

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Definition of Code Switching

The linguist viewed code switching differently. Their description of code switching are different one each other. For the purpose of understanding code switching deeper, this research shows some different definitions of code switching from some linguists.

Muysken views code switching as an immediate sequence of two languages in a single speech event. It shows that code switching appears when a bilingual speaks using more than one language while speaking. Another linguist, Walter, says code switching is a result of bilingualism. Meanwhile, Auer defined code-switching as a language alternation, where the speakers show awareness of alternating between two different language codes.¹

The definition of code switching from each linguist is different. However, the definitions are still connected. Their definitions can be drawn to conclude that code switching is a language alternation, where a bilingual speaker switching or changing the language while speaking in a single speech event.

2. Implementation

There are two ways to define implementation. First, implementation results in activities, actions, or the existence of a systematic mechanism; implementation is more than just an activity; it is an activity that is planned and designed to achieve the goals of the activity. Second, implementation refers to the execution or application of any plan, method or design, idea, model, specification, standard, or policy for achieving a goal. Thus, implementation is a step that must take place after the initial thought in order for something to happen.²

The researcher can conclude from the two definitions above that implementation is the planned and intentional execution of activities aimed at transforming evidence and ideas into policies

¹ Walter de Gruyter, *Code-switching Between Structural and Sociolinguistic Perspectives*, eds Gerald Stell, Kofi Yakpo (Germany : Deutsche Nationalbibliothek, 2015), 2. Accessed on February 12th <https://doi.org/10.1515/9783110346879>.

² Sofia, Yulianafeza, "An Implementation of Character Education In Teaching English (Descriptive Research At Smpn 2 Pontianak In The Academic Year Of 2021/2022)". (Thesis, IKIP PGRI Pontianak, 2022), 12.

and practices that work for people in the real world. This implementation in the context of learning is an action that begins with the preparation of a lesson plan and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.

3. English Language Teaching

The process of guiding and facilitating learning is known as teaching. Language, on the other hand, is a systemic means of communicating ideas or feelings through the use of conventionalized signs, sounds, gestures, or marks with unknown meanings. Some experts define English language teaching as any activity on the part of one person that is intended to assist another person in learning English. The teacher has an obligation in English language teaching to provide exposure to the English language and opportunities for learning through classroom activities. Teachers are expected to create a positive learning environment in the classroom. Following that, appropriate learning materials should be designed to improve teaching and learning.³

The teacher should consider the best materials, methods, and techniques. As a result, their students do not find their lessons particularly engaging. As a result, teachers must be aware of the goals of their instruction. Language teaching and learning require a variety of factors to be successful. Teachers are expected to be able to set objectives and modify their teaching style to meet the needs of their students.

4. Implementation of Code Switching in the ELT Process

Teacher implemented code switching strategy in the ELT process because code switching has multiple function on the language learning classroom, they are:

a) Topic Switch

The function of code switching can be classified as a topic switch when it is used for adjusting the topic discussed.⁴ For example, when the teacher explains certain grammar points, he will transform his language to the students' native language. The code switching strategy is applied as a bridge of the native

³ Sofia, Yulianafeza, "An Implementation of Character Education In Teaching English (Descriptive Research At Smpn 2 Pontianak In The Academic Year Of 2021/2022)". (Thesis, IKIP PGRI Pontianak, 2022), 8.

⁴ Thomas Wahyu Prabowo Mukti, "Code Switching in the Instructions of English Language Education Study Program Lecturers" *Journal on Language and Language Teaching* 19, no.1, (2016): 50, Accessed on 12 January, 2022. <https://doi.org/10.24071/llt.v19i1.311.g266>.

language, and the taught language, which is English, in transferring the new content and meaning.

b) Affective Function

Code switching has an affective function when the teacher uses it to create solidarity relationships with his students. Code switching aims to create a supporting and stimulative environment in the class.

c) Repetitive Function

This code switching function resulted when it used by the teacher to explain the meaning of something. In this case, the teacher shares about some essential knowledges in the classroom. For example, when the teachers share some identical words in two languages to push the students to understand the material.⁵

These three functions of code switching helps the English teacher to building an effective teaching on the classroom. Effective teaching has some indicators, include the success of the teacher in managing the classroom, success in the communicative process, good quality of students' response, good learning process, and success in the lesson's objectives.⁶ Code switching is applied by the English teacher in order to fulfill those indicators by accelerating communication with the students in the classroom.

