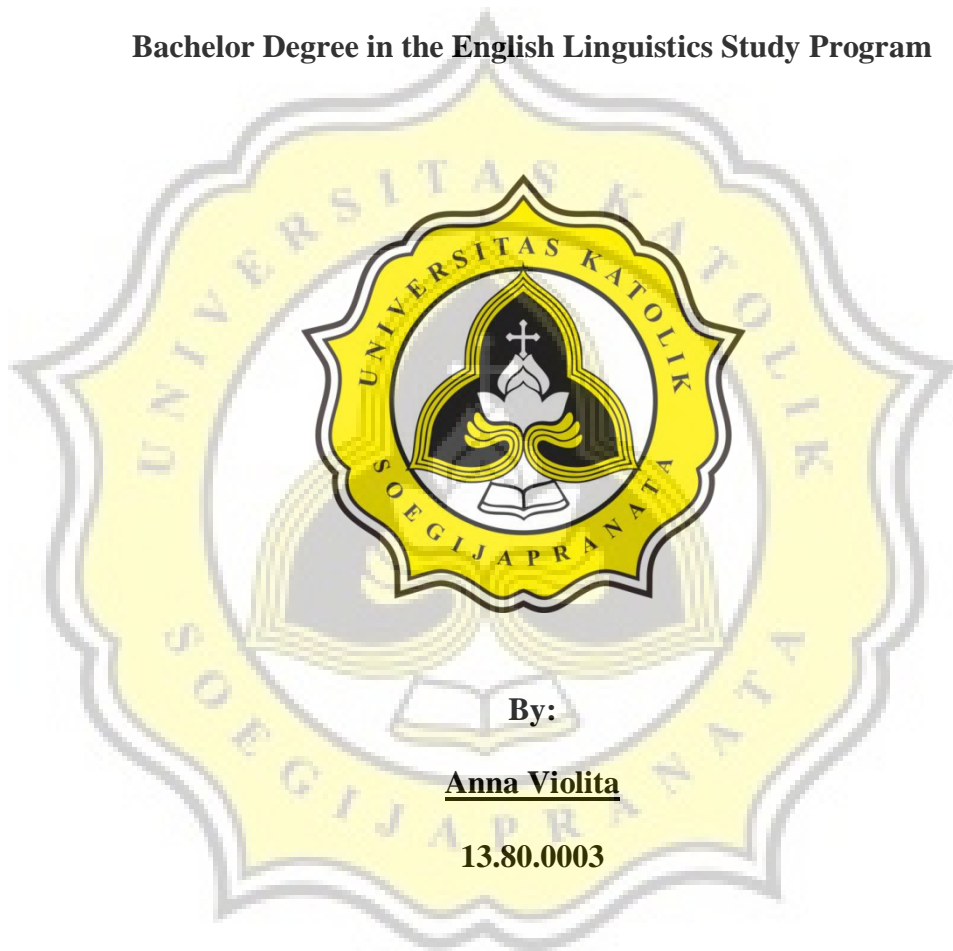


**AN ANALYSIS OF STUDENTS' REASONS TO CODE SWITCH AND  
STUDENTS' PERCEPTIONS TOWARD THEIR INCORPORATION OF L1  
(MOTHER TONGUE) INTO CODE SWITCHING**

**A Thesis Presented as a Partial Fulfillment of the Requirement to Obtain the  
Bachelor Degree in the English Linguistics Study Program**



