

ENGLISH TEACHER'S PERCEPTIONS ON THE USE OF CODE-SWITCHING

IN TEACHING ENGLISH AT SMKN 1 PANGKEP



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**ENGLISH EDUCATION DEPARTMENT
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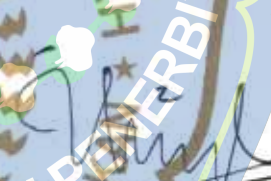
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Makassar, Januari 2022

Yang membuat perjanjian

Putri Indiyani

MOTTO

“Your biggest weakness is when you give up”

“Success isn’t given but it’s earned”

Dedication

This paper is dedicated to:

- My beloved parents (Irwansyah and Syahrianti) with their irreplaceable love, affection, prayers, motivation and sacrifice.
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- My best friends, who never ending support me.

ABSTRACT

Putri Indiyani, 2021. English Teacher's Perceptions on The Use of Code-Switching in Teaching English at SMKN 1 PANGKEP. (Supervised by Nunung Anugrawati and Hj. Ilmiah.)

This study aimed at described: What are the Perceptions of English Teachers on The Use of Code Switching in Teaching English. The method of this research was descriptive qualitative method. Research data were collected through observation and interviews (semi-structured interview).

The subjects of this research were English teachers from every grade level at SMKN 1 Pangkep. Based on the results, the researcher described the perceptions of the English teachers on the use of code switching in teaching was included: The reason of English teachers did code switching, namely because of the students' language background, class conditions and when students find it difficult to understand the meaning. The second was the function of code switching based on perceptions of English teachers, namely to breaking the atmosphere in the classroom, to clarify and convey the meaning, and also to maintain the local language. The third was English teachers believed that code switching is very effective to be applied in the class, they considered that code switching can be used as a teaching strategy in interacting and communicating with students. it can be concluded that the perception of the English teachers at SMKN1 Pangkep very positive about the use of code switching in teaching English.

Keywords: *Teacher's Perceptions, Code-Switching, Language Interactions.*

ABSTRAK

Putri Indiyani, 2021. Persepsi Guru Bahasa Inggris tentang Penggunaan Code-Switching dalam Pembelajaran Bahasa Inggris di SMKN 1 PANKKEP. (Dibimbing oleh Nunung Anugrawati, dan Hj. Ilmiah.)

Penelitian ini bertujuan untuk mendeskripsikan: Bagaimana persepsi guru bahasa Inggris tentang penggunaan alih kode dalam pengajaran bahasa Inggris. Metode penelitian ini adalah metode deskriptif kualitatif. Data penelitian dikumpulkan melalui observasi dan wawancara (semi-structured Interview).

Subjek penelitian ini adalah Guru Bahasa Inggris dari setiap jenjang kelas di SMKN 1 Pangkep. Berdasarkan hasil penelitian, peneliti mendeskripsikan persepsi guru bahasa Inggris tentang penggunaan alih kode dalam pengajaran termasuk, alasan guru bahasa Inggris melakukan alih kode yaitu karena latar belakang bahasa siswa, kondisi kelas dan ketika siswa sulit memahami arti kata. Kedua, fungsi alih kode berdasarkan persepsi guru bahasa Inggris, yaitu untuk memecah suasana kelas, memperjelas dan menyampaikan makna, serta mempertahankan bahasa daerah. Ketiga, guru bahasa Inggris percaya bahwa alih kode sangat efektif diterapkan di kelas, mereka menganggap alih kode dapat digunakan sebagai strategi mengajar dalam berinteraksi dan berkomunikasi dengan siswa. dapat disimpulkan bahwa persepsi guru bahasa Inggris di SMKN1 Pangkep sangat positif tentang penggunaan alih kode dalam pengajaran bahasa Inggris.

Kata Kunci: Persepsi Guru, Alih Kode, Interaksi Bahasa.

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January 2022, Makassar
The Researcher

PUTRI INDIYANI



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CHAPTER I

INTRODUCTION

A. Background

Based on human thinking where humans are social creatures who always need the help of others to fulfill all their needs, as with the teacher figure. Teacher is a figure who plays an important role in the learning process, the role of a teacher is needed and also affects the development of students, teachers can help student in the process of self-development, recognition and exploration of talents, and abilities possessed by students. Without the figure of a teacher, a student cannot achieve his life goals optimally Hery (2019). The one of the most important things in teaching and learning process is communication and also interaction between teachers and students, a good class is of course accompanied by good interaction, therefore the teacher must be able to interact well so as to make students comfortable and understand what is being conveyed.

In teaching and learning process, Code- switching is a phenomenon that is very often encountered and also often occurs when teacher and students are communicating or interacting with other people, as well as when they are in the classroom, namely between teachers and students, in this case the teacher and students will interact with each other using Indonesian, but it's different if the learning that takes place is English subjects, which basically the teacher will automatically use English when teaching and also use the mother tongue, namely Indonesian, even it can't be denied that the teacher will probably use the

local language to deliver the material or when communicating with students in class.

According to Triato in Alex (2015) Perception means a process of recognizing or identifying something by using the senses possessed by a person, according to him, as for an impression that will be conveyed or received by this individual, it will depend on all the experiences that have been obtained through the learning process and also the way of thinking and the factors involved other. The term perception is also likened to a person's description or assumption of an object, even though they have one object, every human being will have different views, opinions, and thoughts, this is what is called perception.

Some of the things that become the background of this research are related to several research that the researcher has read before, the result showing pro and contra perception from student point of view. Meanwhile the same thing also happened in several schools in the rural area, based on the fact that the English teacher there always switch the language to the first language when teaching, therefore, some of the students said that it was difficult for them to understand if used more English because their teacher more often used Indonesian than English when teaching, however there also some students were more enthusiastic to interact using English.

Based on the student's point of view above, this is what makes the researcher want to know and explore how the views and perceptions of the English teacher about used Code-switching in teaching and learning process. Because there have been several studies related to student perceptions, therefore

in this researcher described the point of view of the English teachers on the use of code-switching in teaching English at SMKN 1 Pangkep.

B. Problem Statement

Based on the statement from the background above, the researcher raises a problem statement namely:

What are the perceptions of English teachers on the use of code-switching in teaching English at SMKN1 Pangkep?

C. Research Objective

Based on the problem statement above, the research objective of this research namely:

To describe the perception of English teachers on the use of code-switching in teaching English at SMKN 1 Pangkep.

