ABSTRACT

Rosida, Anisa Nala. 2015. Code Switching Used by English Teacher at SMPN 2 Babadan Ponorogo in Academic Year 2014/2015. Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor : Winantu Kurnianingtyas Sri Agung, S.S, M.Hum

Key words: Code Switching, Teaching Learning Process

Code-switching is a phenomenon that exists in bilingual societies where people have an opportunity in using two or more languages to communicate. In education, code switching is commonly used for teaching and learning process. The teacher uses English then switches to Indonesian in explaining subject lesson. The students, sometimes difficult to understand about the material, because they are don't understand the meaning. Not only in part of explaining material, code switching can be used in communication between teacher and students too. The problem statements in this research are (1) What are types of code switching used by English teacher in teaching learning process at SMP N 2 Babadan in Academic year 2014/2015 (2) What are effects of code switching used by English teacher in teaching learning process of SMP N 2 Babadan in Academic year 2104/2015?

In this research, the researcher conducted descriptive qualitative approach. Then, the researcher used content analysis method to analyze the data. The researcher used observation, interview and questionnaire to collect the data. From the observation, the researcher got the types of code switching, while from the interview and questionnaire, the researcher got the effects of code switching.

The researcher found five types and ten affects of code switching which occurred in this research. They are five tag code switching, Thirty nine Intra-sentential code switching, forty two inter-sentential code switching, two situational code switching and five metaphorical code switching. The affects of code switching are code switching can make students easy to understand about the material, make students interested to follow the learning, make students active in class, make students easy to understand about the instruction, make students easily to receive the explanation about vocabulary matter, make students confident and don't feel nervous, make students comfortable in class, make students easy to comprehend about the grammar instruction, make the students more discipline in class, makes students easily to comprehend the English text as the context.

Finally, the researcher concludes that there are 81 utterances of code switching by English teacher in teaching learning process. Then, there are 10 effects of code switching that occurred in conversation between English teacher and the students in teaching learning process.

CHAPTER I

INTRODUCTION

A. **Background of The Study**

The goal of teaching English is to help students be able to communicate in English fluently. English teacher quality and English teaching quality are factors that can influence to get those objectives. Teachers' quality involves the might of as the bundle of personal traits, skills, and understandings an individual brings to teaching. Teaching quality has to do with strong instruction that enables a wide range of students to learn.[1] Teaching learning process involves teacher and students' activity, teacher and students as a bundle for creating teaching learning process. As a teacher, he/she transfers knowledge and as a student, they become recipients of knowledge being transferred.

In teaching English, generally there are four skills. They are listening, speaking, reading and writing. Listening and reading belong to receiptive skill in which the language user require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language user require the ability to produce

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[1] Hammond Linda Darling, Charles E. Ducommun, Recognizing and Enhancing Teacher Effectiveness, Stanford University, 2-4. http://blogs.edweek.org/edweek/thisweekineducation/upload/2007/06/more_on_merit_pay_models /recognizing%20and%20enhancing%20teacher%20effectiveness.doc

language both spoken and written.[2] English language is one of subject that is never interested by the students because of its difficulties. The students assume that they must be serious to learning, and must be comprehend.

Some English teachers get difficulties to teach their students in a teaching learning process, because the students do not understand the teacher's instruction, students follow the lesson in their class but they can't get the material subject that teachers explain. On the other hand, it makes students get low achievements and sometimes it make they are making a lot of noise in the classroom. From those facts above, the teachers in Indonesia majority have their teaching learning strategy. One of the types is bilingual class models. According to Weinreich define bilingualism as the practice of alternately using (emphasis ours) two or more languages, and the individuals involved as bilingual.[3] In this research, bilingualism is an ability that teacher use by L1 (Indonesian language) and L2 (English language) in teaching process. In bilingualism there is a code switching as a strategy that teacher use in teaching process. People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a

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[2] David Nunan, Practical English Language Teaching (New York: Mc Graw Hill, 2003), 24.

[3] Shana Poplack, Variation Theory and Language Contact (university of Ottawa: 1993), 245.

process. [4] Code switching is one of phenomena in bilingual situation in classroom.

