| Quoting somebody else | 1 | 0 | 2 | 10 | 27 | 14 | 212 | 80% |
| | 2 | 0 | 4 | 3 | 25 | 21 | 222 | 83,7% |
| | Total | | | | | | 434 | 81,8% |

From the data above, **statement 1** (*I like it when the lecturer quotes the expressions of several famous figures*), showed that there were 14 student choose strongly agree, 27 student choose agree, 10 student choose sometimes, and 2 student choose disagree. The total score is 212 and has percentage 80%. **Statement 2** (*I really understand when the lecturer quotes a famous figure during the lesson*), showed that there were 21 student choose strongly agree, 25 student choose agree, 3 student choose sometimes and 4 student choose disagree, The total score is 222 and has percentage 83,7%.

Based on description above, it can be conclude that the majority of students have a positive perception on Quoting somebody else of code switching used English lecturer with the entire percentage 818 %.

Table 4.4

Students' Perception on Being emphatic about something

| Categories | Statements | SD | D | S | A | SA | Total | |
|--------------------------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Being emphatic about something | 1 | 0 | 2 | 8 | 24 | 19 | 219 | 82,6% |
| | Total | | | | | | 219 | 82,6% |

From the data above, **statement 1** (*I feel excited when the lecturer intentionally or unintentionally switch from his/her first language to express emphatic about something while teaching*), showed that there were 19 student choose strongly agree, 24 student choose agree, 8 student choose sometimes and 2 student choose disagree The total score is 219 and has percentage 82,6%.

Based on description above, it can be conclude that the majority of students have a positive perception on Being emphatic about something of code switching used English lecturer with the entire percentage 82,6%.

Table 4.5

Students' Perception on Interjection

| Categories | Statements | SD | D | S | A | SA | Total | |
|--------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Interjection | 1 | 1 | 7 | 3 | 23 | 19 | 211 | 79,6% |
| | Total | | | | | | 211 | 79,6% |

From the data above, **statement 1** (*I like it when lecturers deliberately know the language by marking the interactions*), showed that there were 19 student choose strongly agree, 23 student choose agree, 3 student choose sometimes, 7 student choose

disagree and 1 student choose strongly disagree. The total score is 211 and has percentage 79,6%.

Based on description above, it can be conclude that the majority of students have a positive perception on Interjection of code switching used English lecturer with the entire percentage 79,6 %.

Table 4.6

Students' Perception on Repetition used for clarification

| Categories | Statements | SD | D | S | A | SA | Total | |
|-----------------------------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Repetition used for clarification | 1 | 4 | 5 | 3 | 24 | 17 | 204 | 76,9% |
| | 2 | 5 | 3 | 8 | 23 | 14 | 197 | 74,3% |
| | Total | | | | | | 401 | 75,6% |

From the data above, **statement 1** (*I really enjoy it when the lecturer says it repeatedly to clarify the material given*) showed that there were 17 student choose strongly agree, 24 student choose agree, 3 student choose sometimes, 5 student choose disagree and 4 student choose strongly disagree. The total score is 204 and has percentage 76,9%. **Statement 2** (*I understand better when the lecturer says it repeatedly to explain the material in English*) showed that there were 14 student choose strongly agree, 23 student choose agree, 8 student choose sometimes, 3 student choose disagree and 5 student choose strongly disagree. The total score is 197 and has percentage 74,3%.

Based on description above, it can be conclude that the majority of students have a positive perception on Repetition used

for clarification of code switching used English lecturer with the entire percentage 75,6 %.

Table 4.7

Students' Perception on Intention of clarifying the speech content for interlocutor

| Categories | Statements | SD | D | S | A | SA | Total | |
|---|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Intention of clarifying the speech content for interlocutor | 1 | 4 | 3 | 5 | 23 | 18 | 207 | 78,1% |
| | 2 | 4 | 4 | 3 | 21 | 21 | 210 | 79,2% |
| | Total | | | | | | 417 | 78,6% |

From the data above, **statement 1** (*I feel that I understand when the lecturer has lots a code switching to provide the content of the material*) showed that there were 18 student choose strongly agree, 23 student choose agree, 5 student choose sometimes, 3 student choose disagree and 4 student choose strongly disagree. The total score is 207 and has percentage 78,1%. **Statement 2** (*I like when the lecturer speaks during learning using lot of code swiching so that the listener can understand*) showed that there were 21 student choose strongly agree, 21 student choose agree, 3 student choose sometimes, 4 student choose disagree and 4 student choose strongly disagree. The total score is 210 and has percentage 79,2%.

