The Students' Perception Towards Teacher Code Switching in Teaching English as Foreign Language at STISIPOL Candradimuka Palembang

by Sherly Desliyanah

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Abstract: The purpose of this study is to ascertain how students at STISIPOL Candradimuka Palembang feel about teachers using code switching when teaching English. The study sample consisted of 37 students from the Social Welfare Science course. The Qualitative survey research design was applied in this study. The questionnaire was spread to the students as the research instrument to investigate students' perception. The result of the questionnaire was analyzed by using the Likert scale to know the degree of agreement and disagreement. The study's findings demonstrated that students had a positive perception of teachers who code-switch between Indonesian and English because it makes learning the language more fun and motivates them to try having conversations in it.

Keywords : Perception, Code Switching, Teacher

1. INTRODUCTION

English has become an international language used in many fields, including business, technology, education, and international communication. Learning English will enable students to interact with people from many cultures and countries around the world, enabling them to participate actively in international business and strengthen their social networks. Since English is applied as the foreign language in Indonesia, the use of English outside of the classroom for instruction and learning is quite rare. Instead becoming a part of everyday life. In light of this, it is uncommon to locate an Indonesian school that employs complete English as a medium of instruction. Actually, as one follows the development of the Indonesian curriculum, English has seen a transformation in standing. For instance, English was introduced in elementary schools in the 1994 Curriculum beginning in grade 4, and it became local content in the years 2003 and 2006. However, because of worries that students would lose their native tongue, this subject was dropped from the 2013 Curriculum for elementary schools. regional or Indonesian languages, which weakens their sense of self because they put more of an emphasis on studying English.

A research study conducted by Harjanto et al (2019) showed that high school students in big cities who had a lot of interaction and communication in English did not necessarily erode their Indonesian identity. They still maintain their love for their original identity. This means that concerns about the erosion of Indonesian values may no longer be relevant at this

time. Moreover, the exposure of foreign cultures and languages, especially English, has spread both directly and indirectly through the internet with various existing social media. Lidwina (2021) stated that about 60.4% of the 10 million sites on the internet use English as of January 2021, the most among other languages. It could be stated that English will be much more efficient if it is taught formally in elementary schools so that it is more organized and has clearer learning achievement targets.

Rizataty (2023) stated that Indonesia has an English Proficiency Index (EPI) score of 473 points in 2023, the data was gathered from the Education First (EF) study. This score puts it in the poor proficiency group for English. This situation could happen because of many factors. It could happen because English is not used frequently as a means of communication, the lack of confidence, or it could happen because of trouble understanding. It was supported by the research conducted by Sutrisno (2015) he proposed that the incorrect teacher's method while teaching English, had no clear purpose of learning, no much time, money, and chance. The teacher's style in teaching will also become one of those factors. Additionally, Lusita (2011) stated that many teachers have their own style in teaching, but not all teachers can make the students feel comfortable to stay in the class.

In relation to the reason above, according to Lusita (2011), a teacher should be able to motivate the students, offer them more opportunities to select their own partners, and be an active listener. In the process of teaching and studying English in the classroom, some teachers always end up at the center or as the major subject. English is primarily used in lessons and has many intricate explanations. Furthermore, Sutrisno (2010) stated that many students are capable of speaking English well, but they always decline invitations to participate in conversations in the language out of fear of making mistakes. The students do not use the English they learn as a way of. If a teacher can do his or her tasks in an accurate and proper manner, then one could say that the teacher is a role model. Fithriani et al. (2021) assert that the job of teacher is not only to instruct students in accordance with the requirements of the curriculum, but also to set an example for them by modeling positive behavior. Educators who aspire to be role models will possess the ability to exhibit attitudes and behaviors that align with societal standards and values. In addition to being able to select the most effective teaching strategy, teachers serve as role models for their students by modeling morality and good behavior during the learning process. Teachers should therefore make an effort to assist students in understanding how the teaching models might be used in various educational contexts. Applying the varieties of teaching strategy is really important to light up the students'

motivation to learn English in the classroom. Code switching could be one of those strategies that could be used by the teacher while teaching English as a foreign language in the classroom.