Classroom code switching is a teaching or learning aid that can be used to meet a wide range of classroom needs: it can be used to build rapport and provide a sense of inclusiveness, to compensate for a lack of comprehension, to manage the classroom and transmit content, to express solidarity with the students, to praise or scorn.[5] Therefore, many statements of code switching have contribute in language teaching, according to Schwarzer, he suggests that the use of L1 might function as a learning strategy to enhance communicative competence in the foreign language. In another study,[6] Polio and Duff found that teachers code-switched from the target language to English in order to maintain classroom order, to create solidarity or empathy, to cover lack of experience or strategies, to rephrase or modify their speech.[7] Camillery also presents bilingual education in Malta and describes that they used code switching to distinguish between talk about lesson content and talk related to the negotiating of the social relations of the classroom, like building a rapport with students or asserting the teachers' authority. The code-switching provided a crucial means of accomplishing lessons across

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[4] Ronald Wardaugh, An Introduction to Sociolinguistic (Australia :Blackwell Publisher Ltd,2006), 101.

[5] Nancy H. Hornberger and Sandra Lee McKay, Sociolinguistics and Language Education (UK : Techset Composition Ltd Salisbury, 2010), 128.

[6] Eunhee Kim, Reasons and Motivations for Code-Mixing and Code-Switching. Spring 2006, 56. http:originalresearch.blog.uns.ac.id/files/2010/04/reasons-and-motivations-for-code-mixing-and-code-switching-by-eunhee-kim.pdf

[7] Ibid., 56.

the curriculum and managing the problems of working with texts that are mostly written in English.[8]

Based on statements above, the researcher concludes that code switching improves the teaching learning activity, especially in teaching foreign language like English language. Code switching gives a good influence between teacher and students in communication. Code switching helps the teachers in teaching learning process because the problems not only get from the teachers but also get from students. When the teachers give the explanation in teaching foreign language, they will be easier when they use code switching. By using code switching, the students receive the clearly explanation. Therefore, if the teachers just use target language in teaching learning process, it makes some problems in teaching learning process, like students confused what the teachers' mean. When the students feel confused, they do not attention to the teachers because they are not interested to follow the lesson and when they are not interested to follow the lesson they are will make noisy in class. Then, the researcher thinks that code switching is needed to anticipate the problems in teaching learning process.

In this case the researcher interested to observe code switching between English – Indonesian language and want to know how far the affect of code switching in teaching process, especially at SMP N 2

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[8] Ibid., 56.

Babadan. In this school there is a code switching phenomena that teacher used in teaching learning process, in VII A class teacher doing code switch in teaching foreign language (English language), because code switching has advantages to help the teaching learning process.[9]

Based on those statements above, the researcher take the title " Code Switching Used by English Teachers SMP N 2 Babadan In Academic Year 2014/2015 **".**

B. **Focus and Limitation of the Study**

This research focus on the analysis of code switching used by English teacher. He teaches in seventh class of SMP N 2 Babadan In Academic Year 2014/2015

C. **Statement of the Problems**

1. What are the types of code switching used by English Teacher in teaching learning process at SMP N 2 Babadan in Academic year 2014/2015?

2. What are the affects of code switching used by English teacher in teaching learning process of SMP N 2 Babadan in Academic year 2104/2015?

D. **Objectives of the Study**

1. To identify the types of code switching

2. To analyze tae effects of code switching used by English teachers in teaching learning process.

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[9] Edi Triyono, The Result of Interview with English Teacher SMP N 2 Babadan, accessed on Wednesday, May 6th 2015.

E. Significances of the Study

    1. Teachers

It can increase teacher knowledge to get the solutions of the student's problem, learning process more effectively and better interesting.

    2. Students

It can increase student more active in class, understand in learning process and students can improve their achievements in learning process.

    3. Readers

This study is expected to give contribution to readers in enriching reference concerned in design the use code switching in teaching learning process.

F. Reseach Methodology

1. Research Approach

To conduct this research, the researcher used qualitative approach. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world viseble. These practices transform the world. They turn the world into a series of representation including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in

their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.[10] Qualitative research is a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values etc.) within their social worlds.[11] Qualitative inquirer deals with the data that are in the form of words, rather than number and statistics, and The qualitative researcher begins from a conceptual framework a system of concepts, assumptions, expectations, beliefs, and theories.[12] Here the data of the research does not in the form of number, but in the form of word.