D. Significance of the research

This research is intended to make a significant contribution to theoretical and practical development.

1. Theoretical Significance

This research expected to be beneficial information for many people in the learning process especially about language interactions used by English teachers in teaching, it is hoped that it can become a material for consideration regarding effective teaching strategies in communicating or interacting between teachers and students.

2. Practical Significance

For the researcher, this research is expected to contribute to the researcher who wants to conduct more complex research.

E. Scope of the Research

In this research, the researcher focuses about the English Teachers perceptions on the use of code-switching in teaching English at SMKN 1 Pangkep. In this study the researcher observes and interview the informant to describe their perceptions.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

This previous research comes from several previous studies to be part of this research. There are several Research related to the cases discussed in this study, therefore the researcher cites several references that are relevant to the cases discussed, the purpose of this section is to add information, insight and increase the material in this research.

Afriani (2020) in her research indicated the teacher's perception, the results of her research showed the English teacher's perception is positive about used code-switching implemented in the EFL class. In the conclusion described English teachers believed the use of code switching can help them in presenting content, managing classes, and demonstrating interpersonal relationships in class.

Sari (2019) in her research discusses the perceptions of English teachers and students on the use of code switching in the classroom. Students think that it will be easier for them to learn if the teacher always switches the language code to L1, but some teachers do not agree if they use the first language in building student motivation so they prefer to remain dominant in using English in teaching, however in the results show that teachers and students agree that code switching has high usability to facilitate them in learning.

From the two studies above, there are similarities with this research where the first study discusses the perception of English teachers regarding the use of code-switching by using a questionnaire in collecting data. The similarity with this study is that the English teacher has a positive opinion about the use of code switching, the location of the difference between this study and previous research is not too significant, namely the findings of this study found information other than those mentioned in previous studies, which in this study the teacher argued that the function perform code switching, namely to maintain the local language.

While the second study discusses perceptions between teachers and students, also students related to the use of code switching by using a quantitative design and questionnaire as an instrument in data collection, so that the difference between this research is in the previous studies above teachers argued that they did not want to build students motivation by always switching to their first language and English teachers were more dominant in using English in class than students first language, but this is different from this research, where the findings of this research indicate that English teachers is more dominant in using the local language in the classroom because it assumes that English is still the third language of students.

B. Perception Definition

Perception is a person's view of an object, whether that can be seen, felt, touched, or imagined, perception is a person's understanding or point of view of an object. Several experts expressed a similar explanation, Rakhmat (2011)

explained that perception is coming from Latin language namely *perception* which have a meaning take and accept something, he also said that perception is a process of concluding information and messages through the experiences of someone about an object or some event, perception is giving a meaning to sensory stimulus.

According to Sumanto (2014) perception is the process of someone giving and understanding the meaning to an information on a stimulus. Similar with Sarwono (2010) explained that a perception will occur when a person receives a stimulus from the outside world (external) which is captured by the human senses which are categorized as auxiliary organs such as ears, eyes, and others, which then to the brain.

According to Leavit in Sulyanto (2015) describes definition of perception which is a process of how a person interprets and evaluates something, which means how a person views something and understands an object produced through the senses. Almost similar to the opinion of Khairani (2013) which describes the definition of perception is the process of someone or an individual giving a meaning to the environment obtained. Based on this definition, it can be explained that perception is the process of observing something which is then followed by understanding so as to create a meaning or meaning that is obtained through the five senses by each individual object.

Suwarno in Ahmad (2015) describes perception in terminology as an attempt to transfer something in the form of certain things into the mind which means in one's consciousness, so that person can identify and win the meaning

of objects in the outside world. From the definition that has been described, it can be said that perception is a process in which a person attempts to recognize something, feel, and capture a meaning, the meaning is the conclusion from the results of recognition and thought, but the process occurs preceded by the five senses so that can feel, see, and touch an object in the form of humans, objects or other things so that the results of the stimulus by each individual will be different, so the perception of each person is certainly not the same.

Morgan in Dahlan (2017) defines perception as the experience of a person who has been through or experienced in his life related to something, so that someone will interpret everything based on the life experience of the individual, perception is defined as an activity of each individual in interpreting something based on his environment and experience, as for all the activities carried out by each individual such as receiving, designing or thinking, observing and recognizing something, which will then bring up a different thought from each individual, that is what is called perception.

In additions an explanation of the meaning of perception which is described according to the Webster dictionary in Harisah (2008) which describes perception as a human ability to feel and understand the soul of objects, understand quality through taste in the form of meaning, comparison and awareness, Perception also means knowledge, which is the ability of the five human senses to understand something more deeply so as to create certain impressions, concepts and ideas.

Perception is a thought process that is generated through a stimulus that is preceded by sensing, in this case what is meant is the senses of sight, hearing, taste, and others, where the stimulus will be affected, produce a thought that can form a view so as to make a person able to draw an opinion related to an object or to an event that occurs.

C. Role Factors in Perception

According to Walgito (2004) there are several factors that play an important role in generating a perception, this also includes a requirement to produce a perception of a certain object, the factors mentioned are three, namely: (1) the perceived stimulus and object, (2) sense organs and nerves and the central nervous system, which are physiological needs, and (3) attention, which is a psychological need. From the description above, the arrangement of factors that play a role in producing a perception:

1. The perceived stimulus and object

An object is something that can be observed that makes a person able to conclude or issue an opinion about something, in this case it can be a person, an object or something that can be felt, this is what is called an object. This is the main factor in generating perception, because to create an opinion, the main thing needed is an object that comes from stimulus and preceded by the senses then passed on to the brain.

2. Sense organs nervous and central nervous system

This is a tool that functions as a continuation of the stimulus, as previously explained that perception comes from a stimulus that is preceded

by sensing, which will then be forwarded to the brain which acts as center of consciousness, then to create a response must require motor nerves.

3. Attention

The third factor in perception is attention, to create a perception, individuals need attention because this is a form of focus or concentration from each individual in order to be able to interpret something called an object in the form of activities carried out in the environment, so attention also affects perception so that it becomes a factor in perception.