Based on description above, it can be conclude that the majority of students have a positive perception on Intention of clarifying the speech content for interlocutor of code switching used English lecturer with the entire percentage 78,6%

Table 4.8

Students' Perception on Expressing group identity

| Categories | Statements | <i>SD</i> | <i>D</i> | <i>S</i> | <i>A</i> | <i>SA</i> | Total | |
|---------------------------|--------------|-----------|----------|----------|----------|-----------|-------|-------|
| | | F | F | F | F | F | Score | % |
| Expressing group identity | 1 | 2 | 2 | 3 | 30 | 16 | 217 | 81,8% |
| | 2 | 1 | 1 | 5 | 27 | 19 | 221 | 83,3% |
| | Total | | | | | | 438 | 82,5% |

From the data above, **statement 1** (*I feel happy when the lecturer knows the code to express the identity of the group*) showed that there were 16 student choose strongly agree, 30 student choose agree. 3 student choose sometimes, 2 student choose disagree and 2 student choose strongly disagree. The total score is 217 and has percentage 81,8%. **Statement 2** (*I am interested in learning when the lecturer knows a particular way of communication in their disciplinary groupings*) showed that there were 19 student choose strongly agree, 27 student choose agree, 5 student choose sometimes, 1 student choose disagree and 1 student choose strongly disagree. The total score is 221 and has percentage 83,3%.

Based on description above, it can be conclude that the majority of students have a positive perception on Expressing group identity of code switching used English lecturer with the entire percentage 82,5%.

A. Functions of Code Switching : Janet Holmes explained the functions of code-switching as follows: Participants, solidarity,

status, topic, switching for affective functions, metaphorical switching, and lexical borrowing⁵⁶

Table 4.9

Students' Perception on Participants

| Categories | Statements | SD | D | S | A | SA | Total | |
|--------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Participants | 1 | 0 | 5 | 3 | 24 | 21 | 220 | 83,0% |
| | 2 | 3 | 0 | 3 | 25 | 22 | 220 | 83,0% |
| | Total | | | | | | 440 | 83,0% |

From the data above, **statement 1** (*I understand better when the lecturer speaks in a new situation*) showed that there were 21 student choose strongly agree, 24 student choose agree, 3 student choose sometimes, 5 student choose disagree. The total score is 220 and has percentage 83,0%. **statement 2** (*I am happy when the lecturer is proficient in language to make it easier for students to communicate in new situations*) showed that there were 22 student choose strongly agree, 25 student choose agree, 3 student choose sometimes, 3 student choose strongly disagree. The total score is 220 and has percentage 83,0%.

Based on description above, it can be conclude that the majority of students have a positive perception on Participants of code switching used English lecturer with the entire percentage 83,0%.

Table 4.10

Students' Perception on Solidarity

⁵⁶ Janet Holmes, *An Introduction to Sociolinguistic Fourth Edition*,(London and NewYork:Routledge,2013),34.

| Categories | Statements | SD | D | S | A | SA | Total | |
|------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Solidarity | 1 | 0 | 4 | 4 | 27 | 18 | 218 | 82,2% |
| | 2 | 0 | 4 | 4 | 27 | 18 | 218 | 82,2% |
| | Total | | | | | | 436 | 82,2% |

From the data above, **statement 1** (*I get excited when the lecturer knows the language with other students as a signal of solidarity*) showed that there were 18 student choose strongly agree, 27 student choose agree, 4 student choose sometimes and 4 student choose disagree. The total score is 218 and has percentage 82,2%. **Statement 2** (*I don't like it when the lecturer speaks another language as a sign of solidarity*) showed that there were 18 student choose strongly agree, 27 student choose agree, 4 student choose sometimes and 4 student choose disagree. The total score is 218 and has percentage 82,2%.

Based on description above, it can be conclude that the majority of students have a positive perception on Participants of code switching used English lecturer with the entire percentage 82,2%.