The type of study which is used by researcher is descriptive qualitative. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present.[13] The research design used in this research is generated into qualitative method and specified into descriptive qualitative research design. Descriptive qualitative have same notion with the term basic of qualitative study, that is basic qualitative studies attempt to provide rich description, which accounts to understand a phenomenon, a process or a particular

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[10] John W Creswell, Qualitative Inquiry & Research Design, (London: Sage Publications Ltd, 2007), 36.

[11] Jane Ritchie and Jane Lewis, Qualitative Research Practice: A Guide for Social Science Students and Researchers (London: SAGE Publications Ltd, 2003), 3.

[12] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Introduction to Research in Education, 424-425.

[13] C.R.Kathori, Research Methodology: Method and Technique (New Delhi: New Age International Publisher, 2004), 2.

point of the perspective of those involved.[14] Researcher choose this method because qualitative descriptive appropriate with this research, and it reveal a real phenomenon, processed the data and gathered the data and describe the data briefly and detailed, systematically and can be responsible.

2. Researcher Role

In this research, the role of researcher is very important, the researcher interacted with subject activities in research location. In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data.[15] The researcher talked with people in the setting, observes their activities, reads their documents and written records, and records this information in field notes and journals, the qualitative researcher relies fieldwork methods includes interview, observation and document analysis.[16]

3. Research Setting

This research conducted in SMP Negeri 2 Babadan Ponorogo. This located in Ponorogo –Madiun Street. The researcher observes the seventh grade in class A as object in this research.

The researcher choose this school because there is a phenomenon of code switching that teacher used in English teaching process. Teacher switches Indonesian language into English, as a target

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[14] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Introduction to Research in Education,453.

[15] Ibid., 424.

[16] Ibid., 424.

language. Teacher used Indonesian language to help giving clearly instruction, and made the learning process easier to understand. The important thing are how the students can get the information and how they can receive or understand what the teacher explain, that's why they choose for using code switching.

4. **Data Source**

Data source are the subject from the data are obtained. Data refers to the through material researcher collect from the world they are studying. In this research consist of primary and secondary data

a. Primary data source is document is written by someone who has had first hand experience with the phenomenon under study.[17] In this research the primary source is the result from observation in class, those is a transcript video about code switching in teaching seventh grade students SMP 2 Babadan. The total of data in first research in class, there are 80 utterances. That consists of word, clause, phrase, and sentence. In this data there are 23 words, 18 phrases, 3 clauses, 42 sentences.

b. Secondary data source is a second hand description written by someone who may have heard about an event from others but did not directly experience it.[18] In this research the secondary data includes interview documents, field notes, books, journal

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[17] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Introduction to Research in Education, 443.
[18] Ibid., 443.

and participants that can give contribute with code switching in teaching process as subject matter.

5. **Technique of Data Collection**

Technique of data collection is a way to collect the data of research which suitable with variable of research. The most common data collection methods used in qualitative research are (1) observation, (2) questionnaire, (3) interviewing, and (3) document or ation .[19]

a. **Observation**

Observation is the selection and recording behavior of people in their environment. [20]An observation is the information is sought by way of investigators' own direct information without asking from the respondents**.**[21] Observation is kind collecting data to understand the culture, setting, phenomenon, behavior of participants in setting. Observe the setting of research, observe teaching English process by using code switching. In this research, the researcher as an observer, researcher just focuses on code switching used by teacher as subject matter.

In this method can be helped by video recording and field note. Using recording video in observation can support data that haven't written before. So that video recording can referable as the appropriate

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[19] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen , Introduction to Research in Education, 431.

[20] Sari Wahyuni, Qualitative Research Method: Theory and Practice (Jakarta: Salemba Empat, 2012), 21.