D. Process of Perception

According to Hamka in Setiawan (2021), the process of perception occurs through the following stages such as:

1. First is known as a natural process which means a physical process which is the process of understanding and capturing an object through a stimulus with the five senses that exist in humans.
2. The next stage is the physiological process, namely the process where the object that has been received by the senses in the individual is in the form of a stimulus which will then be forwarded to the brain.
3. The next is psychological process, namely a process in the brain, so that individuals can understand, interpret and give assess to an object.
4. The last is the result of perceptual processes such as views or in the form of responses and impressions obtained

There also explanation from Gibson in Simbolon (2008) which describes the process of perception in individuals, he explains that perception begins with the emergence of a reality-based influence in the work organization in the form of stimuli, namely the organizational reward system, work steps and activities and etc. The process which will then be interpreted into a conclusion called perception, each individual can process the perception through the observation stage of the stimuli which are then accepted by the five senses of each individual, the next is an evaluation process that will give a meaning or meaning of a reality so that the results of the perceptual process experienced by a person will create a responsive attitude.

E. Code-Switching Definition

Code-switching is a term from linguistics that is focused on the use of two or more languages, in the world of languages, code switching is a phenomenon that is often observed, similar with Ansar (2017) It is said that code switching is a phenomenon that is always encountered and very interesting in the multilingual world, this phenomenon is often observed and found in foreign language classes.

According to Indah (2018) Code-switching is a process of changing language from one language to another used by someone who is called bilingual, it is said that the cause of a code switching is one of them because when the speaker has a conversation with his interlocutor, there is a difficulty in communication so that he has to change the code. language so that the

interlocutor can capture the meaning conveyed by everyone has a reason to switch codes.

Language code switching is the transfer of language from one language to another. As concluded by Haryah (2018) that Code-switching is switching the situation from one code to another. Based on the statement above, this is called bilingualism, for example, when a speaker is speaking in English and then transferred to Indonesian or another language, one of the reasons is because the speaker wants to adjust the interlocutor so that communication and interaction is well established and can be understood by each other. Language code switching is very often found and used in communication.

According to Mackey (1997) code switching occurs when in a group there are more than one language, speakers will perform language switching from one language to another if they know several languages, however the speakers also have to make sure whether the other person understands when switching to another language, because in interacting, especially in a community or group, one must know the language background between the speaker and the interlocutor so that communication can run well.

Code switching can be said that a phenomenon that occurs in the world of languages that is most popularly discussed is code switching from English to Indonesian or vice versa, and also does not rule out the use of code switching using regional languages to other foreign languages. Code switching occurs where one of them is in the classroom when the teacher and students interact

with each other, especially to the teacher who will definitely use it more dominantly.

Based on some definition of code-switching above, it's can be categorized as one of the strategies and alternatives in communicating, one of the factors is if the speakers and listeners are from different regions so that there are language differences, therefore it is necessary to do code switching so that communication can be established properly.

F. Function of Code-Switching

According to Matton in Trisulichartini (2014) there are three functions of code-switching namely:

1. Topic switch

In topics switch, the teacher will switch the language according to the topic being discussed, such as when introducing grammar, in this case the teacher will switch the language to the mother tongue to deal with points in certain grammar that are being taught to students at that time, the teacher will perform language code switching from English to Indonesian to make it easier for students to understand the content being taught at that time.

2. Affective function

Sert in Trisulichartini (2014) proposed that code switching serves to express an emotion that carries an affective function, which in this case the teacher will do language code switching with the aim of breaking the atmosphere by building solidarity and closer relationships with their students, in this case the teacher will switch the language from English to

the student mother tongue to help them to be more relaxed and not tense in the learning process so that students can enjoy the learning process more.

3. Repetitive function

In this case the teacher transfers the language in handling the class when conveying knowledge or information to students so that it can clarify what the teacher conveys. Code switching is carried out by the teacher for clarity of meaning. In this regard, the emphasis on foreign language content is essential for efficient understanding for students. However, if the teacher repeats directions using the mother tongue too often, it will have a negative impact on students because students will get used to listening to instructions in their mother tongue, Sert in Trisulichartini (2014).

There are also some functions and purpose of code-switching according to Jatmiko (2011) namely :

1. To familiarize the atmosphere

The one of the functions and goals of a person doing language code switching is to make the atmosphere more comfortable and feel familiar to each other, for example when someone interacts with the speech partner using Indonesian language which then in the middle of a conversation one of them asks about the origin the area of the interlocutor, and it turns out that they come from the same area so that in order to familiarize the atmosphere the speaker will switch language from Indonesian to the regional language

2. To give respect and negotiate with certain parties

In this case the speakers can perform language transfers while interacting with those with more authority, so that the negotiation process can run well.

3. To emphasize the important thing

In a communication in certain situations, it is necessary to emphasize the things that are considered important which is intended so that the thing in question can be understood and paid attention to by the speaker's partner group.

4. Generating a sense of humor with the interlocutor

The third functions of using language code switching in interacting with the interlocutor, in certain situations a group of people will usually do language transfer when they want to make the atmosphere more cheerful and fun

5. To be stylish or prestigious

In certain situations, the use of language code switching can make a person or speaker look more prestigious. One example is that among teenagers, speakers who initially use Indonesian are often found who then switch to English or other languages with full confidence, to make it look more prestigious.

G. The Reason of code-switching

Kim in Ulfah (2014) suggested several reasons why someone would do code-switching, for example a bilingual would switch their language when they

cannot describe or find an expression or word that is considered appropriate or in accordance with what they mean. According to him, there are many reasons for someone doing code switching, among others, when someone wants to quote words from other people and by clarifying an identity of a person's group and etc.

According to Fisman in Chaer (2010) There are some factors which is become a cause of Code-switching, which means this point causing used language code from one language to other languages, namely:

1. Speaker

Speaker means a person who is conducting an interaction or communication, in this case the speaker usually uses language switching with a specific purpose such as when someone wants to divert the conversation from a situation that is classified as informal to a formal situation or vice versa, the example in this case such as when the teacher is delivering material that initially uses formal language but then does language code-switching using everyday language with the aim that students better understand what is being conveyed, causing the atmosphere to be informal or more relaxed than before.

2. Speech partner

Speech partner means the person who is the interlocutor of the speaker, when the speech partner has a similar language background to the speaker, he usually uses code switching in the form of variation transfer, but if the

speaker and speech partner do not have the same language background, it will tend to perform languages code-switching.

3. The presence of a third speaker

Third speaker means a third person, if there is a third speaker in a conversation then the speaker and speech partner tend to do language code switching to respect the presence of a third speech partner, especially if the third speaker has a different language, language transfer also aims to dilute atmosphere so that communication between them can take place well.

4. Formal and informal situation

Changes in situations from formal to informal situations or vice versa are factors that cause someone to do language code switching.

