A Study on Students' Perceptions Toward Their Teacher's Code Switching in Teaching English at MTs Hidayah Ma'arifiyah Pangkalan Kerinci

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ABSTRACT

This study is a survey research design aiming at investigating students' perceptions of their teachers' code switching in English teaching. The population of the research is the eighth-grade students at MTs Hidayah Ma'arifiyah Pangkalan Kerinci totaling 112 students. Then, by using the convenience sampling technique, the researchers took 53 students as the study sample. In collecting the data about students' perceptions, the researchers adapted a perception questionnaire from Fauzanah and Sitti (2019), and Catabay (2016). Hence, researchers used SPSS software to analyze the data. The results of the statistical analysis show that students' perceptions of their teacher' code switching in teaching English are positive with a 63% response score in the Likert scale questionnaire administered. Furthermore, the researchers also reveal that the students felt the code switching made by their teachers helped them learn English better in some points such as it facilitates students with easier understanding of the difficult concept, vocabulary, and, ideas, as well as arouses students' motivation and confidence.

Keyword: *Students' Perception, Code Switching*

INTRODUCTION

English is used as a foreign language in Indonesia rather than as a second or first language. Having that status, utilizing English outside of the classroom is primarily limited to learning and teaching purposes. It is uncommon to find a school in Indonesia that uses only English instruction in this situation. According to Ocak et al. (2013) and Humaera et al. (2014), some of the explanations include students' difficulties in learning the foreign language itself and their confidence in utilizing it (2018). Also, because they still lack of vocabulary, students of foreign languages frequently turn to other languages to understand.

English-only instruction in the classroom is practically impossible under the aforementioned circumstance. According to Crystal (1997), Nazary (2008), and Septeria (2015), teachers who primarily use English in class may believe that this exposes students to the language more and will help them become more fluent more quickly. Yet, if the students' level of English proficiency isn't high enough, they might not comprehend what the teachers are trying to say. EFL teachers frequently use their students' native tongues as a teaching technique to

clarify or communicate content. Very often, teachers in Indonesia transition from English to Indonesian or from Indonesian to English. Code switching is the practice of switching between two languages.

Experts define code switching as a language switch or integrating two languages in a single instruction (Hymes, 1974; Heller, 1988, Peregoy & Boyle, 2013; & Lin, 2013). Individuals are typically expected to choose a specific code everytime they wish to talk, but they can also choose to switch between codes or combine codes even within sometimes very short utterances to form a new code, which is a process known as code switching, according to Wardhaugh (2006). (2006, p. 101). According to the aforementioned claim, Nur and Fitriyani (2015) proposed that code switching is one technique for making language study easier, so teachers can use it to communicate with their students and convey information as part of a listening and speaking exercise for students during the teaching and learning process.

Moreover, code switching can be applied as a teaching approach, as demonstrated by a study Songxaba et al. did in Africa (2001). They discovered that code switching can help L2 learners comprehend the target language and improve their ability to communicate. With the aid of this technique, African teachers can move between three balanced language usages during each lesson. If the instructor is capable of performing his job appropriately and accurately, he or she can be considered a role model. Fithriani et al. (2021) assert that a teacher's responsibility extends beyond merely instructing students in accordance with the requirements of the curriculum to also serving as an example for them by modeling appropriate

behavior. Teachers who take on the position of role models will be able to exhibit attitudes and behavior consistent with societal standards and values. Teachers must exhibit good morals and behavior while facilitating learning for students, and they must be able to select the most effective teaching strategy. It is also emphasized by Loughran (1996) in Lunenberg et al. (2007) that this includes a difficult learning process. Because of this, teacher educators should work to show students how the various teaching scenarios can be applied to the various teaching models. To help students learn English effectively, code switching is therefore needed in addition to being expected (Fathimah, 2016).

Code switching is a sign of a shifting social situation (Barnes, 2006). According to Holmes (2001), the purposes of code switching include indicating group and ethnic affiliation, discussing a certain subject accurately, highlighting emotive functions, and drawing particular associations with a code. Therefore, the necessity to accommodate other persons in communication does not always lead to code switching. However, there are also some justifications for using L1 when studying a second language (L2). Then, Krashen (1987) and Cook (2001) recommended using L1 to enhance the learning process to establish a welcoming learning environment where the students might feel more at ease speaking English. In this scenario, if the teacher had the students talk only in English in class even though they did not know the vocabulary to express what they wanted to say, the students would not even attempt to speak. Students might gain a better understanding of what they were expected to learn by speaking in their first language.

In the classroom, code switching offers both advantages and disadvantages. According to Sert (2005), code switching has a significant or advantageous impact on learning a foreign language. Moreover, Peregoy and Boyle (2013) contend that L1 fosters learning and teaching through factors like friendship, confidence, stability, and motivation. Under this circumstance, we conclude that code switching in the classroom is very beneficial for both teachers and students. On the other hand, those who oppose language instruction fear being influenced by the L1's presence. In comparison to a class that utilizes English exclusively, the misuse of code switching may hinder the student's ability to use English to its fullest potential (Jingxia, 2010). Long-term language switching also creates faults that people use as accepted grammar structures without understanding them. Code switching, it is feared, disperses more drawbacks and can influence how students communicate in the future (Zhu, 2008).