[21] C.R.Kathori, Research Methodology: Method and Technique, 96.

result. The conclusion of the result is in field note and researcher will completes with those video recording teaching and learning process.

b. Documentation

Documentation is reaching information by using written statement from some data. It can be called secondary data.[22] In this research data gathered by record the interview and visualization of teaching learning. The researcher collect the documentation data from; video recorder, picture in teaching process, field notes and list interview that have contribute with code switching in teaching English language.

c. Interview

Interviewing involves asking question and getting answer from participants in study.[23] Researcher used interview to find some information. Conducting interview after teaching learning process, to obtained information relating to research. Researcher used structured interview, structured interview is a scheduled for the specific purpose of getting certain information from the subjects. The list of questions is generally more limited in length and most questions cannot be answered with yes or no or limited word responses.[24] The data can be recorded in a wide variety of ways including stenography, audio or

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[22] Ibid., 111.

[23] Sari Wahyuni, Qualitative Research Method: Theory and Practice, 25.

[24] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen , Introduction to Research in Education, 438.

video recording or written notes. In this research, researcher used the interview with teacher and students as participants. From the teacher researcher can get information about code switching that teacher used in learning process, from the students researcher can get information about the effect used code switching in learning process.

d. Questionnaire

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.[25] The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. In this research researcher used questionnaire to know the negative or positive effects of code switching that teacher used in teaching learning process.

6. Technique of Data analysis

According Miles and Huberman one of the common pitfalls in analyzing qualitative data is that the researchers fail to develop in depth analysis of the data and interpret the meaning of the rich data they have collected.[26] The activities in analysis consist of data reduction, data display, and conclusion.[27]

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[25] C.R.Kathori, Research Methodology: Method and Technique, 96
[26] Sari Wahyuni, Qualitative Research Method: Theory and Practice, 48.
[27] Mathew B. Miles and A. Michael Huberman, Qualitative Data Analysis: An Expanded Coursebook,(United State: SAGE Publications,1994),10

a. Data reduction

Data reduction refers to process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field note or transcription.[28] In this research are embracing, choosing and focus in important points, and making category. After get the data, data will be simplify. Data that the researcher selects related with the issues that will be analysis. It is the used of code switching in teaching learning process.

b. Data display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action looking at displays help us to understand what is happening and to do something, either analyze further or take action, based on that understanding.[29] In this step, the researcher try to classify and present the data that is suitable with subject matter. Data that has chooses will be write in detail and orderly, so the data will be easy to understand. Then the data will be analysis to get the description about teacher used of code switching in teaching process, and the clearly of meaning from code switching.

c. Conclusion

In this step, researcher makes the conclusion from data that obtained since the beginning of the research. The conclusion can

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[28]Ibid.,10.
[29]Ibid.

be in a form description. The conclusion is the answer of the researcher problems that have been formulated.[30] The conclusion of data has need verification so the report of data will really valid.

The data collected in this research must be analyze, In this research researcher used contents analysis to analysis the data. According to hsiu fang and Shannon content analysis is one of numerous research method used to analyzed text data, research using qualitative content analysis focuses on the characteristic of language as communication with attention to the content or contextual meaning of the text.[31] This analytic method is a way of reducing data and making sense of them of deriving meaning. It is a commonly used method of analyzing a wide range of textual data, including interview transcripts, recorded observations, narratives, responses to open-ended questionnaire items, speeches, postings to listservs, and media such as drawings, photographs, and video.[32]

7. Research Procedure

a. Planning

Before doing the research activity, the researcher has to prepare material, such us:

1. Arrange structure research

2. Choose location of research

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[30] Norman K Denzim and Yvonna Slincoln, Handbook of Qualitative Research (USA: SAGE Publication, 1994), 429.
[31] Sari Wahyuni, Qualitative Research Method: Theory and Practice, 22.
[32] Lisa M Given, The SAGE Encyclopedia of Qualitative Research Methods (London, Sage Publication, 2008), 122.

3. Have license to research in Scholl

4. Observation condition place of research

5. Choose informant to get the information

6. Prepare some equipment of research

b. Application

ii. Understanding background of research

iii. Join in the research to collecting of data

c. Analyzing

Analyzing of data

d. Writing the result of research report

Researcher writes a research report in form of thesis writing about "CODE SWITCHING USED BY ENGLISH TEACHER AT SMPN 2 BABADAN IN ACADEMIC YEAR 2014/2015"

G. Organization of the Thesis

To provide clear general description on the content of this thesis it is important to organize the process of this research report systematically. This thesis covers five chapters. Each chapter is discussed comprehensively in order that the readers can understand the steps done in this research. The organization of this thesis is as follows.

