CHAPTER II
LITERATURE REVIEW

A. Students’ Perception

1. Definition of 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. Through the perception, people can create relationship with environment. This relationship is done through their five senses. Those are vision, hearing, taste, smell, and touch.

Koentjaningrat as cited in Sahal (2010: 7) explained that perception is the realization of human brain process and it appears as view about phenomenon. In this process many factors such as feeling, needs, motivation, educational background, experiences, etc are involved. Then the process is followed by a process by which a persons’ brain arrives at meaningful interpretation of stimuli. After defining the term of perception, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment.
through the sense of organ. This research, perception means giving the opinion or message about something happened.

2. Factor Affecting Perception

Everyone has different tendency in seeing the same thing. The difference can be affected by many factors, including the internal and external factors (Walgito, 2001: 103).

a. Internal factors

Internal factor comes from an individually, especially depend on psychological factor such as: thought, feeling, willingness, needs, sex, attention and motivation. Every human being has different characteristic and temperature are also shaped by individuals’ family and individuals’ environment.

b. External factors

This factor comes outside of an individual, the external factors are also affected someone’s perception, stimulus is an internal factor in monitoring process. The process of stimulus will through the sense of organ or receptor such as: sight, sounds, hearing, etc. it can be concluded that the individual’ sense organ is as a connector between individual and the object in the world.

3. Process of Perception

Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. It’s done through five senses. Walgito (2001: 53) stated the following steps show the process of perception:
a. **Stimulus**

Perception arises because of the response to the stimulus. The first step of perceptions is sensation. All of the sensations enter through humans’ senses. Sensation will influence the stimulus.

b. **Registration**

The stimulus will be transferred by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus.

c. **Interpretation**

Stimulus entering into the brain will be interpreted, construed, and given meaning through a complicated process.

Relation in this study is the perception given by the students as a result of stimuli that first given by the teacher in the form of questions.

4. **Basic Principles of Perception**

For the teacher, knowing and implementing basic principles of perception is very important. There are many basic principles that should be known by English teachers in order to know students characteristics so the communication between teachers and students will be effective, those are:

a. **Perception is relative not absolute**

It means that perception of someone or group is different from others. The perception sometimes will be different even though they talk about the same things.
The teacher can predict students’ perception better in the next lesson by knowing this from previous lesson being taught.

b. Perception is selective

It means that perception that is given by someone or group come based on their attention. It depends on their brain or motivation about the object. In this case, the teacher should choose what parts need to be pressure to get more attention from the students.

c. Perception has arrangement

It means that perception of someone is an arrangement about an object. It is influenced by their brain, motivation, experience, and etc. For example, someone maybe will have negative perception toward English lesson because of their bad experience before related to English itself. In other words, the arrangement of the object can give influence toward the perception about that object.

d. Perception is influenced by hope and readiness

Hope and readiness of a person will determine which messages will be selected for admission, laid out, and how the message will be interpreted.

e. Perception of someone or groups can be different although in the same situation

For the teacher, this principle means that the perception could be more or less the same with the perception shared by other classes with the same subject matter being taught (Slameto, 2010: 102-105).
5. Students’ Perception

Students are the main and the most important resource in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students (Danim, 2010: 1). All of the learning process always begins with perception.

Students’ perception is the process of preferential treatment of students toward information they get from an object, in this study is teachers’ code switch.

B. Code Switching

1. Definition of Code Switching

Every normal human being is able to use language for his/her communication and interaction in his speech community. In order to communicate, there must be a mutual intelligibility among the speakers that make them understand one another and it would be reached when they use the same language. Usually, people who are from the same speech community would use the same language in order to transfer and share their information and knowledge.

Anne (2006) stated that code switching and the use of first language (LI) in the classroom has been a controversial topic in the field of linguistics and educations. Furthermore Hymes in Ayeomoni (2006) defined only code-switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles”. Code
switching occurs in bilingual or even multilingual, it happens when someone shifts one language into another language for instance English as a foreign language into Indonesian as the first language.