Particularly in certain multilingual nations, code-switching has become common linguistic occurrences. Wardhaugh (2006) stated that code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations. Additionally, Hymes (1974) as cited in Aminah (2022) code-switching was defined as a common term for alternative use of two or more languages, varieties of a language or even speech styles. Numerous social and linguistic elements can influence the decisions made about the application of code-switching. In multicultural and immigrant populations, it is rather common. In a conversation, code swapping can occur when one person speaks in one language and the other responds in another. Furthermore, code-switching can be characterized as when bilinguals or multilingual people alternately employ two or more languages during a conversation.

In bilingual or multilingual speech, the usage of code-switching is frequently viewed as a natural and subconscious process. Nonetheless, numerous studies have demonstrated that code switching never happens by accident. This was supported by Chung (2006), he has examined the usage of code switching in a Korean household as a communicative strategy. Additionally, Moodley and Kamwangamalu (2004) also stated that code switching can be used as a teaching technique in secondary school ESL classrooms to teach literature. The results demonstrate that code switching can help students in improving their academic accomplishment as determined by tests of literary works. Recent study conducted by Aminah (2022), with 33 students and a percentage of 63%, it could be inferred that students' perceptions of teachers using code switching to teach English were "positive" and that there are a number of benefits. Students more readily comprehend instructions and the explanations provided by teachers.

It indicates that the majority of students view code-switching as beneficial and encourage the teachers to employ it when instructing English. Due to those study results, the writer is interested to know more about the students' perception towards teacher code switching in teaching English in the classroom. Previously, the writer conducted research about students' perception towards the use of code switching as a means of communication in EFL Classroom. The findings of the research study showed that 70% of students from the sample preferred to code switch in teaching and learning process (Desliyanah, 2021). However, since the students still only have a limited vocabulary, using code switching could aid them in acquiring the language. In addition, another issue is that the students are still unfamiliar with the structure of

the language they are learning. For this reason, it is crucial to alter up the code while introducing the language to ensure that the students comprehend it from the start. Furthermore, if a teacher consistently utilizes their target language in the classroom when teaching a lesson, especially one involving English as a foreign language, the students may become less interested in attending class because they will likely feel more tense and stressed because they have not yet mastered the language. The language instructor did not anticipate this circumstance.

After seeing the result of research study which has been conducted in 2021, where code switching was also analyze as a means of communication while teaching English at Stisipol Candradimuka, the writer wants to know more students' perception towards code switching in teaching English in the classroom, with more focus on the social welfare students' perception towards the teacher code switching in teaching English as Foreign Language in the Classroom at STISIPOL Candradimuka Palembang.

2. THEORETICAL FRAMEWORKS

The Concept Of Students' Perception

The process by which we absorb and interpret information from our surroundings is called perception. There are many different ways we take in information. Perception is involved in where information or signals are stored in the human brain. There are many experts who have defined the definition of perception itself. According to Unumeri (2009) perception is defined in line with one's thoughts and perspectives. Additionally, Huffman and Vernoy (2000) stated that perception is the process of selecting, organizing, and interpreting sensory data into usable mental representation of the world. It's been said that perception is the way the senses react to stimuli. People often have various perspectives on the same thing. Numerous things, including knowledge, emotions, experiences, and point of view or attitude, might have an impact on these differences. Additionally, Shiraev (2016) mentioned that experience will shape and influence perception. To strengthen the concept of perception itself, Douglas et.al (1999) stated that perception is the process of using information and understanding of the world, so that sensations become meaningful experiences. By shaping experience, perceptions influence thought, feeling and actions

Due to the explanation given above, it could be summarized that perception is a complicated process that enables one to accept or summarize information taken in from the outside world. It is also impacted by sensation, thinking, and experience. Since instructors, presenters, and teachers must co students' preferences when creating instructional materials and classes, student perceptions are especially significant in the field of teaching and learning.

McGoldrick and Caffrey (2009) stated that the capacity of students in defending the beliefs and distinguishing them from the research being discussed in class might be seen as a measure of their perceptions. Additionally, even if it can be challenging for the lecturers, educators must consider the prior knowledge of the students. Since instructors are responsible for ensuring that students could comprehend the subject while evaluating their knowledge, they must be aware of the goals of the sessions. Students' perceptions vary as professors use different tactics and approaches in the classroom.