Chapter I is Introduction. It involves the whole of thesis. It covers the background of the study, limitation of the problems, statement of problems, objectives of the study, significances of the study, research method and organization of the thesis.
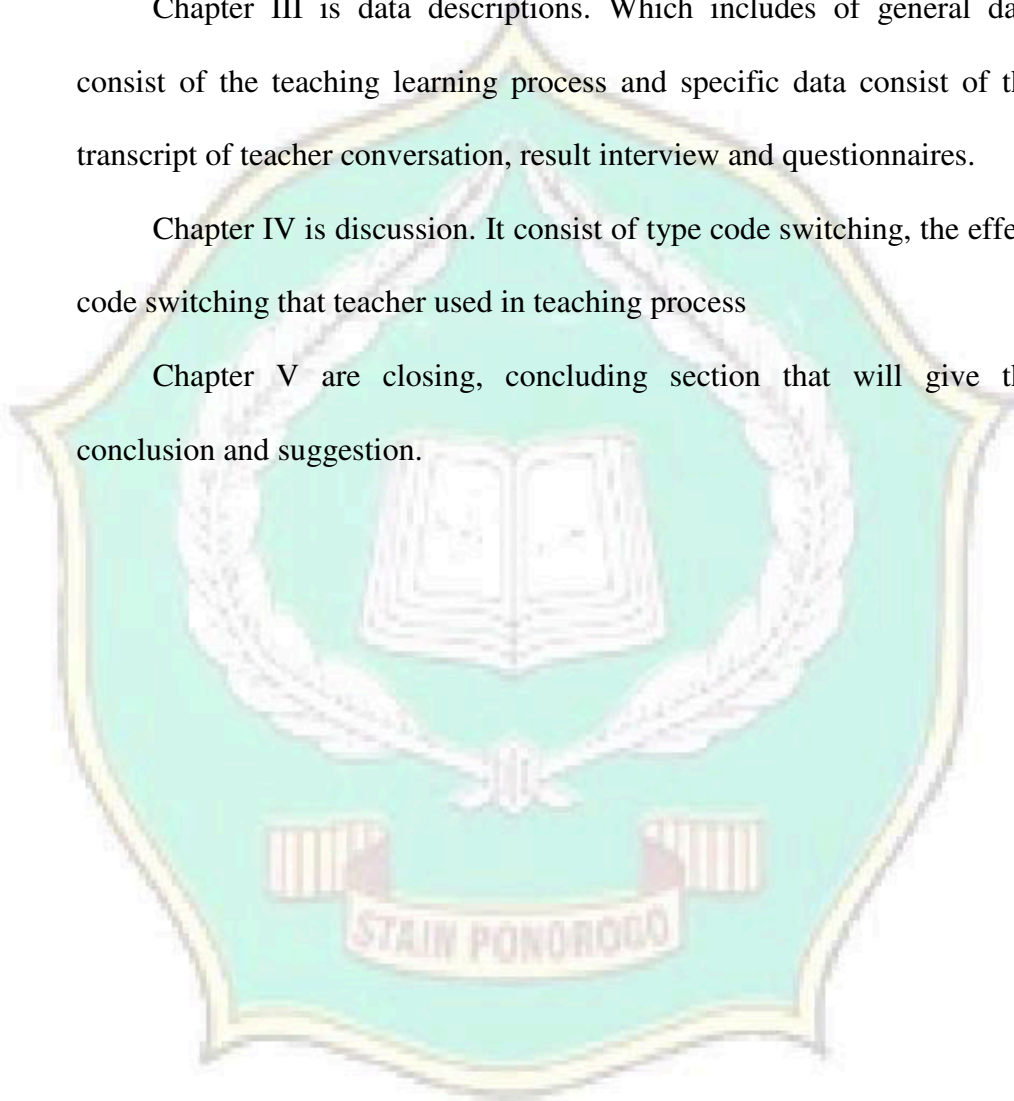
Chapter II is review of related literature. It involves of theoretical discussion of reviews that relate with research; language variety, bilingualism, code, code switching , types of code switching, function of code switching, previous research finding.

Chapter III is data descriptions. Which includes of general data consist of the teaching learning process and specific data consist of the transcript of teacher conversation, result interview and questionnaires.