Classroom code switching is described the use of more than one linguistic code or language in the classroom by teachers and students (Üstünel, 2004). Apple in Chaer and Agustina (2004: 107) defined that code switching is indication of shifting language because of situation changing. Code switching is a process shifting from one system of signals or symbols for communication that is language to another in a conversation. Hymes in Chaer and Agustina (2004: 108) stated that code switching has become a common term or alternate use of two or more languages, varieties of language, or even speech styles. According to Baker (2006), code switching can be used to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humour into a conversation, and in some bilingual situations, code switching occurs when certain topics are introduced.

Cook (2001) explains that teachers may use the first language in order to explain activities so that the activities would be beneficial to the learners. The use of the learners’ first language would allow negotiation and better understanding of the required task. Cook (2001), however, also
opposes the use of the first language in the learning of a second language to a certain extent. Cook also believes that students should keep their first and second languages as two separate entities. Users of the second language should be able to use it independently and to think in it eventually.

On the other side of the issue, more and more researchers, such as Stern (1992) and Cook (2000) argued that students’ L1 deserves a place in EFL classrooms. They attempted to question the long-held belief of excluding the L1 from the classroom. Cook believed that to let students use their mother tongue is a humanistic approach, as it permits them to say what they really want to say. The use of students’ L1 is a “learner-preferred strategy”. Stern (1992) suggested that it may be the time to “reconsider” the use of crosslingual strategy (i.e., use of both the L1 and the Target Language).

2. Factors of Code Switching

Fishman in Chaer and Agustine (2004: 108) states the factors in interaction conversation that influences the meaning in code switching; some factors and causes in code switching are influenced by the context and language situation that can be elaborated as follows:

a. Partner of the speakers

The partner is not only individual but also group. In the bilingual society, speakers sometimes switch from one language to another because her/his partner shares the same language. The consideration of a partner of the speakers is a third person in a conversation also a cause
of code switching, when the third person does not understand what are the first speaker and the second person are talking about.

b. Time and place of conversation

The conversation occurs in a bus station or other public facilities, for instance it is done by the people for many ethics and the communication among them is so complex. In this case code switching may be occurred.

c. The modus of the conversation

The modus of conversation is a medium that is used by people. The oral modus (face to face, by phone, or audiovisual) prefers to use informal variation that usually used in written modus (official letters, newspaper, and scientific books)

d. Topic of the conversation

A communication will run successfully by using topic. Code switching may be occurs because of the topic. The scientific topic in the formal situation is presented by using formal variant and an unscientific topic which “free” and “relax” usually presented by using informal variant.

e. Function and purpose

The function of the language that has been used in conversation is based on the purpose of the communication. The function of the language is an expression there is closely related to a certain purpose such as order, offer, announce, etc.
The speakers use the language according to its function, based on the context and the situation of the communication. Based on Anne (2006) stated that bilinguals code switch because; speakers can make a stronger point or send a clearer message, an idea or concept may be better understood, students learn new vocabulary through code switching, the speaker is quoting someone directly. Therefore, code switching exhibits the correlation between contextual function and situational that is relevant in the use of two languages or more.

This is the example of code switching phenomenon, it occurs from English to Indonesian.

**Background**: Teachers’ Room

**The speakers**: Mrs. Rini and Mrs. Tri who is English teacher, Mrs. Siti (Math teacher and could not speak English)

**Topic**: The shutdown of electricity

**The cause of CS**: The appearance of Mrs. Siti in the conversation

**Conversation**:

**Mrs. Rini**: Mrs. Tri, do you know what time it was when the electricity down last night?

**Mrs. Tri**: I do not know either Mrs. Rini, because I have already slept last night. Bagaimana
dengan Ibu Siti, apakah anda tahu jam berapa listrik mati tadi malam?

Mrs. Siti : Saya tahu bu, kira-kira pukul delapan malam.

The kind of example above occurs when the third person join the conversation. Code switching from English to Indonesian happens because Mrs. Siti could not speak English.

3. Type of code switching

According to Made Iwan (2012: 75), code switching can be classified with two different classification, they are grammatical and contextual clarification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

The grammatical classification results in three types of code switching, namely tag-code-switching, inter-sentential code-switching and intra-sentential code-switching.

a. Tag code switching

A tag code switching happens when a bilingual inserts short expressions (tag) from different language in the end of his/her utterances. Here is the example:

An Indonesian bilingual switches from English to Indonesian, e.g. 