To determine if code-switching is appropriate or not, one must be aware of both its advantages and disadvantages. The degree of student mastery has grown to be a troubling factor. This claim is backed up by Üstunel (2016) as students' linguistic proficiency is not comparable to that of their teachers' or one another's, students frequently change their native language. The most practical method of communication among classmates should be chosen by the students. They communicate with one another using L1 when they don't utilize English.

Related to practical issues, code switching was also presented in the eighth grade at the MTs Hidayah Ma'arifiyah Pangkalan Kerinci. The researchers interviewed several students there based on the initial observations. The study's findings included the fact that some students misunderstood the teacher's directions, that they had a limited vocabulary, and that they kept quiet throughout the learning process. The majority of students claimed that they could not comprehend what the teacher had stated, which indicates that some of them found it challenging to learn concepts or information from the teacher. At the eighth grade, code switching occasionally occurred. To ensure that students understood and to prevent misunderstandings during learning exercises, the teacher changed the language. From this issue, the teacher can alter the language used depending on the situation and goal. The teacher can change the terminology if the students are having trouble understanding the content. The teacher can begin by using English and then transition to Indonesia to describe the content in greater detail by utilizing code switching during the teaching and learning process. The aforementioned situation may influence how students receive it (either positively or negatively). When students view code switching favorably, it can be inferred that they do so because it makes it simpler for them to follow the lesson and have a natural discussion free from misunderstandings. Students prefer teachers who use full sentences of English while instructing, thus if they have a bad opinion of code switching, the teacher does not need to use it when teaching English. Based on the aforementioned explanation, the researchers were interested to find out how the students at MTs Hidayah Ma'arifiyah Pangkalan Kerinci felt about their teacher's use of code switching in Teaching English.

METHOD

The method used in this research is quantitative while the design of the study is a survey. Creswell (2012, p. 376) states that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The instrument used for finding out students' perceptions is a questionnaire. The study was conducted at MTs Hidayah Ma'arifiyah Pangkalan Kerinci. The population of this research was 112 students from the eighth grade which consist of 4 classes. The researchers used convenience sampling and took 2 classes (totaling 53 students) to participate in the study.

In this research, the researchers used a close-ended questionnaire. The researchers administered the questionnaire to the students and then asked them to fill it in. The questionnaire includes 20 statements adapted from Fauzanah and Sitti (2019), and Catebay (2016). A Likert scale was used in this questionnaire. The Likert Scale values represent 5 responses: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Then, the data were analyzed by using SPSS.

RESULTS AND DISCUSSION

The purpose of this study was to investigate students' perceptions of teacher's code switching in English classes at MTs Hidayah Ma'arifiyah Pangkalan Kerinci. The researchers used the questionnaire's result including 20 items by 3 indicators. The indicators are receiving of stimulus, understanding, and evaluation. To analyze the data of students' perception of teacher's code switching in teaching English, the researchers used questionnaire results analyzed by using SPSS.

Table 1. Students' Perception of Teacher' Code Switching in Teaching English From Receiving of Stimulus

No	Statement	Responses				
		SA	A	N	D	SD
1.	Teacher's code switching gives me confidence to speak and participate in the class.	7	26	17	3	0
2.	Teacher's code switching motivated me to study these subjects.	24	17	12	0	0
3.	I feel satisfied during the process of learning when I switch English and Bahasa Indonesia.	26	19	8	0	0
4.	I am able to concentrate on teacher when teacher switches English to Bahasa Indonesia.	18	20	9	5	1
5.	Teacher's code switching increases my score.	27	17	4	5	0
6.	Teacher's code switching makes class less boring. So I enjoy the lesson.	23	24	6	0	0
7.	Teacher's code switching weakens my English.	0	0	11	37	5

Table 2. Students' Perception of Teacher' Code Switching in Teaching English From Understanding

No	Statement	Responses				
		SA	A	N	D	SD
1.	When a teacher switches English to Bahasa Indonesia, I understand the teacher more easily.	43	10	0	0	0
2.	Teacher's code switching helps me in understanding new and difficult vocabulary, concepts and ideas.	32	18	3	0	0
3.	Teacher's code switching for the task instructions, help me understand the task better.	31	19	3	0	0
4.	I understand difficult concepts when teacher taught in English.	0	2	10	21	20
5.	I understand difficult concepts when teacher taught in English and Bahasa Indonesia.	22	27	4	0	0
6.	Teacher's code switching makes me understand something faster.	24	22	7	0	0

Table 3. Students' Perception of Teacher' Code Switching in Teaching English From Evaluation

No	Statement	Responses				
		SA	A	N	D	SD
1.	Teacher's code switching facilitates the learning process.	31	19	3	0	0
2.	I prefer to study only in English.	0	3	10	27	13
3.	I prefer to study in English and Bahasa Indonesia.	39	9	5	0	0
4.	I feel more comfortable to learn with code switching.	21	25	7	0	0
5.	Teacher's code switching makes it easier for me to learn.	31	18	4	0	0
6.	Teacher's code switching increase my enthusiasm in the question-and-answer session.	35	11	7	0	0
7.	If a teacher switches to Bahasa Indonesia, I feel teacher is not proficient in English.	0	0	10	23	20

The first indicator used to determine students' perceptions of code switching in English teaching is absorption, which happens when stimuli or objects are absorbed or received by the five senses. The students are found to be positively responded the statements indicating that the students have the confidence to speak and participate in class; that, they are satisfied with the process of learning English and Indonesian, and that they enjoyed the class. The seventh statement, on the other hand, is perceived negatively by students, suggesting that they do not think code switching makes their English worse. Students responded favorably to the six of the statements in the first indicator, while just one received it negatively.