5. The subject of the conversation

The subject matter means the topic being discussed, this is one of the dominant factors that determine the occurrence of code-switching, if the topic of discussion is in a formal scope, the language used by the speaker is the standard variety, and if in an informal situation the speaker will use the variety non-standard language with an emotional style.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used qualitative descriptive as the method with observation and interview as the instruments. In data analysis the researcher applied 2 steps to determine research data from the English teachers at SMKN 1 Pangkep, firstly the researcher has conducted observations by attend the class and witness the learning process and saw the use of language code switching by the English teachers when teaching, the researcher has conducted semi-structured interviews with the English teacher who became the informant in this research.

This research described the perception of English teachers at SMKN 1 Pangkep on the use of code switching when teaching English in the classroom.

B. Research Subject

This research was conducted with English teachers at SMKN 1 Pangkep, namely 1 English teacher representing class X, then 1 English teacher from class XI, and 1 English teacher from class XII.

C. Research Instrument

The research instrument is a very important part in the research because to collect and obtain research data it is necessary to determine the instrument to be used in the research. The researcher's view above is also in line with the opinion of Nasution (2016) which says that research instruments are tools used

to collect, explore and analyze as well as in presenting data in an objective and structured manner to solve a problem in research. In this research the researcher used 2 steps as instrument in collected data, namely:

1. Observation instrument

Observation instruments was a tool used by the researchers as a guide in conducted research, observation is also very necessary before the researcher take the next step. The purpose of observation is to make it easier for researchers to recognize the initial conditions before stepping into the interview session so that researchers can witness and observe directly the learning process to see if the teacher really uses language transfer so that during the interview session the researcher can explore questions according to the reality that occurs. in class during the learning process.

2. Semi structured interview

The researcher has conducted interviews with English teachers at SMKN 1 Pangkep regarding their perceptions of the use of code switching in the English learning process.

D. Data collection

In data collection procedure, the researcher did some steps, they were as follow:

1. The researcher conducted observations in the classroom to make sure the teacher really did the language code switching when teaching, by following the learning process in class with the English teacher who was the informant in this research.

2. After observations, the researcher conducted interviews with English teachers after the learning process completed.

E. Data analysis

According to Miles & Huberman in Wanto (2017) data analysis techniques are divided into 3 stages, according to him there are three components of analysis namely data reduction, data display, and conclusion drawing:

1. **Data reduction**

Data reduction means made a summary with choose points or things that considered important and specific, then determined the theme and pattern. reduced data then provided a more specific or clearer and make it easier for the researcher to carry out further data collection, and look for it when necessary.

2. **Data display**

After data reduction is done, the next step is to display the data, the researcher has classified the data obtained, therefore the data could be structured properly.

3. **Conclusion drawing**

In this section, the researcher drew conclusions to verify the data, in this case the researcher has compared the results of the research subjects with the basic concepts in this research, the researcher found similarities to the perceptions of each English teacher so that an objective conclusion has been established.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into two parts namely finding and discussion. it showed the results of this research and also explained further about the findings that has been conducted by the researcher. The results and findings of this research based on the responses given by English teachers regarding their perceptions on the use of code switching when teaching, and in the discussion section further information also provided by the researcher.

A. FINDINGS

The researcher conducted the research at SMKN 1 Pangkep, the subject in this research were 3 English teachers from each representative of each level, namely 1 English teacher from first grade, 1 English teacher from second grade and 1 English teacher from third grade. The findings of the research based on the results of observation and interviews that has been conducted by the researcher.

Based on the results of observations that has been conducted by the researcher by followed the teaching and learning process in the classroom, the researcher found the fact that English teachers at SMKN 1 Pangkep correctly applied the use of language code switching when teaching in the classroom, they used 3 languages when teaching English by switching languages from English to Indonesian and often switched to the local language (Bugis language), based on observations in class it can be seen that during the learning process the teacher interacted and communicated with students used three languages and some

teachers are more dominant in using the local language for certain reasons that will further explained in the explanation in the interview session.

In the following, the researcher presented the results of the interview of English teachers. The results of the research described the responses and perceptions of English teachers at SMKN 1 Pangkep regarding the use of language codes when teaching. the data from the findings of this research include:

1. The Reason of English Teachers Doing Code Switching

There are 3 reasons of the English teachers at SMKN 1 Pangkep conducted language code switching during teaching process, based on the responses given by English teacher from the results of interviews that has been carried out by the researcher include:

a. Students Language Background

The one of the main reasons why English teachers do language code switching during the teaching process is because of the students' language background, as it is known that most students who study at SMKN1 Pangkep come from the villages that are thick with *Bugis language* therefore their understanding and knowledge of English very lacking and limited so that it will be difficult for them to interact in class if the teacher uses full English, the English teacher admits that they often use the local language in class when teaching, this is shown in the following extract:

Extract 1

S1: "because we know that the situation, here is not a big city but a village, so of course in this school there are many students from the village, *jadi itulah kenapa saya combine bahasanya* and we must use Bugis, Indonesian and of course English".

("because we know that the situation, here is not a big city but a village so of course there are many students from the village, **so that's why I combine the language** and we must use Bugis, Indonesian and of course English")

From extract 1 it can be seen that the English teacher stated the main reason why she did language code switching when teaching namely because of the situation where most of the students came from the village, therefore the local language was very thick in SMKN1 Pangkep that was what made the teacher switch the language from English to local language and Indonesian.

Extract 2

S2 "*Alasannya karna Bahasa inggris masih Bahasa ketiga bagi siswa*, then this school *Eee memang sekolah besar tapi kalau untuk bahasa inggrisnya siswa itu masih sangat dasar, pokoknya dasar sekali*, so code switching is really needed here".

("The reason is because English language is still the third language for students then this school is indeed a big school **but the use of English for students still very basic**, very basic, so code switching is really needed here").

From extract 2 English teacher stated that she did code switching because English is the third language for students where the local language is thicker so that students' understanding of English is still very basic.

Extract 3

S3 "Because this is a big school *dimana siswa disini berasal dari desa semua*, so most of them use the local language, and student's knowledge is still basic, the students don't understand much vocabulary, *jadi memang harus di combine bahasanya*"

("because this is a big school **where the students come from the village**, so most of them use the local language, and student's knowledge is still basic, the students don't understand much vocabulary, **therefore we must combine the language**".)