Chapter IV is discussion. It consist of type code switching, the effect code switching that teacher used in teaching process

Chapter V are closing, concluding section that will give the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher would explain some literatures that relate with the study that will be studied. Here, the researcher explains language variety, bilingualism, code, code switching, types of code switching, reason of code switching, code switching in teaching learning process.

A. Language Variety

Language is a tool to communicate with others people. When the people communicate in society, it can cause the variety of language. Wardaugh defined variety in terms of specific set of linguistic item or human speech patterns (presumably, sounds, words, grammatical Features) which we can uniquely associate with some external factor (geographical area and social group).[33]

Language variation can be observed in different speech communities. People may use different pronounciation and vocabulary, grammar or style of a language for different purpose. They may use different dialect of language in different context.[34] Language variation according to its uses as well as its user, according to where it is used and to whom, as well as according to who is using it.[35] Therefore language variety can be classified based on the user and the use:

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[33] Ronald Wardaugh, An Introduction to Sociolinguistic, (Australia: Blackwell Publisher Ltd, 2006), 22.

[34] Janet Holmes, An Introduction to Sociolinguistic, (United Kingdom: Longman, 1992), 10.

[35] Ibid., 245.

1. Based on the User

Based on the user, language variety consists of five kinds, namely:

a. Standard language

Standard language can defined is a prestigious language that has undergone some degrees of regulation and codification. It is usually used by educated and prestigious members of the community.

b. Dialect

Dialect is defined as different vocabularies, grammars, and pronunciations because of geographical area and the social group of the speakers. Dialect can classified into geographical and social dialects.

c. Lingua franca

Lingua franca is the language wider communication. Lingua franca describes as language serving as regular means communication between linguistic groups in multilingual speech community. For example: English, Arabic language that multilingual used to communicate in merchandising international.

d. Pidgin and Creole

Pidgin has no native speaker. Pidgin languages are created from the combined efforts of people who speak different language. Both sides generally contribute to the sounds, the vocabulary and the grammatical features, and some additional features may emerge

which are unique to the new variety. Whereas, Creole is a pidgin which has acquired native speakers. A Creole is a pidgin which has expanded in structure and vocabulary to express the range of meanings and serve the range of function required of the first language.

    e. Vernacular

        Vernacular is a language which has not been standardized and has no official status. The vernacular is the variety used for communication in the home and close friends. It is the language solidarity between people from same ethnic group.

2. Based on the Uses

Based on the uses, there are two kinds of language variety. They are style and register.

    a. Style

        Style is the kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information.

    b. Register

        Holmes defines register as an "occupational style", the meaning is language of a particular group of people or the language used in a specific situation.

3. The language variety can influence some factors, there are factors of language variation based on social factors are:[36]

   a. Participant

Who is speaking and who are they speaking to?

      A participant factor based on Holmes is divided into some criterias.The following are criteria's of participants in influencing the language used. There are age, social background, status of addressee and addresser, relation between addressee and addresser, sex/ gender.

   b. Setting or social context of the interaction

      Where are they speaking? Based on Holmes, setting here means a place where the conversation happened. It answer the question where they are speaking, it refers to time, place, and other physical condition.

   c. Topic

What is being talked about?

      It answer the question what is being talked about. For many reasons, a certain topic is more appropriately conveyed in certain type of language variation.

   d. Function

Why are they speaking?

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[36] Janet Holmes, An Introduction to Sociolinguistic, 12.

Function of the communication that happen between addressers and addressees can be divided into some criteria s, those are; expressive utterance, directive utterance, referential utterance, metalinguistic utterance, poetic utterance, and phatic utterance.[37] :

Based on statements above, the researcher concludes that language variety is a form of a language as various social interactions that are used by people. There are two kinds of language variety in society including user and uses. There are some factors that influence language variety, such participants, topic, setting and function has important role to influence language varieties.

B. Bilingualism

The speakers in community not only use one language, but also use two or more languages. It can be called bilingualism phenomenon. According to Weinreich define bilingualism as the practice of alternately using (emphasis ours) two or more languages, and the individuals involved as bilingual.[38] This statement is same with Grosjean. According to Grosjean bilinguals are people who need and use two (or more) languages in their everyday life.[39]

Other definition of bilingualism proposed by Titone, he defined bilingualism is individual capacity to speak a second language while

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[37] Ibid., 286.