In essence, perceptions differ amongst individuals. Differentiation perception can result from a number of factors. There are many factors that affect the students in stating their perception. According to Setiyana (2012), students' perception can be influenced by functional and structural factors. It was stated that functional factors, also known as personal factors, have to do with how well an individual understands the effects of the stimuli generated; they are also sometimes called the advantages of the stimuli generated. Meanwhile, structural factors are outside variables that influence how well a person perceives the stimuli that are there. In order to give positive or negative perception, Gibson et al (1985) stated that there are six factors which influence someone's perception, namely stereotype, selectivity, self-concept, situation, needs, and emotion.

Stereotype is a person's opinion about one specific group member that is applied to the entire group. Put otherwise, a stereotype is the opinion of a small number of people that is representative of the entire group on a given subject. It could be understood that the teachers will see the implementation of English Indonesian Code switching favorably if they believe it has been implemented well and they do not have any difficulties in understanding it, particularly when it comes to the English teaching and learning process.

Meanwhile, selectivity refers to something which people like or not. Therefore, the perception is based on students' liking or not towards teachers' code switching while teaching English in the classroom. Self-concept refers to an individual's perception and feelings about themselves. A person's past experiences also influence their self-concept. A person's view is influenced by their situation since it shapes their everyday habits and feelings. People's circumstances also have an impact on how accurately they see things. In light of this research, teachers may have a negative opinion of the use of code switching in the English teaching process if they discover that their students are struggling greatly in English classes when the teacher uses it.

Needs and desires have a big impact on perceptions. A person's perception is influenced by what they require. They must have a positive perception of something in order to be willing

to learn about its goodness. In relation to the students' perception towards teacher's code switching while teaching English in the classroom. Gibson et al (1985) also stated that a person's perception is also influenced by their emotions. For example, when someone is content, they may perceive something positively. Then, according to Abdul Rahama (2009) people organize and interpret the stimuli they get during perception in order to give it meaning for the person.

In relation to the explanation given above, some internal factors such as emotions, needs, experiences, or an individual's thoughts toward a particular object or stimulus could determine how someone perceives something. A person's perception can be influenced by external elements that originate from outside of themselves, such as specific circumstances, other people's opinions on the stimuli, and the degree to which others interact with a given object or stimulus.

The Concept Of Code Switching

A community that speaks more than two languages will be multilingual. In the multilingual community, there is a chance that people will switch or even mix languages. Language mixing and switching has been recognized by several specialists as a phenomenon. The study of language as a whole, from theory to actual use to development, is known as linguistics. Apart from being a means of communication, language is an entity studied in linguistics. Linguistics studies language as a whole, starting from theory, concrete use, to development. Linguistics develops along with the development of civilization because civilization gives rise to new language phenomena that represent its society. Since language is used in social interaction or communication, language use will be adjusted to the cultural, social and economic background of the community. A society's language becomes increasingly complicated as its way of life does. According to Wardhaugh and Fuller (2015) using language in social contexts in linguistics is studied in Sociolinguistics. Sociolinguistics focuses on the relationship between language and society aiming to better understand the structure of language and how language can function in communication.

Code switching occurs frequently in sociolinguistics. Hiding a secret message from other speakers is one of the purposes of code mixing or code switching. On the other hand, code switching has been used in classroom discussions. Certain specialists contend that implementing code switching in classroom activities can yield advantages and enhance the process of teaching English. In the classroom, code-switching also occurs when teachers attempt to translate words from one language into the other. According to Gulzar (2010), rather

than continuing in the foreign language while introducing new vocabulary, grammatical rules, or instructions, teachers frequently switch codes to translate or elaborate the key idea. Typically, the teachers would move from the target language to their mother tongue. Occasionally, they would even express their happiness or discontent in the target language, which is English.