From extract 3 it can be seen that the English teacher stated the reason for switching the language was because the students' language background came from the rural area and the students' understanding of English was still basic, so they needed language transfer during the learning process.

b. Class Condition

The next thing that became the reason for English teachers conducted code switching during teaching process is because of the stiff classroom conditions where the teacher will see the situation and conditions in the classroom, namely when the teacher pays attention to the facial

expressions of students who look confused, stiff and tense during the learning process, then the teacher said they would switch the language to Indonesian or Bugis, in the following extract:

Extract 4

S1 "Maybe based on the situations in the class, *karna untuk saya pribadi ya tergantung dari kondisi kelas dan siswanya*, because there also student when I have full English, they are more confused and the atmosphere in the class becomes stiff so I switch the language".

("Maybe based on the situations in the class, **because for me personally it depends on the situation of the class and the students**, because there also student when I have full English, they are more confused and the atmosphere in the class becomes stiff so I switch the language").

From extract 4 it showed that the English teacher stated the next reason why she changed the language, she said that the class situation was the reason for the language code switching during the teaching process.

Extract 5

S2 "The reason is sometimes the class conditions are too stiff, so I have to code switch first so that the students can focus again"

From extract 5, the English teacher stated that the reason for switching the language was that when the conditions in the class were too stiff, she

would do code switching to stabilize the condition of the class to become more relaxed so that students were not rigid in following the learning process.

c. Student Find it Difficult to Understand the Meaning

The next thing that became the reason for English teachers to switch language is when they saw students find it difficult to understand what the teacher is saying when explaining the material, in this case the teacher will switch their language to local language or Indonesian, therefore the students can understand what the teacher means, this is shown in the following extract:

Extract 6

S1 "if I see the students don't understand, so I will switch the language"

From extract 6 above, it showed that the teacher stated the reason for switching the language, namely when she saw the student did not understand what she was saying therefore she needed to do a language code switching.

Extract 7

S2 "Because when explaining the material *dan saya melihat ekspresi muka dari siswa, mereka terlihat tidak paham otomatis yah saya bugiskan dulu atau indonesiakan dulu*, to make students understand what I meant".

("Because when explaining the material and the facial expressions of students, they usually don't seem to understand so automatically I will switch to Indonesian language or Bugis first to make students understand what I meant").

From extract 7 above, it showed that the English teacher stated she switch the language because she saw students who did not understand or had difficulty grasping the meaning so that it was necessary to transfer the language from English to the local language or Indonesian, therefore what the teacher wanted to convey could be captured or understood by students during the learning process.

Extract 8

S3 "I switched the language at a time when the student didn't understand the English vocabulary and they asked what this meant, ma'am, so I switched to Indonesian"

From extract 8 it can be seen that the English teacher stated the reason she switched English to Indonesian was usually also because the students did

not understand some words in English so she would switch the language to make students could grasp or understand the meaning.

2. The Function and Purposed of Code Switching Based on The English Teacher's Perceptions

a. *Breaking the atmosphere*

The one of the functions of using code switching is to help animate and lighten the atmosphere as an approach between the speaker and the interlocutor. It's the same with teachers when the teaching process, so that the atmosphere is not too tense, it is necessary to switch the language from English to Indonesian or the local language when they want to convey jokes or discuss a certain topic. This is shown in the following extract:

Extract 9

S2 "In my opinion, the purpose of code switching actually *yah untuk membuat jokes, kedua untuk menaikkan suasana dan juga mencairkan suasana didalam kelas*".

("In my opinion, the purpose of code switching actually **to make jokes, the second is to flow and lighten the atmosphere in the classroom**").

From extract 9 the teacher expressed her opinion that the function or purpose of code switching is to flow and lighten the atmosphere in the classroom during the learning process.

Extract 10

S3 "The first code switching function maybe to lighten the atmosphere so that students are not tensed".

From extract 10, the teacher said that the first function of code switching was to lighten the atmosphere while teaching in class so that students were more relaxed and not tense.

b. To clarify and convey the meaning

The next function of code switching is to help convey the meaning when what is conveyed cannot be understood by the listener or interlocutor, in this case the English teacher uses language transfer with the aim of conveying or straightening the meaning and information to be conveyed to students during the learning process. This is shown in the following extract:

Extract 11

S1 "In my opinion, the function of code switching is to make students easy to understand when there is an unfamiliar word, then I explain it by switching the language".

From extract 11 above, it can be seen that the teacher thinks the function of code switching is to clarify or convey meaning that is difficult for

students to grasp during the learning process such as unfamiliar or rarely heard vocabulary.

Extract 12

S2 "*fungsi pengalihan bahasa untuk meluruskan tujuan kita* so that the meaning reaches the students".

("The function of code switching is to align our goals so that the meaning reaches the students")

Based on the extract 12, the teacher conveys that the function of code switching according to her is to straighten the meaning conveyed so that it can be captured and understood by students.

Extract 13

S3 "*helping teachers convey the meaning to students for example what this means, how it works and others*".

From extract 13 the teacher stated that the function of code switching is to assist teachers in conveying meaning to students during certain situations as stated in the statement above, namely when the teacher delivers an instruction.

c. Maintain Local Language

The one of the functions of code switching according to the English teacher at SMKN1 Pangkep is to maintain the local language, because English is the third language therefore, it is still important to preserve the local language even though the subject of learning is a foreign language. This can be seen from the following extract:

Extract 14

S1 "The one of the functions of code switching based on my perception is also to maintain the culture namely for maintain the local language".

From extract 14 above, it can be seen that the teacher expressed his perception about the function of code switching, namely to maintain culture, namely by preserving the local language.

Extract 15

S2 "the third function *menurut saya, ya tetap cinta budaya, meskipun bahasa yang dipelajari sudah bahasa interlocal*".

("The third function **in my opinion, is still love for culture even though the language being studied is already interlocal**").

Based on the extract above, the English teacher argues that code switching serves to maintain the local language, so that the classroom atmosphere still feels local even though the language being studied is interlocal.

3. Code Switching as The Strategy in Interaction and Communication

When Teaching process based on the English teacher's perception

The perception of the English teacher at SMKN1 Pangkep on the use of code switching when teaching English is positive. The use of code switching is considered as one of the teaching strategies in interacting and communicating with students during the learning process, the perceptions of English teachers about switch the language from English to Indonesian and also to the local language (*Bugis language*) can make the class more effective. The statement above is based on the opinion expressed by the English teachers. As seen in the extract below:

Extract 16

S1 "Code switching very effective especially in this school. I don't know about another school maybe in Makassar city English teachers always using English in teaching but in here code switching very important and in my opinion code switching can be used as the strategy in teaching".