Understanding, which happens when students are able to understand the material they have acquired through their five senses, is the second indicator used to determine students' perceptions of code switching in English learning. All of the statements in this second indicator receive more affirmative responses from the students, proving that students can easily understand the material using code switching. Furthermore, only students in statement 11 have a negative perception because they struggle to comprehend complex concepts when the teacher explains them in English.

The final indicator used to find out how the student's perception toward their teacher's use of code switching when instructing English is evaluation. The

findings shows that almost all of the items or statement in this section, like the previous ones, also receive generally favorable feedback from students. The positive perception stems from the fact that the use of code-switching benefits both students and teachers. Switching the codes can help the learning process as Cook (2001) describes that L1 can be used to support the learning process.

Table 4. Students' Perception Score

No	Respondent	Score	No	Respondent	Score
1.	Student 1	83	28.	Student 28	81
2.	Student 2	81	29.	Student 29	79
3.	Student 3	80	30.	Student 30	76
4.	Student 4	80	31.	Student 31	74
5.	Student 5	82	32.	Student 32	85
6.	Student 6	79	33.	Student 33	83
7.	Student 7	80	34.	Student 34	66
8.	Student 8	72	35.	Student 35	75
9.	Student 9	77	36.	Student 36	77
10.	Student 10	83	37.	Student 37	82
11.	Student 11	85	38.	Student 38	80
12.	Student 12	80	39.	Student 39	74
13.	Student 13	78	40.	Student 40	75
14.	Student 14	76	41.	Student 41	79
15.	Student 15	82	42.	Student 42	76
16.	Student 16	78	43.	Student 43	81
17.	Student 17	80	44.	Student 44	76
18.	Student 18	67	45.	Student 45	74
19.	Student 19	74	46.	Student 46	73
20.	Student 20	70	47.	Student 47	74
21.	Student 21	81	48.	Student 48	82
22.	Student 22	72	49.	Student 49	77
23.	Student 23	78	50.	Student 50	76
24.	Student 24	76	51.	Student 51	74
25.	Student 25	79	52.	Student 52	74
26.	Student 26	79	53.	Student 53	83
27.	Student 27	77			
Total Mean					4115
					77,64

The table displays the scores of 53 students responded on the questionnaire which is the students' responses on their perceptions toward their teacher's use of code switching in English teaching. The data presented on the table are very various. Students received score differently. Moreover, none of them got a score below 66. Hence, there are 20 students obtained a score at 80 and above while the rest of them received under 80 score (33 students).

Besides analyzing the total scores obtained from perception questionnaire about their teacher code switching, the researchers also calculated the frequency and percentage of students' scores as in the followings.

Table 5. The Frequency and Percentage of Students' Perception Score

Number	Score Range	Frequency	Percentage
1.	80-100	33	63%
2.	60-79.99	20	37%
3.	40-59.99	0	0%
4.	20-39.99	0	0%
5.	0-19.99	0	0%

From the data presented in the above table, it is obvious that none of students (0%) got a score in the three last ranges (the range number 3,4, and 5). There are only 2 score ranges occupied (80-100, 60-79.99). Most of the students are at the range of 80-100 (33 students, 63%), while the rest of them are at the score range of 60-79.99 (20 students, 37%).

Table 6. Students' Score Interpretation

Number	Percentage	Category
1.	80% - 100%	Very Positive
2.	60% - 79,99%	Positive
3.	40% - 59,99%	Uncertain
4.	20% - 39,99%	Negative
5.	0% - 19,99%	Very Negative

Table 6 displays information about the students' perception interpretation score. Having seen the result of frequency and percentage in Table 5, from 5 categories of students' score interpretation, only two categories are occupied (positive and uncertain). It is found that the 63% is at positive perception category, meaning that the students positively received their teacher use of code switching. Then, the 37% is at uncertain category, meaning that the students are not really sure whether their teacher of them have a positive perception on the code-switching utilization. However, it can be concluded from the table that the majority of the students have a positive perception about the use of code switching their teacher used.

CONCLUSION

Based on what has been discussed, shown, and analyzed, the researchers conclude that, the majority of students (33 students, 63%) have a positive perception on their teacher use of code switching in teaching English. The code switching brings benefits to their learning. Teachers' explanations and instructions are easier for students to understand when the teacher alters the language from English to Bahasa Indonesia. They also have a positive perception of code switching application as it assists them in understanding the complex materials.

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