[38] Shana Poplack, Variation Theory and Language Contact (university of Ottawa.45: 1993), 245.

[39] Katja F, Cantone, Code Switching in Bilingual Children, (University of Breman, Germany: 2007), 3.

following the concept of the structure that language rather than paraphrasing.[40]

The concept of bilingualism refer to state of linguistic community in which two language are in contact with the result that two codes can be used in the same interaction and that in number of individual are bilingual but also it includes the concept.[41]

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. The phenomenon of people having more than one code (language) is called bilingualism or multilingualism.[42]

Nowadays, there are many people who are able to speak more than one language, especially it is common for people who live in bilingual and multilingual society. They are mastered the languages like regional, national and foreign languages. But in fact, a bilingual is not always clever to master both of languages because they have their own difficulties. A bilingual is also seldom to master both two languages like in their first language. Because they are has assumption the most important is how they give and receives the messages from other speakers.

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[40] Hammer Josiane F and Michel H.A Blanch, Bilinguality and Bilingualism(United Kingdom: Cmbridge University Press1989), 6.
[41] Ibid., 6.
[42] Ronald Wardaugh, An Introduction to Sociolinguistic, 101.

Weinreich in his book, proposed three types of bilingualism in which the relationship between concepts and words differs from one type to the other. The named are compound, coordinate, and sub-coordinate.[43]

a. Compound bilingualism

In which there are two distinct language systems and no direct link between the two.

b. Coordinate bilingualism

In which single concept underlies the two separate words expressing that concept in each language.

c. Sub-coordinate bilingualism

In which second language words necessarily transit trough the first language equivalent word in order to reach the underlying concept.

From definitions above, the researcher can conclude that bilingualism is the using of two languages of same speakers. On the other hand, bilingual is ability of person use two languages when interact with others. There are three types of bilingualism that has relationship between concepts and words that consist of compound, coordinate, and sub-coordinate bilingualism.

C. Code

The concept of code was put forward by Bernstein, he stated that Code is something which carries concrete meaning like arithmetic

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[43] Victoria Fromkin, et al, An Introduction to Language, (Nelson division of Thomson, Canada: 2006), 395

numbers, traffic signs and signals, Morse code etc.[44] In this research, researcher defined code as signal, signal of communication, that is language.

Code in context language can defined as a system that is used by people to communicate with each other. When people want to talk with each other, they have to choose a particular code to express their feeling. Furthermore Wardaugh in her book stated that "It is possible to refer to a language or a variety of a language as a code. The term is useful because it is neutral. Terms like dialect, language, style, standard language, pidgin, and inclined to arouse emotions. "In contrast, the 'neutral' term code, taken from information theory, can be used to refer to any kind of system that two or more people employ for communication.[45]

There is domain as factor that can affect by people in choosing language they use. According to Holmes, domain is clearly a very general concept which draws on three important social factors in code choice: participants, setting, and topic. Using information about the domains of use in a community may draw a very simple model in summarizing the norms of language use for community. That is often particularly useful for bilingual and multilingual speech community.[46] There are five domains are family, friendship, religion, education, employment.

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[44]Liu Jingxia, Teachers code switching to L1 in EFL Classroom. http://benthamopen.com/contents/pdf/TOALJ/TOALJ-3-10.pdf&sa=U&ved=oahUKEwi2yPLV6bXJAhXXm4gKHa6faoQFggOMAA&usg=AFQjCNGXu4BBcchgDjjTXrBjGgaOmRoC2oQ, accessed on June 28th 2015.

[45] Ronald Wardaugh, An Introduction to Sociolinguistic, 88.

[46] Janet Holmes, An Introduction to Sociolinguistic, 26.

