A. Background of the study

Language is primarily a speech. It is used in a society and it is a social phenomenon. People use a language for communication with one each other, it is learnt from society and used within society. Human beings can use other methods of communication as well; like gestures, posture movements etc. but speech is the most effective way of communication.

In today’s globalizing world, it is estimated that more than half of the world’s population is bilingual (Grosjean, 2001). Bilingual means a person who can use two or more languages for communication. A bilingual should possess native like control of two or more languages (Rene Appel and Peter Muysken, 2006). When two or more bilingual speakers interact, they do not use only one language for their conversation. They often utilize both languages at different ratio, a phenomenon which is known as code switching in bilingual literature.

Code switching is one of the issues in sociolinguistic, sociolinguistics is a branch of linguistics, which studies language use in its relation to social and cultural. The issue of linguistic switch in foreign language teaching was not a major subject of scientific study in past. But, recently, code-switching has attracted a considerable amount of attention. According to Miles Turnbull (2001) stated that open view towards code switching may lead to an overuse/injudicious use of CS by teachers. Due to the presence of the mother
tongue (L1) within in a code-switched communication, some teachers and researchers allege that it shows incompetence and lack of credibility (Hughes, Shauness, and Brice, 2006). However, from a socio-cultural perspective, it in fact encourages creative language use and capability of using both languages effectively (Dahl, Rice, Steffensen, Amundsen, 2010). Therefore, it is quite important to understand the nature of CS to interpret such occurrences correctly.

Code switching is a widespread phenomenon in Indonesia’s multilingual and multicultural society. With Bahasa Indonesia as official language, as well as a number of other languages and varieties, there is widespread bilingualism. In this context, it is common practice for bilinguals to mix languages in their everyday conversations, and the phenomenon of code switching is often observed. Code switching refers to the combination of several languages or dialects in the same conversation or sentence by bilingual people (Gardner-Chloros, 2009, p. 4). It is a nonsystematic process of bilinguals who mix two languages during conversation (Cantone, 2007). Such code switching takes place in both intercultural communication and in communication among people of the same culture who share knowledge of more than one language. Much of the code switching research carried out in Indonesia focuses on code switching in the educational setting.

The aim of code switching in educational setting is to identify the use of code switching by the teachers and learners. Such studies are important in highlighting the possible implication of code switching for education. Erlenawati Sawir (2005) conducted a research on communication problem of
international students in Australia. From the research findings, she concluded that, one of factor for international students’ lack of fluency in English is the use of L1 by their teachers at their primary and secondary EFL classes. David D. I. Kim & Douglas Margolis (2000) conducted a research on listening and speaking exposure of Korean university students to English language and concluded that students should be given maximum exposure to TL when they are learning it to get maximum learning output.

This study investigated the amount of code switching in term of grammatical and contextual classification patterns and the perception of the students towards code switching.

In addition, there are many opinions about using code switching in EFL classroom, especially from the students themselves. There is, hence, a need to understand how students see the code switching. Based on this condition, the researcher was interested in investigating the code switching phenomenon in EFL classroom from the students’ perceptions. The researcher was conducted a research entitled “Students’ Perceptions of Code Switching in EFL Classroom” (A Descriptive Study on the 2nd Semester Student in English Department of Teacher Training and Education Faculty in Muhammadiyah University of Purwokerto)”

B. Reasons of Choosing the Topic

The teacher and student within the context of the classroom use the resource of the language (L1) to engage in the teaching and learning process. It is imperative that this L1 be used to maximize the effectiveness of
communication in the classroom and by extension the process of teaching and learning. Hence, the use of code-switching in the classroom may not be as readily evident to the teacher or the student although it may be a predominant part of the average communication process in the classroom. The competence of the teacher in both L1 and L2 is really important factor.

Apart from having competence in a second language, the code-switcher or especially the teacher must have some level of communicative competence as well and the learners are able to understand concepts when they are presented in a code that is more familiar to them, with the gradual and eventual return to the target language.

C. Research Problems

This study attempts to answer the following questions:

1. What types of code switching are used by the teacher in the teaching-learning process?
2. What are students’ perceptions toward the code switching in classroom interaction?

D. The Objectives of the Research

Based on the research problems above, the aim of this research are:

1. To know the types of code switching are used by the teacher in the teaching-learning process in EFL classroom.
2. To investigate students’ perception of code switching.
E. **Clarification of terms**

1. Perception

   Perception is the way people notice thing, especially with the senses. In addition, perception is an idea, a belief or an image people have as a result of how to see or understand (Hornby, 2006: 1079).

   According to Schmitz (2009), perception is the process of selecting, organizing, and interpreting information. Perception constitute the process that used by people to manage and interpret impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative ways.

2. Code Switching

   The term of “code switching” refer to the alternate use of two or more language, where the switch takes place at sentences or clauses boundaries (David C.S., 2008). Code is switching going from one language to the other in the mid-speech when both speakers know the same language (Cook, 2008).

F. **Contribution of Research**

   Hopefully, this research gives important contribution. The following are some specific contributions:

   1. For the students

      To know what is the meaning of their teachers’ code switching

   2. For English teachers
To help the teachers know about the students’ perception toward perception of code switching and it can be used as guidance in using code switching in EFL classroom

3. For other researchers

As the reference to make further research