As the description above, situational factors include the topic being covered, the level of familiarity among participants, and the type of setting that can encourage learners to transition to a different language. Speakers can represent their ethnicity, bridge language gaps, and accomplish certain discourse goals by using code-switching. From a structural perspective, code-switching is classified as either intrasentential or intersentential. Shanna Poplack (1980, as cited in Suhardianto , 2022) stated that the most complicated kind of code switching, known as intra-sentential switching, allows speakers to simultaneously control two systems. The act of switching within a phrase or a clause is known as intra-sentential switching (Wei, 2000). For example " *Can I get Sepatu biru itu*". The switching is coming from the phrase used, from English to Indonesian. Meanwhile, according to Wei (2000), intersentential switching is switching that takes place outside of a sentence or clause. Additionally, Romaine (1989 as cited in Suhardianto, 2022) when a clause or sentence borders another clause or sentence that is written in a different language, this switching occurs. For example " *Aku sudah selesai makan, I want to sleep now*". This kind of code switching will appear in different sentences. On the other hand, it could stated that inter-sentential switching will occur when a speaker switches his language from one to another in different sentence or after the turn-taking with another speaker

In relation to the classification of code switching above, Wardhaugh (2006, as cited in Aminah 2022) categorizes code switching into two distinct categories. They are situational code switching and Metaphorical Code Switching. It was stated that situational switching will occur where languages are switched when speakers speak in one language in one setting and a different language in another, depending on the situation they are in. There is no shift in subject. Meanwhile, Metaphorical code switching appears when the language being used needs to change due to a shift in subject. Certain topics can be covered in either code, but the one chosen gives the discussion of the topic a unique character. In metaphorical code switching, the situation is redefined, and the code is altered accordingly: formal to casual, official to personal, serious to lighthearted, and civility to solidarity.

The purposes that code-switching is used for in language usage can also be used to list the justifications for its use. In general, Malik (1994 as cited in Lismay, 2017) there are 10

justifications for code-switching in communications; (1) incapacity, (2) inarticulateness, (3) speaker's attitude, (4) emphasis on a point, (5) habitual experience, (6) semantic importance, (7) demonstrating group identity, (8) pragmatic justifications, (2009) reaching a different audience, and (10) drawing attention. Cahyanti (2021) also stated some reasons why code switching is applied. These are some reasons for code switching;

1. Speakers move to a different language when they can't explain themselves clearly in their native tongue. A speaker might speak in the other tongue for a while.

2. Using a minority language to express compassion for a social group is a pretty typical occurrence. By using different language, the speaker indicates to the audience that they are from a particular background. If the audience reacts similarly, rapport is built.

3. The speaker's attitude toward the listener can be conveyed by language switch, including friendliness, annoyance, distance, sarcasm, jocularity, and so forth. Bilinguals can express these effects in part by switching languages, but monolinguals can only do so by changing the formality of their speech.

In the process of teaching and learning English as a foreign language in Indonesia, code switching sometimes was applied as a strategy or teaching method in the classroom. Many teachers use the code-switching approach during the teaching and learning process to give students a chance to interact and improve their comprehension of the subject being covered. In addition to ensuring that the class is as communicative as possible, switching the target language to the mother tongue at a certain point in time can assist teachers in emphasizing key points. Based on Lee (2010) code switching may take place in the classroom while instruction is being given to make sure students comprehend the material and directions. Additionally, Sert (2004) stated that subject switch, emotive functions, and repetition functions are the three categories under which teacher code switching falls. In addition to ensuring that the class is as communicative as possible, switching the target language to the mother tongue at a certain point in time can assist teachers in emphasizing key points.

Teachers can utilize code switching to communicate with their students as a listening and speaking exercise during the teaching and learning process, since it is one way to make studying language easier. Hamid (2016) stated that in an English discussion classroom, changing the language from English to Bahasa Indonesia or other languages can be used as a communication method. Code switching will help the students in understanding the teachers' instruction while teaching and learning process in the classroom. According to Afriani (2020), code switching may be required in certain situations, particularly when the students are regarded as low- to middle-level. If teachers spoke in whole English in the classroom, students

would find it difficult to understand the lesson, particularly when they were learning grammar and vocabulary. According to Mujiono et al. (2013), it is useful to alternate between languages when establishing ongoing communication in EFL classes. Furthermore, he clarifies that code switching can be an effective tactic in classroom interactions if the goal is to efficiently impart knowledge to students and make meaning explicit.