From extract 16, it can be seen that the perception of the English teacher regarding the use of code switching during the teaching process, code switching is considered effective and very important because of the condition of the students at the school who really come from the village, therefore language code switching is needed during the learning process.

Extract 17

S2 "Regarding my opinion, I really agree that code switching can be used as a strategy in learning".

From the extract 17 other English teachers also argued that he strongly agreed about the use of code switching during the teaching process, he also said that he thought code switching could be used as a strategy in learning.

Extract 18

S3 "By doing code switching is very effective because it really helps the teacher when explaining to students, Code switching is very useful because not all students catch it quickly in English and in my opinion, code switching is an effective strategy in the learning process".

From extract 18 it can be seen that the English teacher conveyed his perception regarding the use of code switching that she did when teaching in the first quote she said that code switching was very effective because it was considered to be able to help in conveying the material. In the second quote she also argues that the use of code switching when teaching is very useful because in fact not all students at SMKN1 Pangkep quickly grasp the meaning when the teacher uses full English in the classroom when communicating with students. In additions as for the third quote from extract

17 above, it shows that the English teacher believes that code switching can be used as a strategy in the learning process at SMKN1 Pangkep.

B. DISCUSSION

The discussion of this research is based on the interviews that has been given, the researcher has collected the data and then classified the conclusions from the answers Interview. This research described the perception of English teachers at SMKN1 Pangkep about the use of code switching in teaching English.

English Teacher's Perceptions on The Use of Code Switching in Teaching English at SMKN 1 Pangkep

Based on the results of interviews that has been conducted by the researcher with the English teachers by several research questions to find out and described their perceptions about the use of code switching in teaching English, the Researcher has found the opinions and responses of English teachers which include: the reason for the teacher doing code switching, the function and purposed of code switching based on the English teacher's perceptions and Code Switching as The Strategy in Interaction and Communication When Teaching process based on the English teacher's perception. It would be explained as follows:

1. The Reason for English Teacher doing code Switching

The first was *Student language background* Based on the findings, it was revealed that the reason of the English teachers did the language

switching was due to the students' language background where most of the students at the school came from the village therefore English language is still the third language for students at that school, that's why code switching was needed in interacting and communicating. This finding was similar to the result of Rakhmat (2019) who stated that the one of the reasons for someone doing code switching because English is not the first language for them so that knowledge and mastery of vocabulary is still lacking that makes them switch language.

The second was because of *class condition*, based on the findings English teacher stated the reason they did code switching from English to local language or to Indonesian because the class conditions were considered stiff, namely when students looked tense and stiff during the learning process so that the class atmosphere would be unpleasant, therefore the teacher must switch the language in order to eliminate the rigid atmosphere in the classroom, these findings are also supported by the findings from previous research conducted by Mardhiah (2020) which said that code switching was carried out by the teacher to make the atmosphere in the classroom more relaxed or less stiff so that students can enjoy the learning process more relaxed.

The third was *Student Find it Difficult to Understand the Meaning*, according to the result of interview, The researcher found that the English teachers switched language for reasons when students did not understand the meaning such as when there was unfamiliar vocabulary, this result was

supported by the results of a previous study conducted by Agustina (2018) who said that the one of the reasons teachers switched language was when there were unfamiliar words in the sentence therefore the teacher must switch the language to help students understand the meaning.

2. The Function and Purposed of Code Switching Based on The English Teacher's Perceptions

Based on the results of interviews conducted with English teachers at SMKN 1 Pangkep, they expressed their perception that the function of code switching is the first to breaking the atmosphere, the second is to clarify and convey the meaning, and the last is to Maintain Local Language. It would be explained as follows:

The first was *breaking the atmosphere*, based on the findings according to the English teachers perceptions that code switching is useful for breaking the atmosphere in the classroom, such as when the teacher wants to convey a joke or a certain topic to students in the class during the learning process, the same thing was said also in Sari (2019) who said that teachers use code switching to make the classroom atmosphere better, more comfortable and friendly, in other words code switching is done to break the ice in the classroom.

The second was *to clarify and convey the meaning*, based on the findings from the interviews, English teachers stated that they used code switching to help students understanding the meaning when students get it difficult to understand what the teachers conveyed about the material or any

topics of information, in addition when there is an unfamiliar vocabulary in a sentence. The results of this research similar to the findings of Kultsum (2021) who said that the function of code switching for teachers is as an explanation of meaning to students.

The last was to *maintain local language*, according to the English teachers code switching used to maintain the local language even though the subject of learning is a foreign language but it is still important to preserve the first language, this finding is supported by the statement of Amorim in Afriani (2020) who said that it is very impossible and realistic for teachers or students to eliminate their language because of the first language is their identity which is of course very important to maintain.

3. Code Switching as The Strategy in Interaction and Communication When Teaching process based on the English teacher's perception

Based on the findings, according to the English teachers the learning process can run more effectively at SMKN 1 Pangkep if they used 3 languages in the classroom during the teaching process, namely by using English, Bugis and Indonesian, they also admit that when teaching they are more dominant in switching English to to Bugis language more than Indonesian, moreover they still balance in used English and Bugis language in the teaching process, as we known that the location of the school and also the origin of the students who are in the village so that classes will run more effectively if communication between teachers and students can flow and well established, therefore the English teacher believes that the class is

considered more effective if they used 3 languages in teaching and learning process.

Based on the English Teachers' perceptions, they believed that code switching is positive and it can be used as a teaching strategy in communicating and interacting between teacher and students in the class. English Teachers stated that code switching is very useful for them in teaching because it can make it easier for teachers to deliver the material and organize the class and is also useful for students who have very basic English skills and the language background of students. The finding is supported by Modupeola (2013) who said that Code switching is considered a useful tool in the teaching and learning process of English, code switching can help students to enjoy the learning process.

B. SUGGESTIONS

Based on the findings and discussion of this research, the researcher would like to provide suggestions such as:

1. English teachers are expected to balance the use of language switching, namely from English to the first language, in addition to the many advantages of using code switching, the teacher must also consider the negative impact on students by doing language code switching in certain situations so that the use of code switching is still considered effective in foreign language learning.
2. This research may be far from perfect, therefore the researcher hopes that there will be research that discusses further about the perception of English teachers in use code switching when teaching, this study used descriptive qualitative as a research design, for researchers who want to explore this phenomenon, its recommended.

