CHAPTER I
INTRODUCTION

A. Research Background

In this global era, there are many people who master more than one language because they need to communicate with other people around the world. People who use more than one language are called bilingual. When bilingual speaker interacts, they often utilize more than one language, a phenomenon which is known as code switching. Code switching is a situation when a speaker uses two different languages to communicate.[1] Usually, code switching is used to convey messages or information from speaker to listener directly and to make good communication between them.

In the Indonesian educational field, the Indonesian language is used to deliver the materials in the teaching and learning process. However, it is different in the English class here, where the students are required to be able to understand the language of major priority, which is English language. Based on the preliminary research on December 20th 2021, the researcher found that in MA Ma'ahid Kudus, the English teacher often switched his language between English and Indonesian. For example, when he said *"Yang mau jawab* raise your hand!".[2] The reason is because the teacher wanted to support the students in understanding the subject material. It means the teacher practiced code switching in the teaching and learning process.

Various empirical studies about code switching have been conducted by some researchers. Diana Nur Fathimah has examined about the types of code switching used by an English teacher in s vocational highschool.[3] Thomas Wahyu Prabowo Mukti has investigated the reason behind the used of code switching by lecturers.[4] In order to discover the efficiency of code switching in the

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[1] Lusiana Kartika Candra, "An Analysis of Code Switching in Leila S. Chudori's *for Nadira" Teknosastik* 16, no. 1 (2018): 10, Accessed on February 12th, 2022. https://doi.org/10.33365/ts.v16i1.128.

2 Classroom Observation at MA Ma'ahid Kudus, December 20th, 2021.

[3] 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.

[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.

English Class, understanding the students' perception is important. By knowing the students' perceptions, the teacher will be able to modify their teaching strategy related to what the students need. M. Zaim has analyzed about the effects of students' perception about the teaching strategy towards their achievement.

However, there are still insufficient data about how are the students' perception towards the use of code switching in the classroom. Based on this condition, the researcher is interested in conducting a research entitle "Students' Perception Toward The Use Of Code switching in ELT (A Case Study at X MIPA 2 of MA Ma'ahid Kudus)" to examine the students' perspective on the use of code switching by their teacher in the ELT process.

B. Research Focus and Scope

This research concentrated on identifying the function of code switching used by the teacher of English subject in X MIPA 2 and finding out the students' perceptions of code switching used by the English teacher in the English ELT process. Teacher used code switching to provide some opportunities for the students to understand the material. Related to the code switching that the teacher use, the students have some perceptions about how they understand the lesson with this code switching strategy.

C. Research Problems

The research problems of this research are:
1. How is the implementation of code switching by the English teacher in the ELT process?
2. What types of code switching used by the English teacher in the ELT process?
3. How are the students' perceptions toward the use of code switching used by the English teacher in the ELT process?

D. Research Objectives

Based on the research problems of this research, the objectives are:
1. To discover how is the implementation of code switching used by the English teacher in the ELT process
2. To determine the types of code switching used by the English teacher in the ELT process
3. To identify how are the students' perceptions toward the use of code switching used by the English teacher in the ELT process.

E. Research Significance

This research provides some information about students' perceptions toward the use of code switching by the English teacher in ELT. The information was expected to be useful for the English teacher, the students, the researcher, and the next researchers. For the English teacher, it may give some useful information especially about the use of code switching, so the ELT process would be more effective. For the students, the study would help them to learn about code switching, so they can understand the English material more efficiently. For the researcher, this research can increase the insight of ELT, especially about code switching. For the next researcher, the study would help to conduct further related research.

F. Definition of Key Terms

1. Perception

Perception is understood as identifying things using the human senses.[5] Each individual has their impressions; it depends on their knowledge. Different factors for each individual also affect their perception, and it also occurs in students. The factors that influence a student's perception are personal factors (learning process, learning experience, needs, student's motivations, and their knowledge about psychological objects) and structural factors (the environment of social conditions, applicable laws, and values in their society).[6]

2. Code switching

Bilingual speakers have a skill named code switching. Code switching is a linguistics word that refers to the activity of utilizing two or more languages during a conversation.[7] In the English class, code switching becomes a strategy for the teacher to help the students understand the material. The teacher explains the material

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[5]Jumroh and Oom Rohmah Syamsudin, "The Influence of Student's Perception on Learning Media and Student's Motivation Toward Student's English Achievement." *Inference: Journal of English Language Teaching* 2, no. 1 (2019): 2, Accessed on 20 December, 2022. http://dx.doi.org/10.30998/inference.v4i3.6948.

[6]Jumroh and Oom Rohmah Syamsudin, "The Influence of Student's Perception on Learning Media and Student's Motivation Toward Student's English Achievement." *Inference: Journal of English Language Teaching* 2, no. 1 (2019): 1, Accessed on 20 December, 2022. http://dx.doi.org/10.30998/inference.v4i3.6948.

[7] Lusiana Kartika Candra, "An Analysis of Code Switching in Leila S. Chudori's *for Nadira*" *Teknosastik* 16, no. 1 (2018): 10, Accessed on February 12th, 2022. https://doi.org/10.33365/ts.v16i1.128.

using the English language first, and then switches into Indonesian to help the students and make sure they understand the material.

3. English Language Teaching (ELT)

English Language Teaching, or ELT, refers to the activity of teaching English to non-native speakers. ELT is important because English is an international language. English is taught in Indonesian schools as a compulsory subject from the first grade of junior high school to the university levels and considered as an important subject compared to other subjects in the Indonesian education system.

G. Thesis Organization

The researcher divided this thesis into five chapters. The first chapter is the introduction. Include the research background, research focus and scope, research problems, research objectives, research significance, definitions of key terms of this research, and organization of the thesis. The second chapter is the related literature review. A theoretical description, theoretical framework, and a review of previous research are presented. The third chapter introduces the basic principles of research and analysis methods. It includes research methods, research settings, research participants, instruments and data collection techniques, research data validity, data analysis techniques, and research ethics considerations. The fourth chapter presents the research results and the research discussion. The fifth chapter is the final chapter and includes conclusions, implications, and recommendations.