Related Previous Study

This research is connected to a number of pertinent investigations. A research conducted by Lingga Suganda (2011) in SMA Kusuma Bangsa Palembang. She claimed that the teachers at SMA Kusuma Bangsa employ code switching and code mixing in order to preserve the teaching and learning process itself. As a result, the students will better understand the lesson and exhibit greater enthusiasm and motivation from their teachers. Mujiono (2013) conducted a study on code-switching in English as a foreign language taught by English lectures at universities. The research result showed that there were some effects on students' speaking achievement when code switching is used as a communication strategy. The teaching of speaking in the classroom will be accomplished through the use of code switching and mixing between Bahasa and English in this study.

Recently another research came from Aminah (2022) where the research is about knowing students' perceptions of teacher code switching in teaching English at Islamic Junior High School Hidayatul Ma'arifiyah Pangkalan Kerinci. It was found that the data analysis results indicate that most students' impressions of teachers using code switching to teach English fell into the good category, with the goal of assisting students in understanding the material being explained. After reading a few research-based articles written by earlier academics, the author is very eager to find out students' perception towards teacher's code switching in the teaching English at STISIPOL Candradimuka Palembang, especially in the social welfare science classroom.

3. RESEARCH METHODOLOGY

In order to more easily express the perception of students regarding teacher's code switching in teaching English in the social welfare science class at Stisipol Candradimuka Palembang, the researcher in this study used qualitative survey methodologies. According to Creswell (2012) a survey research design is carried out as a preliminary step in the implementation of qualitative research, in which the researcher administers a sample or the entire population under investigation to provide insights into the behaviors, opinions,

characteristics, or opinions of the population. Additionally, it was stated that survey research designs, according to Creswell (2012, p. 376), are methods in quantitative research where researchers give a survey to a sample or the full population to describe the attitudes, opinions, behaviors, or features of the population. In this study, the survey research design was applied because the survey method can expedite study and save time. A straightforward approach that is relevant to this study, which examines students' perception of teachers using code switching when teaching English.

This research was conducted during the class semester. It was observed by the researcher since the class semester started in February 2024 until May 2024 after the class mid semester term. In this study, the writer employed Google forms as a means of gathering data. The questionnaire form link was emailed by the researcher to the class leader, who then shared it with the class WhatsApp group, where students completed it. The researcher recorded students' impressions using the researcher's smartphone to conduct an in-person interview with them as she awaited their answers to the questionnaire. Since English is only given to second semester students. All 37 students were selected to be the study's sample. The 37 students were from Stisipol Candradimuka Palembang, and they were in their second semester of social welfare science. There are 20 questions on these surveys, those were derived from Fauzanah, D. and Sitti, F. (2019), Catebay (2016) and Aminah (2022). There are nine questions adapted from Fauzanah, D. and Sitti, F. (2019), and five are from Catebay (2016), and six are from Aminah (2022).

The research question was addressed using the information gathered from surveys. The information was utilized to understand how students felt about teachers using code switching when teaching English. The writer employed the Likert scale interval rate categorization for data analysis.

Table 1
The Scoring of Questionnaire

The Statements	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The subjects indicate whether they agree, strongly agree, disagree, disagree, or strongly disagree with each statement in response to these scale questions. Moreover, a numerical number is assigned to the degree of agreement with each of the distinct propositions. The value of each individual response is added up to determine the subject's score. The score interpretation criterion value range Likerts scale was adopted from Harlinda (2019). The table below illustrates this:

Table 2

Score Interpretation Criterion

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

4. FINDINGS AND INTERPRETATION

The result of the study of finding the perception of social science welfare students towards teacher's code switching in teaching English in STISIPOL Candradimuka was gained by examining the result of a questionnaire from the students.

Biographical Information

There were 35 students participating in the study, they are coming from social welfare science second semester in the academic year 2023 - 2024. There are 18 female students, and 19 male students.