3. Types of Code Switching

There are some types of code switching. Hoffman states that there are four types of code switching, which are:

a) Intra-Sentential Switches

This type of code switching refers to switching language in the middle of the same clause or sentence. For example, when an Indonesian-English bilingual says: “Well sorry, aku gak peduli”

b) Inter-Sentential Switches

This type of code switching refers to switching language within a sentence limit. In this case, each clause uses different language. For example, when an Indonesian-English bilingual says: “Baju kamu cantik, I love it.”

c) Establishing Continuity Switches

⁵ Thomas Wahyu Prabowo Mukti, “Code Switching in the Instructions of English Language Education Study Program Lecturers” *Journal on Language and Language Teaching* 19, no.1, (2016): 50, Accessed on 12 January, 2022. <https://doi.org/10.24071/llt.v19i1.311.g266>.

⁶ Eko Purwanti, "Classroom Management: Applying Appropriate Strategies to Enhance Effective Teaching," *Journal of Foreign Language Teaching and Learning* 6, no. 1 (2021): 79, Accessed on 12 February, 2022. <https://doi.org/10.18196/ftl.v6i1.10638>.

Establishing continuity switches appears when the speaker tries to proceed with the previous speaker's expression, like when an English speaker talks in Indonesia, the other speaker also attempts to answer in Indonesian. For example, when an Indonesian person says “*Kok bisa sih kamu masih mau pergi? Don't you feel tired?*” the interlocutor answers it with saying “Well, I am not”

d) Emblematic Switching

This type of code switching refers to the insertion of tags, exclamations, and typical expressions of one language into a sentence in the other language. For instance, when an Indonesian English says: “It's a nice day, kan?”⁷

4. Definition of Perception

Perception is the interpretation of something that is sensed. For example, it can be about physical events, such as how the ears may interpret a sound wave as a musical sound, and then the listener has a perception that the sound is beautiful. In conclusion, perception is the process of interpreting information through the human sense organ system.⁸

As human senses keep getting information from the environment, the experience of perception will constantly happen. This means someone's perspective about everything that is seen, heard, tasted, felt, or smelled is the result of the activity in the nervous system and the knowledge gained from experience.⁹

Perception is a person's understanding of something received by sense organ; eyes, ear, etc. It is also about the experiences of events or something happen in around.¹⁰ Because of perception, a person can understand about what happen in surroundings.

The researcher concluded that perception is the way someone thinks about things or events after inferring information and interpreting messages about something that is noticed by the

⁷ Lusiana Kartika Candra, Laila Ulsi Qodriani, “An Analysis of Code Switching in Leila S. Chudori's *for Nadira*” *Teknosastik* 16, no. 1 (2018): 10, Accessed on 12 February, 2022. <https://doi.org/10.33365/ts.v16i1.128>.

⁸ Lufna Lathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021), 7.

⁹ Lufna Lathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021), 7.

¹⁰ Lufna Lathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021), 8.

sense organs.

5. Process of Perception

The Basic of the perceptual process is distinguishing objects from surroundings. For example, the eyes are looking at something, and then the brain determines what has been seen. Input from the senses organ is fed into the brain, which then uses the knowledge to construct a model of what is perceived.¹¹

Perception is a product of the inferences of sensory information with prior knowledge. This model assumes that perception depends on what the brain already knows. The sensation which we get from the organ interacts with expectations from our brain, then provides us with inferences about the world.