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**SEMARANG**

**2017**

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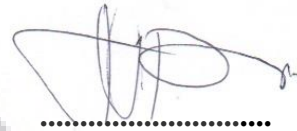
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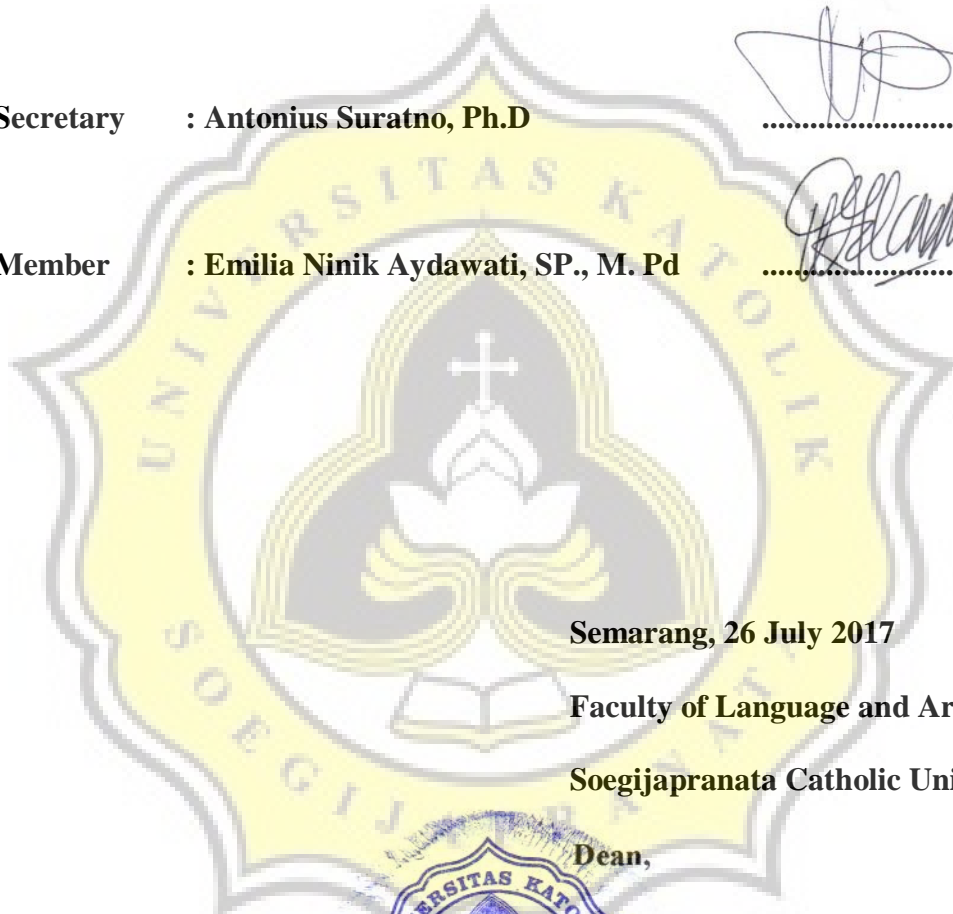


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*“The pain that you’ve been feeling,  
can’t compare to the joy that’s  
coming.”*

*(Romans 8:18)*

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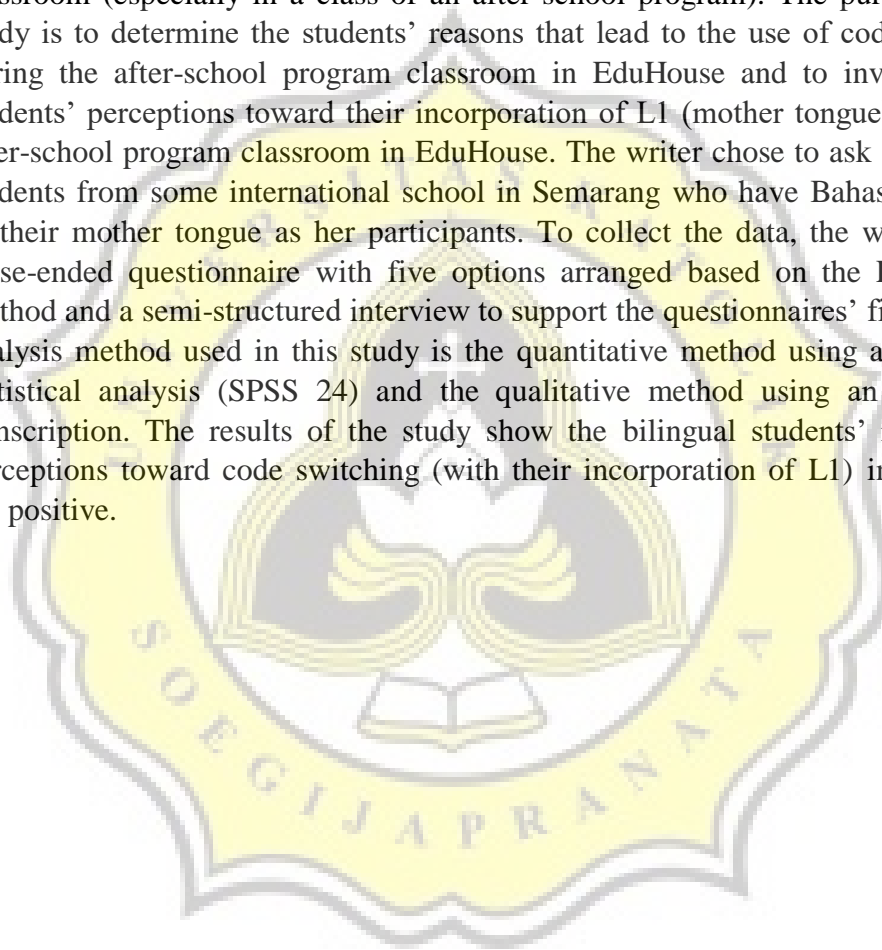
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## ABSTRACT