The Students' Perceptions Towards Teacher Code Switching in Teaching English

The social science students' perception towards teacher code switching in teaching English at STISIPOL Candradimuka was examined by using Likert scale score of survey in which the degree of agreement and disagreement was indicated by each question. In this part, the questionnaire was focused on investigating what the students think about teacher code switching in teaching English language in the class. There are 12 questions given. And the percentage of agree and disagree could be seen as follows;

Table 3

Teacher Code Switching in Teaching English

No	Item Description	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
1	When a teacher switches English to Bahasa Indonesia, I understand the teacher more easily. (*Ketika seorang guru mengalihkan bahasa Inggris ke bahasa Indonesia, saya lebih mudah memahami guru*)	75%	20%	5%		
2	Teacher code-switching helps me in understanding new and difficult vocabulary, concepts and ideas. (*Alih kode guru membantu saya dalam memahami kosakata, konsep, dan ide yang baru dan sulit*)	80%	29%			
3	Teacher code-switching for the task instructions, helps me understand the task better. (*Alih kode guru untuk instruksi tugas, membantu saya memahami tugas dengan lebih baik*)	70%	25%	5%		
4	Teacher code-switching gives me confidence to speak and participate in the class. (*Alih kode guru memberi saya kepercayaan diri untuk berbicara dan berpartisipasi di kelas*)	60%	35%	5%		
5	Teacher code switching motivated me to study these subjects. (*Alih kode guru memotivasi saya untuk mempelajari mata pelajaran ini*)	70%	25%	5%		
6	Teacher code-switching facilitates the learning process. (*Alih kode guru memudahkan proses pembelajaran*)	85%	15%			
7	Teacher code-switching makes it easier for me to learn. (*Alih kode guru memudahkan saya untuk belajar*)	70%	30%			
8	Teacher code-switching increased my enthusiasm in the question and answer session. (*Alih kode guru menambah semangat saya dalam sesi tanya jawab*)	45%	20%	30%	5%	
9	Teacher code-switching may increase my score. (*Alih kode guru mungkin akan*	40%	20%	20%	20%	

	meningkatkan skor saya)					
10	Teacher code-switching makes class less boring. So I enjoy the lesson. (*Alih kode guru membuat kelas tidak membosankan. Jadi saya menikmati pelajarannya*)	75%	25%			
11	Teacher code-switching weakens my English. (*Alih kode guru melemahkan bahasa Inggris saya*)			25%	70%	5%
12	Teacher code switching makes me understand something faster. (*Alih kode guru membuat saya memahami sesuatu lebih cepat*)	50%	20%		30%	

Due to the percentage of the questionnaire result above, it could be interpreted that students' perception towards teacher code switching in teaching English was positive. When a teacher switches English to Bahasa Indonesia, 75% of students understand the teacher more easily. Meanwhile 80% of the students strongly agree that teacher code-switching helps them in understanding new and difficult vocabulary, concepts and ideas. It means that, when the teacher codes switching from English to Indonesian Language or from Indonesian to English, it can facilitate the students in learning English in the class. When the students could not understand the phrases or the sentence while explaining the material, the teacher code switching really helped them. Not only facilitated the students, teacher code switching could enlarge students' vocabularies. From the table above, it could be seen that 70% of the students stated that teacher code-switching helps them understand the task better and teacher code-switching makes the students learn English and motivates them to study these subjects.

Furthermore, it can be seen in the statement where the students were asked about whether teacher code-switching could facilitate the learning process or not, and it showed that 85% of students strongly agree that teacher code switching facilitates the learning process. And all students stated teacher code switching in teaching English makes the class less boring, so the students could enjoy the class. And 65% of the students stated that teacher code-switching increased their enthusiasm in the question and answer session, even though only 60% of the students stated that teacher code-switching may increase their score. Since English is as foreign language in Indonesia, perhaps it does not increase the confidence of students not that much in gaining a big score even though the teacher has applied the code switching in teaching English in the class. Out of those interpretations, it could be assumed that teacher code switching in teaching English showed a positive perception.

Students' Teaching Method Preferences

In completing the social welfare science students' perception towards teacher code switching in teaching English in STISIPOL Candradimuka, other items of the questionnaire were administered to strengthen the previous result of the questionnaire. The students' teaching method preference was very important to investigate, so it could give more recommendations for teachers and other readers who teach English as a foreign language later. The table below showed the result of students' teaching method preference.