These processes are repeated every time we sense something. Most of the time, the brain has to deal with simultaneous input from different senses, such as sight, sound, smell, taste, etc. The body also works to provide us with information from the sense organs, which tells us that bodily feelings and emotional states play an essential part in the process of perception.¹²

6. Factors Affecting Perception

People may have different perceptions about something. Their different tendency to see the same thing is caused by several factors. Someone's perception is influenced by two factors. They are as follows:

a) Internal factors

Internal factors are someone's psychological factors (thought, feeling, willingness, needs, attention, and motivation). Everyone also has their own characteristics that formed by their family condition and their daily environment.

b) External factors

External factors come outside of an individual. This factor consists of stimulus and environment. The process of stimulus will be received by the sense of organs or receptors such as sight, sounds, hearing, and so on. A stimulus that is

¹¹ Lufna Lathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021), 10.

¹² Lufna Lathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021), 10.

received by a person is different from others because people perceive things differently due to their different interests.¹³

7. Students' Perception

In the education field, there are many studies that examine students' perceptions. Many studies have investigated the impact of students' perceptions of the learning environment on their learning outcomes. School is the learning environment that has an important role in determining the success of learning activities. Therefore, good school conditions can encourage better learning activities. The good school aspects include the method of presentation lessons, teacher-student relationships, learning tools, and curriculum. Good school environment can bring positive perceptions from the students.¹⁴

Positive perception leads to happiness. Otherwise, a negative perception leads to unhappiness. Someone's desire and action will be influenced by the happiness or unhappiness that has been felt. This also happens to the students. Their perception of a learning aspect will influence their desire and action in learning. When students have a good perception, they will understand the lesson easily because their mind is happy while studying the lesson. While students with negative perceptions will feel the lesson is boring.

Teacher has an important role in guiding students. As written on Al-Baqarah verse 129:

رَبَّنَا وَأَنْعِثْ فِيهِمْ رَسُولًا مِّنْهُمْ يَتْلُوا عَلَيْنَا آيَاتِكَ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُزَكِّيهِمْ ۗ إِنَّكَ أَنْتَ الْعَزِيزُ الْحَكِيمُ

Translation: "Our Lord! Raise from among them a messenger who will recite to them Your revelations, teach them the Book and wisdom, and purify them. Indeed, You are the Almighty, All-Wise."¹⁵

Because perceptions have an important role in education, teachers have to accommodate the positive perception of the learners by examining the teaching strategy that brings a positive

¹³ Awal Kurnia Putra Nasution, Student Perceptions of Online Learning During the Covid-19 Pandemic *Jurnal As-Salam* 4, no. 2, (2020): 197, Accessed on 12 February, 2022. <https://doi.org/10.37249/as-salam.v4i2.219>.

¹⁴ Lufna Lathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021), 13.

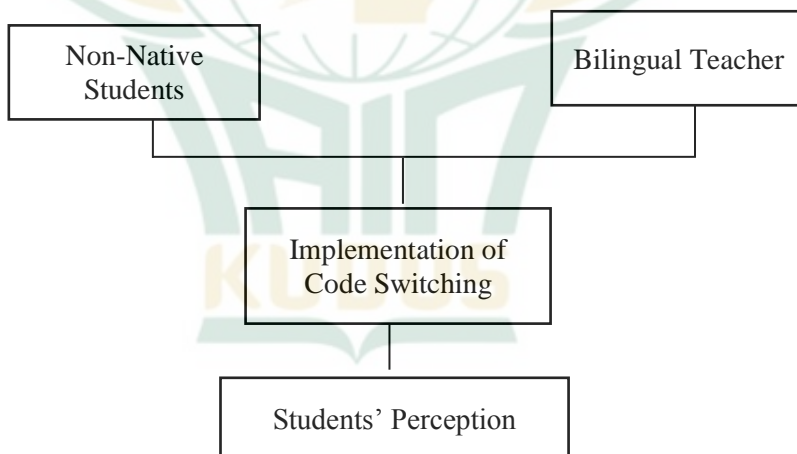
¹⁵ Alquran, al-Baqarah verse 129, Alquran dan Terjemahnya (Jakarta: Departemen Agama RI, Yayasan Penerjemah dan Penerbit Alquran, 2001), 30.

perception from the students. Therefore, the teacher can improve the students' happiness while learning, leading to the desire and action in learning and good learning outcomes.¹⁶

B. Theoretical Framework

In EFL Classroom, there is an interaction between bilingual English teachers and students who are not native English speakers. Sometimes, the students have difficulty with the teacher's explanation when the teacher is using the English language. Therefore, the teacher applied the code switching strategy. Code switching is the process of switching or changing the language speaking used by a bilingual. In this case, the bilingual speaker is the English teacher. The use of code switching by the teacher is received by the students through their sense organs, then gives them a perception. In this case, the students' perceptions is the way they think about the code switching strategy used by their English teacher in the EFL class.