Table 4.11
Students' Perception on Status

| Categories | Statements | SD | D | S | A | SA | Total | |
|------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Status | 1 | 0 | 2 | 4 | 31 | 16 | 220 | 83,0% |
| | 2 | 1 | 1 | 6 | 26 | 19 | 220 | 83,0% |
| | Total | | | | | | 440 | 83,0% |

From the data above, **statement 1** (*I like it when the lecturer speaks the language very friendly*) showed that there were 16 student choose strongly agree, 31 student choose agree, 4 student choose sometimes, 2 student choose disagree. The total

score is 220 and has percentage 83,0%. **Statement 2** (*I am more comfortable when the lecturer speaks formal language*) showed that there were 19 student choose strongly agree, 26 student choose agree, 6 student choose sometimes, 1 student choose disagree and 1 student choose strongly disagree. The total score is 220 and has percentage 83,0%.

Based on description above, it can be conclude that the majority of students have a positive perception on Status of code switching used English lecturer with the entire percentage 83,0%.

Table 4.12

Students' Perception on Topic

| Categories | Statements | SD | D | S | A | SA | Total | |
|------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Topic | 1 | 1 | 1 | 3 | 25 | 23 | 227 | 85,6% |
| | 2 | 0 | 4 | 6 | 24 | 19 | 217 | 81,8% |
| | Total | | | | | | 444 | 83,7% |

From the data above, **statement 1** (*I feel that I understand better when studying, the lecturer knows a language used code swiching and cites a language culture*) showed that there were 23 student choose strongly agree, 25 student choose agree, 3 student choose sometimes, 1 student choose disagree and 1 student choose strongly disagree. The total score is 227 and has percentage 85,6%. **statement 2** (*I don't understand when I study, the lecturer is proficient in citing words in a culture*) showed that there were 19 student choose strongly agree, 24 student choose agree. 6 student choose sometimes and 4 student choose disagree. The total score is 217 and has percentage 81,8%.

Based on description above, it can be conclude that the majority of students have a positive perception on Topic of code switching used English lecturer with the entire percentage 83,7%.

Table 4.13

Students' Perception on Switching for affective functions

| Categories | Statements | SD | D | S | A | SA | Total | |
|-----------------------------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Switching for affective functions | 1 | 0 | 3 | 3 | 26 | 21 | 224 | 84,5% |
| | 2 | 0 | 0 | 7 | 24 | 22 | 227 | 85,6% |
| | Total | | | | | | 451 | 85,0% |

From the data above, **statement 1** (*I feel happy when the lecturer is proficient in the language of a material by using interesting pictures*) showed that there were 21 student choose strongly agree, 26 student choose agree and 3 student choose sometimes and 3 student choose disagree. The total score is 224 and has percentage 84,5%. **statement 2** (*I feel happy when the lecturer uses code switching to expres affective rather than referential meaning, for example by using humor*) showed that there were 22 student choose strongly agree, 24 student choose agree and 7 student choose sometimes. The total score is 227 and has percentage 85,6%.

Based on description above, it can be conclude that the majority of students have a positive perception on Switching for affective functions of code switching used English lecturer with the entire percentage 85,0%.

Table 4.14

Students' Perception on Metaphorical switching

| Categories | Statements | SD | D | S | A | SA | Total | |
|------------------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Metaphorical switching | 1 | 1 | 1 | 2 | 25 | 24 | 229 | 86,4% |
| | 2 | 0 | 5 | 2 | 22 | 24 | 224 | 84,5% |
| | Total | | | | | | 453 | 85,4% |

From the data above, **statement 1** (*I am interested in learning when the lecturer is proficient in language and refers to associations to enrich communication*) showed that there were 24 student choose strongly agree, 25 student choose agree, 2 student choose sometimes, 1 student choose disagree and 1 student choose strongly disagree. The total score is 229 and has percentage 86,4%.

statement 2 (*I don't like it when language experts use metaphors to represent meaning*) showed that there were 24 student choose strongly agree, 22 student choose agree, 2 student choose sometimes and 5 student choose disagree. The total score is 224 and has percentage 84,5%.

Based on description above, it can be conclude that the majority of students have a positive perception on Metaphorical switching of code switching used English lecturer with the entire percentage 85,4%.