Table 4
Students Teaching Method Preference

No	Item Description	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
1	If a teacher switches to Bahasa Indonesia, I feel the teacher is not proficient in English. (*Jika seorang guru beralih ke Bahasa Indonesia, saya merasa guru tersebut tidak mahir berbahasa Inggris*)	5%	20%		10%	65%
2	I prefer to study only in English (*Saya lebih suka belajar bahasa Inggris saja*)			10%	70%	20%
3	I prefer to study in English and Bahasa Indonesia. (*Saya lebih suka belajar bahasa Inggris dan bahasa Indonesia*)	80%	15%	5%		
4	I feel satisfied during the process of learning when I switch English and Bahasa Indonesia (*Saya merasa puas selama proses belajar ketika saya beralih bahasa Inggris dan Bahasa Indonesia*)		60%	20%	20%	
5	I feel more comfortable learning while having language switching. (*Saya merasa lebih nyaman untuk belajar dengan alih bahasa*)		60%	20%	20%	
6	I understand difficult concepts when the teacher teaches in English. (*Saya memahami konsep-konsep yang sulit ketika guru mengajar dalam bahasa Inggris*)			5%	20%	75%

7	I understand difficult concepts when teacher taught in English and Bahasa Indonesia (*Saya memahami konsep-konsep yang sulit ketika guru mengajar dalam bahasa Inggris dan Bahasa Indonesia*)	75%	20%	5%		
8	I am able to concentrate on teacher when teacher switches English to Bahasa Indonesia. (*Saya dapat berkonsentrasi pada guru ketika guru mengalihkan Bahasa Inggris ke Bahasa Indonesia*).	75%	20%		5%	

The findings above positive perception about code switching as a method in teaching English in social welfare science class in STISIPOL Candradimuka Palembang. Since the number of students in social welfare science class came from out of Palembang. Some of them came from rural areas where English is not as important as in urban areas such as Palembang. The need for language switching is still high, it could be seen that 80% of the students prefer to study in English and Bahasa Indonesia. Meanwhile, 75% of students stated that they could understand difficult concepts when the teacher taught in English and Bahasa Indonesia and they are able to concentrate on the teacher when the teacher switches English to Bahasa Indonesia. On the other hand, 75% of the students strongly disagree that they could understand difficult concepts when the teacher teaches in English. Due to this research result, it could be concluded that code switching could be done by the teacher during the teaching and learning process as a way to facilitate the student in understanding the material and supply some English vocabulary.

5. CONCLUSION AND SUGGESTION

Teacher code switching in teaching English at STISIPOL Candradimuka will become a good means of teaching since the regional backgrounds of students studying there are indeed diverse. Because most students come from rural areas, the implementation of code switching in the teaching English process will help the students understand the material given. Based on the research result, it could be seen that the percentage of students' perception towards teacher code switching Based on the research results, it can be concluded that students' perceptions of the use of code switching by teacher can help them understand the learning material provided. Apart from that, with code switching carried out by the teacher in the process of teaching English in class, the class can be more interactive and relaxed.

3

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Students assume that the code switching used by teachers when teaching English in class does not make them stupider, but can help them more easily understand the content of the explanation of the material given by the teacher. Students also perceive that the code switching used by teachers when teaching can help them supply new vocabulary, help increase motivation to participate in speaking English during the learning process. Students also think that the code switching used by teachers can be a good teaching method to help students try to use English in class. So that students feel comfortable during the learning process. In conclusion, it can be said that students' perception towards teacher code switching between Indonesian and English favorably since it makes learning the language more enjoyable and encourages them to attempt using it for conversation. Stated differently, code switching made the teaching and learning process in the classroom more enjoyable for them.
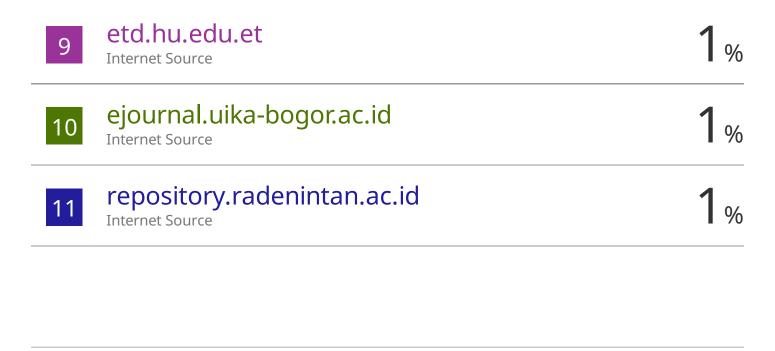
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