Code switching in bilingual studies is viewed as a skill and when it is applied in a learning strategy, code switching may become a tool to maximize the bilingual students' learning. With determining the students' reasons that lead to the use of code switching and investigating the students' perceptions toward their incorporation of L1 (mother tongue), the teachers of the bilingual students may become more strategic to use code switching during the students' learning in the classroom (especially in a class of an after-school program). The purpose of this study is to determine the students' reasons that lead to the use of code switching during the after-school program classroom in EduHouse and to investigate the students' perceptions toward their incorporation of L1 (mother tongue) during the after-school program classroom in EduHouse. The writer chose to ask 36 bilingual students from some international school in Semarang who have Bahasa Indonesia as their mother tongue as her participants. To collect the data, the writer used a close-ended questionnaire with five options arranged based on the Likert Scale method and a semi-structured interview to support the questionnaires' findings. The analysis method used in this study is the quantitative method using a descriptive statistical analysis (SPSS 24) and the qualitative method using an interviews' transcription. The results of the study show the bilingual students' reasons and perceptions toward code switching (with their incorporation of L1) in EduHouse are positive.



## ABSTRAK

Code switching dalam penelitian bilingual dipandang sebagai suatu kemampuan dan ketika *code switching* diaplikasikan dalam sebuah strategi pembelajaran, *code switching* dapat menjadi sebuah sarana untuk memaksimalkan pembelajaran siswa/i bilingual. Dengan menentukan alasan para siswa/i yang mengacu pada penggunaan *code switching* dan meneliti persepsi para siswa/i terhadap penggabungan bahasa ibu mereka, para guru siswa/i bilingual tersebut diharapkan dapat mengajar siswa/i bilingual dengan menggunakan *code switching* secara lebih strategis selama pembelajaran siswa/i di dalam kelas (khususnya di dalam kelas di tempat les/bimbingan belajar). Tujuan dari penelitian ini adalah menentukan alasan alasan para siswa/i yang mengacu pada penggunaan *code switching* dan meneliti persepsi para siswa/i terhadap penggabungan bahasa ibu mereka selama kelas di tempat les/bimbingan belajar. Peneliti memilih untuk meminta 36 siswa/i bilingual dari beberapa sekolah internasional di Semarang yang menjadikan Bahasa Indonesia sebagai bahasa ibu mereka untuk menjadi partisipan. Dalam pengumpulan data, peneliti menggunakan *close-ended* kuesioner dengan lima pilihan yang disusun berdasarkan metode *Likert Scale* dan wawancara *semi-structured* untuk mendukung hasil penelitian kuesioner. Metode analisis yang digunakan dalam penelitian ini adalah metode kuantitatif menggunakan analisa deskriptif statistik (SPSS 24) dan metode kualitatif menggunakan transkrip hasil wawancara. Hasil dari penelitian menunjukkan bahwa alasan-alasan dan persepsi para siswa/i bilingual di EduHouse adalah positif.