Table 4.15

Students' Perception on Lexical borrowing

| Categories | Statements | SD | D | S | A | SA | Total | |
|-------------------|--------------|----|---|---|----|----|-------|-------|
| | | F | F | F | F | F | Score | % |
| Lexical borrowing | 1 | 2 | 2 | 2 | 18 | 29 | 229 | 86,4% |
| | 2 | 3 | 2 | 5 | 22 | 31 | 265 | 100% |
| | Total | | | | | | 494 | 93,2% |

From the data above, **statement 1** (*I prefer it when the lecturer switches languages because of the lack of vocabulary*) showed that

there were 29 student choose strongly agree, 18 student choose agree, 2 student choose sometimes, 2 student choose disagree and 2 student choose strongly disagree. The total score is 229 and has percentage 86,4%. **Statement 2** (*I understand better when a lecturer teaches in full mother tongue*) showed that there were 31 student choose strongly agree, 22 student choose agree, 5 student choose sometimes, 2 student choose disagree and 3 student choose strongly disagree. The total score is 265 and has percentage 100%.

Based on description above, it can be conclude that the majority of students have a positive perception on Lexical borrowing of code switching used English lecturer with the entire percentage 93,2%.

B. Discussion

In this section the researcher tries to analyze students perception of code switching used by English lecturer. To discover students perception of code switching used by English lecturer at the six semester English Students in IAIN Curup, the researcher used questionnaire to the 53 respondents from 6th semester since because they have learn bilingual dimensions, such as translation and interpretation by using English as a strategy in learning speaking. The questionnaire consists of 25 items from 14 main indicators.

Concerning the talking about a particular topic, actually the lecturers have been done well by seeing the perception from the students. The majority of students have positive perception when the lecturer

decided to use reason code switching when teaching learning process. In relation to this, Hoffman said that talking about a particular topic is people sometimes prefer to talk about a particular topic in one language rather than in another. Therefore, the students feel free and comfortable when reason the lecturer uses a particular topic because students are required to talk a lot about English topics in class.

In the Quoting somebody else most, actually the lecturers have been done well by seeing the perception from the students. Majority of students have positive perception. In line with this, Hoffman suggests that people sometimes like to quote a famous expression or saying of some well-known figures. Therefore, the students feel more enthusiastic when reason the lecturer quotes the language of famous figures and it will look cooler during class learning.

Then, Being empathic about something also got positive perception from the students. In relation to this, Hoffman stated he/she, either intentionally or unintentionally, will switch from his or her second language to his or her first language. Therefore, the students wants in learning activities, the lecturer use either intentionally or unintentionally make them understand the material well

In term of Interjection also got positive perception from the students. This is supported by Hoffman suggests that language switching and language mixing among bilingual or multilingual people can sometimes markan interjection or sentence connector. Therefore, the students enjoy when discussing the material, reason the lecturer

accidentally expertise by using conjunctions to make them understand the material well.

Thus, Repetition used for clarification also got positive perception from the students. About this reason, Hoffman states that when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly). Therefore, the students understand better when the lecturer says it repeatedly to explain the material in English.

Next, Intention of clarifying the speech content for interlocutor also got positive perception from the students. Hoffman, said that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer. Therefore, the students feel understood when the lecturer speaks during the lesson using a lot of code switching so that listeners could understand the content of the material.

Next, Expressing group identity also got positive perception from the students. Code switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups by Holmes. It allows the students interested in learning when the lecturer knows a particular way of communication in their disciplinary groupings.

Thus, Participants also got positive perception from the students. Janet Holmes said that when there is some obvious change in the situation,

such as the arrival of a new person, it is easy to explain the switch. Therefore, The students felt that s understand when the lecturer speaks in perubahan new situations, making it easier for students to communicate.

Next, Solidarity also got positive perception from the students. Janet Holmes said that a speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee. Therefore, they feel enthusiasm when the lecturer knows the language with other students as a signal of solidarity during the learning process.

In term of Status also got positive perception from the students. Holmes said that Speaker alternative the formal or informal standards of a language based on the status of their addressees. Therefore, the students feel comfortable when learning when the lecturer uses very friendly or informal language.

In term of Topic also got positive perception from the students. Janet Holmes said that Speakers sometimes used code-switching in order to quote a certain saying in a culture which meaning cannot be entirely translated to another language.⁵⁷ Therefore, the students feel understand better when studying, the lecturer knows a language code switching and cites a language culture.

Next, Switching for affective functions also got positive perception from the students. Janet Holmes said that Code switching used to express affective rather than referential meaning. The teacher didn't need to understand the words he simply needed to get the affective message.

⁵⁷ Janet Holmes, *An Introduction to Sociolinguistic Fourth Edition*,(London and NewYork:Routledge,2013),34.