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APPENDIX A

Observation Sheet 1

School : SMKN 1 PANGKEP
Informant : Sulfitriani, S.Pd
Date/time : Thursday, 11 November, 2021
Phone number : 081356663856

Doing Code-Switching or Not	
Yes, the teacher did code switching by switch the language from English to Indonesian and also Bugis language	The teacher did code switching when explaining the material to students and clarifying the meaning of some vocabulary, she is more dominant in switching the language into the local language

Observation Sheet 2

School : SMKN 1 PANGKEP
Informant : Dian Rahayu Putri, S.Pd
Date/time : Friday, 12 November, 2021
Phone number : 085341114284

Doing Code-Switching or Not	
<p>Yes, the teacher did code switching by switch the language from English to Bugis language and rarely switch to Indonesian</p>	<p>The teacher did code switching when the students looked stiff and didn't respond then she did switch the language to Bugis language for make students not tense and the language switching that was done was seen as a result that could lighten the atmosphere</p> <p>When she delivered the material, the students looked confused and didn't understand, so I saw she switched the language from time to time to Indonesian and more to the local language (Bugis)</p>

Observation Sheet 3

School : SMKN 1 PANGKEP
Informant : Tri Utari, S.Pd
Date/time : Friday, 12 November, 2021
Phone number : 082349408183

Doing Code-Switching or Not	
<p>Yes, the teacher did code switching by switch the language from English to Indonesian and local language</p>	<p>She did code switching when students asked about the meaning of a new vocabulary or difficult words.</p> <p>She switching the language when she wanted to deliver the material and see the response of students who are just silent so she automatically switch the language to make students focus back on learning.</p>

APPENDIX B

Interview questions

INTERVIEW

1. What languages do you usually use in class when teaching?
2. Which language is more dominantly used?
3. Do you always use first language when teaching or only in certain situations?
4. In what situations do you switch from one language to another? for example English to Indonesian or vice versa!
5. What do you think about the use of Indonesian and local languages when teaching English in the class? do you agree? why?
6. Why you switching the language during learning process, give your reasons?
7. Do you think the learning process can run effectively when you use two or more languages when teaching?
8. Do you think language code switching is useful in interacting with students when teaching?
9. What is the function of the switching code in your opinion?
10. What is your opinion regarding the statement that code switching has a negative impact on the student learning process because they are not trained to use English, but there are also those who think that code switching has a positive impact on the student learning process, so what is your response?
11. Do you think that code switching can be used as a teaching strategy in interacting or communicating efficiently with students? why?

(Adopted from Muhammad Adna, 2016)

APPENDIX C

The Result of Interview with English Teachers

Sulfitriani S.Pd

1. Combine, English, Indonesian and bugis
2. Sometimes dominant using English, sometimes local language
3. Yes of course
4. I always use first language, especially when I look at the expression of students if I see they don't understand, I would switch the language
5. Yes, I agree the class should not using full English because of the situation.
6. because we know that the situation here, in this school not a big city but village so there are many students from the village, jadi itulah kenapa bahasanya harus di combine and we must use Bugis, Indonesian and of course English and my reason switch the language to clarify the meaning when students get it difficult to understand so I switch the language and because Maybe based on the situations in the class, *karna untuk saya pribadi yaa tergantung dari kondisi kelas dan siswanya*, because there also student when I have full English, they are more confused and the atmosphere in the class becomes stiff so I switch the language
7. by using 3 languages in teach I think it's very effective
8. Code switching very useful and effective especially in this school. I don't know about another school maybe in Makassar city English teachers always using English in teaching but in here code switching very important.

9. The function of code switching is to make students easy to understand when there is an unfamiliar word, then I explain it by switching the language. The one of the functions of code switching based on my perception is also to maintain the culture namely for maintain the local language.
10. According to me, actually maybe based on the situation from the class like based on the skills from students, if I using full English maybe they will be confused because their skill is still basic in English.
11. in my opinion code switching can be used as the strategy in teaching because in this school the teachers can not using fully English because of the language background of our students like I have explained in the previous question.

Dian Rahayu Putri, S.Pd

1. In general, I use 3 languages, namely English, I continue to switch to Indonesian but more often to the local language
2. Local language
3. I switch languages very often
4. especially in situations when I see the mimics the students don't understand, so they are automatically switched to Indonesian or Bugis
5. I agree because it is undeniable that I always switch the language in class
6. Alasannya karna Bahasa Inggris masih Bahasa ketiga bagi siswa, then this school memang sekolah besar tapi kalau untuk bahasa Inggrisnya siswa itu masih sangat dasar, pokoknya dasar sekali, so code switching is really needed here, and sometimes the class conditions are too stiff, so I have to code switch first so that the students can focus again and also because when explaining the material dan saya melihat ekspresi muka dari siswa, mereka terlihat tidak paham otomatis yah saya bugiskan dulu atau indonesiakan dulu, to make students understand what I meant
7. Yes, the learning process can run effective by using 3 languages
8. Very useful
9. In my opinion, the purpose of code switching actually yah untuk membuat jokes, kedua untuk menaikkan suasana dan juga mencairkan suasana didalam kelas, and to align our goals so that the meaning reaches the students, The third function in my opinion, menurut saya, ya tetap cinta budaya, meskipun bahasa yang dipelajari sudah bahasa interlocal.

10. As for my opinion, there are definitely positives and negatives, but I am more pro to the second statement because I use it myself, if for example using full English it might be applicable in high schools like outside the city for example in Jakarta city where the students have high abilities. high, but if it can't be done here, code switching is still needed
11. Regarding my opinion, I really agree that code switching can be used as a strategy in learning, as long as the code switching is used to straighten students' understanding and others as I said at the beginning



Tri Utari, S.Pd

1. Combine English, Indonesian and sometimes local language
2. Just combined sometimes English, sometimes Indonesia and sometimes local language, based on the situation in the class
3. Yes, I always switch to the first language
4. When the students asked me for example when they asked *mam apa artinya ini?* so I would switch to the first language or to Indonesian language
5. I agree if used Indonesian and local language in teaching because the class will more effective I think
6. Because this is a big school dimana siswa disini berasal dari desa semua, so most of them use the local language, and student's knowledge is still basic, the students don't understand much vocabulary, jadi memang harus di combine bahasanya.
7. I think code switching make the learning process can run effectively
8. Yes very useful in interacting and communicating with students in the class
9. The first code switching function maybe to lighten the atmosphere so that students are not tensed, helping teachers convey meaning to students for example what this means, how it works and others.
10. I prefer to use code switching because in this school the ability of students to speak English is less so it is more difficult to use full English in class.
11. by doing code switching is very effective because it really helps the teacher when explaining to students, Code switching is very useful because not all

students catch it quickly in English, and in my opinion code switching is an effective strategy in the learning process.