Figure 2.1
Theoretical Framework



¹⁶ Lufna Lathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021), 14-17.

C. Review of Previous Study

The researcher would like to give some previous studies related to the topic:

1. The Research in 2016 by Diana Nur Fathimah with the title “*Why Is There Code Switching in EFL Classroom? : A Case Study in A Vocational School in Cimahi West-Java*”

This research was conducted to investigate the reason behind the code switching implementation by an English teacher in one vocational school in Indonesia. In this qualitative research, the researcher used observation and semi-structured interviews to gathered the data from the participant; an English teacher in one vocational school in Indonesia. The research result shows that the teacher used code-switching both in the educational and non-educational context, inter-sentential and intra-sentential. In the classroom, the English teacher often used inter-sentential code switching, and rarely used intra-sentential code switching.¹⁷

The research above concerns the code switching used by English teachers at vocational high school. On the other hand, in this research, the researcher conducted the research in MA Ma'ahid Kudus, which is categorized as an Islamic high school.

2. The Research in 2016 by Thomas Wahyu Prabowo Mukti with the title “*Code Switching in the Instructions of English Language Education Study Program Lecturers*”

This research investigated the types of code switching practiced by the lecturer of the English Language Education Study Program (ELESP), and also their reasons behind that practice. This study was a basic interpretative study, which used interview guidelines to understand the participants; the lecturers who used code switching. The results of this study shows that the lecturers used situational and metaphorical code switching. This study shows that their mainly reason for using code switching was to support the students' understanding.¹⁸

¹⁷ Diana Nur Fathimah, “Why Is There Code Switching in EFL Classroom?: A Case Study in A Vocational School in Cimahi West-Java” *Journal of Language and Literature Education* 15, no. 2, (2016): 70, Accessed on 10 January 2022. http://dx.doi.org/10.17509/bs_jpbsp.v15i2.

¹⁸ Thomas Wahyu Prabowo Mukti, “Code Switching in the Instructions of English Language Education Study Program Lecturers” *Journal on Language and Language*

The research above is about the practice of code switching by the English lecturers in the English Language Education Study Program (ELESP) as their instructional language. On the other hand, this research is about the use of code switching that is used by the English teacher of a Islamic high school namely MA Ma'ahid Kudus.

3. The Research in 2020 by M. Zaim, with the title “*Students’ Perceptions on Teachers’ Teaching Strategy and Their Effects towards Students’ Achievement*”

This research analyzed the students' perceptions of the teaching strategy that is used by the English teacher and its effect on the students' achievement. This ex-post facto study has 150 students as the participants. They had studied English as a general subject at Padang State University. The researcher used questionnaires to collect the data, supported by the students' final scores. The data was analyzed by using a Likert-type scale and linear regression statistical analysis through IBM SPSS Statistics 22 Software. The results shows that the students' perceptions of the English teacher's teaching strategy were positive. But unfortunately, the students' positive perceptions had no significant effect on towards their in learning English as a general subject.¹⁹

The research above is about the common teaching strategy used by the lecturers at a university and the effect on the students' achievement. On the other hand, this research is focused on the code switching strategy used by an English teacher and how is the students' perception about that.

Teaching 19, no.1, (2016): 46, Accessed on 12 January 2022. <https://doi.org/10.24071/llt.v19i1.311.g266>.

¹⁹ M. Zaim, “Students’ Perceptions on Teachers’ Teaching Strategy and Their Effects towards Students’ Achievement,” *International Journal of Research in Counseling and Education* 4, no. 1, (2020): 28, Accessed on 11 January, 2022, <https://doi.org/10.24036/00207za0002>.