Therefore, the students feel understand when the lecturer uses code switching to express affective rather than referential meaning. For example by using humor and using interesting pictures.

Next, Metaphorical Switching also got positive perception from the students. Janet Holmes said that Code switching functions' is drawing on the associations of both codes. Each of the codes represents or symbolizes a set of social meanings and the speaker draws on the associations of each, just as people use metaphors to represent complex meanings. Therefore, the students interested in learning when the lecturer is proficient in language and refers to associations to enrich communication.

Last, Lexical Borrowing also got positive perception from the students. Janet Holmes said that When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of vocabulary. Therefore, the students understand it when the lecturer switches languages because of the lack of vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of this research, all students strongly agree, and this leads to positive perception meaning that students support to code switching used by English lecturer based on the percentages that show on the table from reason code switching that has the positive perception with the percentage 81, 0%, and function of code switching that has the highest positive perception with the percentage 85.0%. Based on theory there are fourteen indicators that become reference to discover students' perception of code switching. The researcher obtained the data of students' perception of Code Switching used by English lecturer as reason and function to make it easier for students to understand the course content. Based on finding of the research, the researcher found that the majority of students have positive perception when the lecturer used Code Switching in speaking class to make it easier for students in communication and be can enjoy process learning process. The benefit of code switching in the main class is to clarify the meaning of a term, or to repeat information that is not clear or so that communication continues. then the learning will be conveyed or carried out well.

B. SUGGESTION

After getting result from the questionnaire, the researcher would like to give some suggestion which may be useful for:

1) The lecturers

The lecturer should be more creative in teaching learning process and lecturer are encouraged to use methods of code switching in their teaching processes that make it easier for lecturer to dig deeper information about the subject presented and by using the code switching that the lecturer uses will provide encouragement for students to achieve various attainments

2) The students

Success in learning English suggests that students can learn easily by using the techniques of code switching. This assumes that the students need to study hard to be the ones who are learning well. The code switching is thought to be as materials that students can freely appreciate what they want to say without fear of asking. They boldly took advantage of his opportunity to ask questions or make statements to improve their competence in learning English.

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KEPUTUSAN DEKAN FAKULTAS TARBİYAH

Nomor : Tahun 2021

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan** :
- Surat Rekomendasi dari Ketua Prodi TBI nomor : 54/In.34/FT.2/PP.00.9/07/2021
 - Berita Acara Seminar Proposal pada Hari Kamis, 29 April 20201

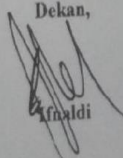
MEMUTUSKAN :

- Menetapkan Pertama** :
- Leffi Noviyenty, M.Pd** **19761106 200312 1 004**
 - Henny Septia Utami** **2020108101**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
N A M A : **Silvi Permata Sari**
N I M : **16551044**
JUDUL SKRIPSI : **Students Perception of Code Switching used by English Lecturer**

- Ketiga** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Keempat** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Kelima** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Ketujuh** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 16 Agustus 2021
Dekan,


M. Haldi

Tembusan :

| IAIN CURUP | | | | |
|------------|----------|--------------------------|--------------------|-----------------|
| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing I | Paraf Mahasiswa |
| 1 | 18-02-21 | ganti judul | | |
| 2 | 21-03-21 | rumusan masalah (ganti) | | |
| 3 | 03-05-21 | acc 1-2-3 | | |
| 4 | 04-04-21 | buat instrumen | | |
| 5 | 05-05-21 | acc bab 4 | | |
| 6 | 10-06-21 | discussion ditambah | | |
| 7 | 21-07-21 | acc 1-2-5 | | |
| 8 | | | | |

| IAIN CURUP | | | | |
|------------|----------|---------------------------------------|---------------------|-----------------|
| NO | TANGGAL | Hal-hal yang Dibicarakan | Paraf Pembimbing II | Paraf Mahasiswa |
| 1 | 12-02-21 | ganti research (suspension) | | |
| 2 | 24-02-21 | back of round di tambahkan penelitian | | |
| 3 | 09-03-21 | lembi diganti | | |
| 4 | 24-03-21 | dituruh buat instrumen | | |
| 5 | 25-03-21 | acc 1-2 dan 3 | | |
| 6 | 07-04-21 | acc 1-5 | | |
| 7 | | | | |
| 8 | | | | |