APPENDIX D

Documentation







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MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 E-mail: ip3munimuh@plasa.com



Nomor : 4911/05/C.4-VIII/XI/43/2021

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

03 Rabiul Akhir 1443 H

08 November 2021 M

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPM D Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 7470/FKIP/A.4-II/XI/1443/2021 tanggal 5 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **PUTRI INDIYANI**

No. Stambuk : **10535 1100917**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"English Teacher's perceptions on the use of Code-Switching in Teaching English at SMKN 1 Pangkep"

Yang akan dilaksanakan dari tanggal 10 Nopember 2021 s/d 10 Januari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaetan katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. H. Abubakar Idhan, MP.
NBM 101 7716



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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Putri Indiyani

NIM : 105351100917

Judul Penelitian

: English Teachers Perceptions On The Use Of Code-Switching In Teaching English at SMKN 1 Pangkep

Tanggal Ujian Proposal

: Jumat/29/10/2021

Tempat/Lokasi Penelitian

: Pangkep

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis/11/Nov/2021	OBSERVASI DI KELAS XI TKJ 2 DAN WAWANCARA	SULFITIANI, SPd	
2				
3	Jum'at/12/Nov/2021	OBSERVASI DAN WAWANCARA	Dian Ratnayu Putri, SPd	
4				
5	Jum'at/12/Nov/21	OBSERVASI DAN WAWANCARA	TRI UTARI S.Pd	
6				



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7	Kamis / 18 / Nov / 21	Surat Keterangan Penelitian	H. MUH NURDIN B. S.pd	f
8				
9				
10				

18 November 2021

Ketua Program Studi,
FKIP Unismuh Makassar



Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala Sekolah/Instansi



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DINAS PENDIDIKAN
UPT SMK NEGERI 1 PANGKEP

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Email : smkn1pangkep@gmail.com website: smkn1pangkep.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.5/1051-UPT SMK.01/PKP/Disdik

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Pangkep Kabupaten Pangkajene Kepulauan menerangkan bahwa :

Nama : PUTRI INDIYANI
NIM : 105351100917
Program Studi : Pend. Bahasa Inggris
Pekerjaan / Lembaga : Mahasiswa S.1
Waktu Penelitian : Mulai tgl 11 s.d. 13 November 2021
Alamat : Jl. Sultan Alauddin No.259, Makassar

Yang tersebut namanya di atas telah melaksanakan penelitian pada UPT SMK Negeri 1 Pangkep dalam rangka penyusunan Skripsi dengan judul :

"ENGLISH TEACHERS PERCEPTIONS ON THE USE OF CODE-SWITCHING IN TEACHING ENGLISH AT SMK NEGERI 1 PANGKEP"

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pangkep, 18 November 2021



H. M. NURDIN B, S.Pd., M.Pd
NIP. 19650510 198701 1 001



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA
Perubahan Judul Penelitian Mahasiswa

Nomor :/TV/1441/2020

Kepada Yang Terhormat, **Ketua Program Studi Pendidikan Bahasa Inggris**, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di tempat:

Assalamualaikum Warahmatullahi Wabarakatuh

Semoga segala aktifitas kita senantiasa selalu bernilai ibadah di sisi Allah SWT. Amin.

Pada hari ini, tanggal 22 bulan Agustus, tahun 2021, Izinkan kami selaku pembimbing tugas akhir mahasiswa (Proposal/Skripsi), dengan identitas:

Pembimbing 1 : Dr. Nunung Anugrawati S.Pd., M.Pd.

NIDN : 0925088502

Pembimbing 2 : Hj. Ilmiah S.Pd., M.Pd.

NIDN : 0909127503

Akan menyampaikan perubahan judul pada penelitian mahasiswa bersangkutan beserta alasan yang menguatkan, baik secara teori maupun praktik, dengan identitas di bawah ini:

Nama Mahasiswa : Putri Indiyani

Nomor Induk Mahasiswa : 105351100917

Judul lama: English Teachers Perceptions On The Use Of Code-Switching In Teaching The English Language At SMKN 1 Pangkep

Berikut informasi perubahan judul yang dimaksudkan di bawah ini:

No.	Perubahan Judul	Alasan (<i>theoretical/practical</i>)	Paraf
	English Teacher's Perceptions On The Use Of Code-Switching In Teaching English At SMKN 1 Pangkep	untuk memperbaiki penyusunan kata dan makna pada judul tersebut sehingga terdapat dua kata yang dihilangkan, seperti kata "the" dan kata "language"	Pembimbing 1
			Pembimbing 2:

(gunakan lembar tambahan jika tidak cukup)

Demikian penyampaian kami, sebagai laporan dan konfirmasi kepada Kaprodi Pendidikan Bahasa Inggris untuk ditindak lanjuti dan dipergunakan sebagaimana maksud dan tujuannya.

CURRICULUM VITAE



The researcher Putri Indiyani was born in Pangkep on May 5, 2001. She is the eldest of 4 children. Mr. Irwansyah is her father, and Mrs. Syahrianti is her mother. From 2005 to 2011 she studied at SDN 252 Mattoanging, she continued her junior high school education at SMPN 1 Bangkala Barat in 2011 and graduated in 2014, the same year she started high school, attended SMKN 1 Bungoro Pangkep and completed 2017. Finally, she continued her studies at the Muhammadiyah University of Makassar as an ordinary student specializing in English Education at the Faculty of Teacher Training and Education. After completing her studies, she was able to complete her thesis on **“English teacher’s perceptions on the use of code switching in teaching English at SMKN 1 Pangkep”** in the seventh semester of the English Department at the University of Muhammadiyah Makassar.

UPT PERPUSTAKAAN DAN PENERBITAN



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Putri Indiyani

NIM : 105351100917

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8%	10%
2	Bab 2	0%	25 %
3	Bab 3	7%	10 %
4	Bab 4	2%	10 %
5	Bab 5	0%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 13 Desember 2021

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

