

A descriptive Study on the Students' Perception towards Code-Switching Used by English Teachers in Teaching-Learning Process at SMK Negeri 1 Banyuwangi in Academic Year 2019/2020

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Abstract

Language is primarily a speech. It is used in a society and it is a social event. People use a language for communication with each other. This research aimed to describe students' perceptions toward code-switching used by English teacher, and the types of code-switching that used teacher in teaching-learning process. The research design was descriptive qualitative. The respondents were 36 students in SMK Negeri 1 Banyuwangi which determined by used purposive sampling. The data were taken by used documentation and questionnaire. The data from documentation used to analyze the types of code-switching. The data from questionnaire analyzed by using Likert scale. The data analysis was determined based on theory of interest with four indicators. They are effect of code-switching in rising their confidence, learning materials mastery, learning motivation, and interaction in teaching-learning process. The result of documentation show that there are three types of code switching that used by teacher in teaching-learning process. The percentage are tag code-switching (27,55%), inter sentential code-switching (43,87%), and intra sentential code-switching (28,57%). Analysis of questionnaire data showed that the index percentage of students' perceptions toward code switching used by English teacher was 73% that consists of effect of code-switching in rising students' confident 75%, analyzing learning materials mastery 77%, learning motivation 73%, and 69% interaction in teaching-learning process.

Keyword: *Types of code switching, Students' Perceptions, Code Switching, Perceptions*

A. Introduction

Language is primarily a speech. It is used in a society and it is a social event (Aji, 2017). People use a language for communication with each other. It is learnt from society and used within society. People can use other media of communication as well such as gestures, mimic, hand movement etc. However speech is the most widely used method of communication by humans.

According to Khairunnisa (2016 : 1), there are so many people who master more than one language (bilingual). Bilingual means a person who speaks two or more languages for communication. A bilingual should own native like control of two or more languages (Appel and Nuysken, 2006). When two or more bilingual

interact, they do not use only one language for their communication. They often use their both languages at different ratio, a phenomenon which is called code-switching in bilingual literature. According to Abdullah (2011), the condition where people use two or more languages in the same sentence or discourse is called code-switching.

Code-switching is a widespread phenomenon in Indonesia's multilingual and multicultural society. Indonesian people master at least the Indonesian language that is Bahasa Indonesia and their local language (Khairunnisa, 2016). Indonesian as national language and regional language as a language of daily communication, there is widespread bilingualism. This is the practice of real code-switching. Code-switching like this occurs in communication among people of different backgrounds or with similar backgrounds who use more than one language.

This research conducted in school with the aim of examining the use of code-switching by teachers and students in the classroom learning. This research must often be done to determine the level of use of code-switching in the education world. Aliyah & Fitriyani (2016) argued that most the English teachers in Indonesia still use two languages in their conversation with their students during Teaching-learning process in the classroom. Therefore, code-switching and code-mixing often occur in their conversation. David & Margolis (2000) stated that conducted a research on listening and speaking exposure of Korean university students to English language and concluded that students should be given maximum exposure to target language (TL) when they are learning it to get maximum learning output.

This research on code-switching aims to examine student's perception of code-switching in teaching-learning process. Research like this must often be done in the education world to know about student's perception on code-switching. Shahnaz (2015) conducted a research on code-switching as a teaching strategy at institute of information technology Pakistan. From the research findings, she concluded that code-switching makes the learning process easier and interesting for the students' attention and interest can be retained in the classroom for a longer time.

Septeria (2015) conducted a research on students' perceptions toward the use of L1 in English classroom of SMA Laboratorium UKSW and SMA N 1 Salatiga students to English language and concluded that the use L1 thoroughly often might hinder students to learn English optimally.

This study investigated the type of code-switching used by English teacher according to grammatical classification and students' perceptions of code-switching. Based on the reasons, the researcher was interested in investigating the code-switching phenomenon in EFL classroom from the students' perceptions. The researcher conducted a research entitled "A Descriptive Study on the Students' Perception towards Code-switching Used by English Teacher in Teaching-learning Process at SMK Negeri 1 Banyuwangi in Academic year 2019/2020".

B. Research Method

1. Research Design

The research method is a scientific way to get data with specific aims and functions. In this research, the researcher used descriptive qualitative research design. This research used a descriptive qualitative research design to measure student perceptions towards code-switching used by English teacher in teaching-learning process.

2. The Research Area

This research conducted at SMK Negeri 1 Banyuwangi which was located in Jl. Wijaya Kusuma No.46 Banyuwangi, Jawa Timur 68425. The researcher was chosen SMK Negeri 1 Banyuwangi, this school was chosen purposively because some English teachers used code-switching in the teaching-learning process in English lessons.

3. The Research Respondent

In this research, the subject of this research are all students of grade twelfth AK 3 SMK Negeri 1 Banyuwangi who taught used code-switching in English subject. Here researcher use purposive sampling technique, because the researcher wants to know the perceptions of students to the teacher who are taught them used code-switching in Teaching-learning process. So the results will be more reliable research.

4. Data Collection Method

In this research, the researcher used documentation, and questionnaires to collect data.

a. Questionnaire

The first technique used to retrieve data was used the documentation of recording. The researcher must enter to the classroom and prepare a camera to record the teacher's conversation in the teaching-learning process that will take place. Recording must be done from the beginning to the end of the teaching-learning process. So the researcher can examine all types of code-switching used by teachers when explaining in the teaching-learning process from beginning to end of class.

b. Interview

a. In this research, the questionnaire used to obtain data that is relevant to the research objectives and research questions. The type of questionnaire used in this research is the indirect questionnaire, because the researcher wants to get data about the teacher through students as the third person. This questionnaire asks students' perceptions of teachers who use code-switching in the teaching-learning process. Each participating student receives a questionnaire in the form of a questionnaire they filed. After completion, all questionnaire results are collected for data processing.

Table 1. Blue Print of Perception towards Code-Switching

No.	Indicator	Item Test	Total
1.	The effect of code-switching in rising their confidence	1,2,3,4,5	5
2.	Learning materials mastery	6,7,8,9,10	5
3.	Learning motivation	11,12,13,14,15	5
4.	Interaction in Teaching-learning process	16, 17, 18, 19,20	5
Total			20

In this research, the researcher used Likert scale to find the level of questionnaire. Likert scale is a psychometric scale that is commonly used in questionnaires and is the scale most widely used in survey research. The name of this scale is taken from the name of the Likert Rensis, which was published about a report that explains its use Sugiyono (2009). To measure students' perceptions of the use of code-switching by teachers in the teaching-learning process, researcher used four answers for each statement, strongly agree, agree, disagree, and strongly disagree. As for the measurement formula using:

$$Index \% = \frac{N}{Y} \times 100$$

Index % = Percentage of Level
 N = Total Score
 Y = Maximum Score

5. Data Analysis Method

Activities in qualitative data analysis are carried out interactively and take place continuously until complete, so the data is complete. Activities in data analysis, namely data reduction, data display, and conclusion drawing / verification.

C. Conclusion

Based on the research findings in chapter IV, which were collected by questionnaire and documentation, the result of questionnaire regarding students' perception toward code-switching, was the researcher found that the most of students agree with the using code-switching in teaching-learning process with the presentation 73%.

The conclusion from documentation showed that the types of code-switching that used by the English teacher in her utterance in the teaching-learning process at SMK Negeri 1 Banyuwangi are tag code-switching (27,55%), inter sentential code-switching (43,87%), and intra sentential code-switching (28,57%).

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