It’s okay, no problem, ya nggak?
b. Inter-sentential code switching

An inter-sentential code switching happens when there is a complete clause in a foreign language uttered among two sentences in a base language, it can be in the beginning, in the middle, and in the end of the sentence. The example of this type of switching is as below.

An Indonesian bilingual switches from Indonesian to English, e.g. 

_Ini lagu lama, tahun 60an. It is oldies but goodies. Tapi masih enak didengar._

c. Intra-sentential code switching

An intra-sentential code switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language. The example is as the following.

An Indonesian bilingual switches from Indonesian to English, e.g.

_Hotelnya sangat amazing, sungguh sangat terlihat mewah._

Unlike the grammatical classification, which is based on the position of the different codes found in the utterances, te contextual classification divides to types of code switching, namely the situational and metaphorical code switching.

a. Situational code switching

A situational code switching appears where there is a sudden change of the situation that causes bilingual switches from one code into another. The factors of choosing a code are could be the setting and the participant. The following short dialogue describes an example of a
situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker friend (participant).

Agus : Menurutku, karena mereka tidak tahu artinya, De.
Mark : Hi, Agus.
Made : Nice to meet you, Mark.
Mark : Nice to meet you too. What are you two talking about?
Agus : Nah ini dia kita bisa tanya Mark. Mark, can you help us?

b. Metaphorical Code switching

A metaphorical code switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. Bilinguals that code switch metaphorically perhaps try to change the participants’ feeling toward the situation. The following example illustrates how some Indonesian students jokingly switch from English to Indonesian to affect a serious dialogue to be a bit humorous.

Made : We want to take it, to where ... Ya, itu tempat kita biasa mancing, and we are drinking, singing, and having fun.
Ali : And also, there we are surfing, swimming ... terus, kita jadi pusing-pusing (feeling dizzy) dah ... ha ha ha.
Made : Are you joining, Jim?
Jim : OK then, I’m in.
C. Research of Code Switching

In conducting this research, the researcher considers some previous studies. Horasan, S. (2014) studies “Code-Switching in EFL Classrooms and The Perceptions of The Students and Teachers”, the subject was 43 students and on four of their teachers at a preparatory school of a public university. Each teacher was observed twice and each class was observed four times. The research finding is the percentage of code switching occurrences is quite high. It was also expected that the teachers would use code switching to attract attention and to facilitate understanding while students would switch codes mostly to fill in the gaps for vocabulary items. Most of the teachers sometimes use code switching for classroom management, but only rarely for giving instructions. In terms of the impacts of code switching on learning gathered from the findings of the interviews, teachers all believed that it was to some extent negative for students, but still depending on the level. Therefore, they all believed students should not be encouraged for the use of Turkish (L1) because for them it did not show advanced skills and did not ease learning.

Jinxia Liu (2010) with the title Teachers’ Code-Switching to the L1 in EFL Classroom and the subject of this research was both the teachers and students, were chosen from the three Chinese universities: Three Gorges University, Hubei University and Zhenjiang Normal University. Altogether 261 undergraduates from the three universities were randomly chosen from different majors and 60 teachers were involved in the study. This study
reveals that the teachers and students stay nearly the same stance on the attitudes towards codeswitching to Chinese. They mostly agree with the use of Chinese in EFL classroom. The students really want to be exposed to as much English as possible. However, they think it is important for their teachers to use Chinese sometimes. By the careful calculation and analysis, the functional uses of code-switching to Chinese can be found in the following categories:

1. Translating unknown vocabulary items
2. Explaining grammar
3. Managing class
4. Facilitating students’ understanding by quoting others’ words

Esra and Yana (2015) studied EFL Teachers’ Code Switching in Turkish Secondary EFL Young Language Learner Classrooms, the subject was 3 teachers from two private secondary schools in the city of Adana and Denizli in Turky. The results of their study showed that there 3 types of code switching identified, those are:

1. Inter-sentential code switching
2. Intra-sentential code switching
3. Tag code switching

Among these three types, inter-sentential code switching turned out to be the most salient type of code switching. Moreover, the comparison of the three teachers with regard to code switching types revealed that inter-sentential code switching remained in first place. As to the functions of code switching
in EFL teachers’ classroom, the findings showed that most of the code switching attempts were related to course content (translation, giving instructions, making explanation, message clarification etc.).