Holmes also stated that there are social factors can affecting code choices. The influence of the social factors is reflecting in the language they choose to use. These social factors are participants (who is speaking and whom they are speaking with), setting or social context of the interaction (where they are speaking), topic (what is being talking about), and function (why they are speaking).[47] Those factors proved very useful, particularly when describing code choice in large speech communities

Dell Hymes suggested eight factor that monolingual, bilingual and multilingual people may consider when choosing a code, he makes it into eight and constructed the acronym, S-P-E-A-K-I-N-G.[48]

1. S (settings) is the place, occasions or natural situations that can influence the people in choosing the code.

2. P (participants) are the people involved in the communication found in the setting

3. E (ends) are the goals or purpose that a speaker wishes to reach.

4. A (act sequences) refers to order of a speech, a narrative, a conversation or a talking.

5. K (key) refers to the manner, spirit, and feeling of the message wished to be captured within the conversation.

6. I (instrumentalities) referred to the register and forms of the speech.

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[47] Ibid., 23.
[48] Made Iwan Irawan Jendra, Sociolinguistic: The Study of Societist Language,(Jogjakarta: Graha Ilmu: 2012), 71.

7. N (norms of the interaction) is the contextual custom in using the code, including for the allowance for a interruption, using gestures freely, addressing an audience, eye contact, distance, asking questions about belief.

8. G (genres) is referred to the type of the utterances whether it is in the form of a poem, a proverb, a prayer, a lecture.

Bilingual is often choosing an appropriate code when they speak. The appropriate code choice may useful to relate with some situations. there are two concepts draw situations that relate with code choice:[49]

a. Diglossia situation

Diglossia describes societal or institutional bilingualism, where two varieties are required to cover all the community‟s domains. There are three crucial feature of diglossia :

1) Two distinct varieties of the same language are used in the community, which one is regarded as high variety (H), and the other is low variety (L).

2) Each variety has quite different function, but they complement each other.

3) No one uses H variety for daily conversation.

b. Polyglossia situation

Polyglossia has been used for situations which use many different codes for different purposes where a community

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[49] Janet Holmes, An Introduction to Sociolinguistic, 31.

regularly uses more than two languages. Two or more codes can be regarded as a High Code (H), and two or more code also can be regarded as a low code (L).

D. Code Switching

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code because it makes them easier to discuss a topic. For instance when talk in court, in school, in business meeting and home. They may use the language that is related to those fields. People when doing conversation, they are often use switch code. When a speaker firstly used the first code and then switch to another code it can be called code switching. Appropriate with Wardaugh, he state that People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process.[50] those statements same with Grosjean, he stated that code switching is the alternate use of two or more languages in the same utterance or conversation.[51]

Another's definition of code switching proposed by Dipietro. He stated that code switching is one of alternate of choices code. Code switching is the use of more than language by communicants in execution of a speech act.[52]

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[50] Ronald Wardaugh, An Introduction to Sociolinguistic, 98.

[51] Donald Winford, An Introduction to Contact Linguistic,(UK: Blackwell, 2003),102.

[52] Made Iwan Irawan Jendra, Sociolinguistic: The Study of Societies Languages, 74.

Myer-Scotton also defined the code switching is the selection by bilinguals or multilingual of forms from an embedded variety or varieties in utterances of matrix variety during the same conversation.[53]

According to Hymes code switching has become a common term for alternate use of two or more language varieties of language or even speech style.[54] Its means that, when we switch code not only between language, but also when we can switch from one variety to another variety, it can be called code switching. Its same with the statement " speaker are not confined to one variety of speech, formal or informal, but often move from one variety of English to another or even from one language to another and sometimes do so within the same discourse, this movement between varieties or language can be called code switching.[55]

There are a lot of definitions of code switching, based on some definition above researcher conclude that code switching is alternation of using two or more language or movement between varieties that occur in sentence when bilingual talk in their conversation.

E. **Types of Code Switching**

Code switching can be classified in two forms, grammatical classification and contextual classification.[56] According Shana Poplack based on grammatical classification consists of three type of code switching; Tag- code switching, Inter- sentential code switching, Intra-

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[53] Ibid., 106.

[54] Made Iwan Irawan Jendra, Sociolinguistic: The Study of Societies Language. 74.

[55] Victoria Fromkin, et all, An Introduction to Language,550.

[56] Made Iwan Irawan Jendra. Sociolinguistic: The Study of Societies Language. 75-77.

sentential code switching.[57] Meanwhile contextual classification according on Bloom and John J Gumperz, consists of two type code switching; metaphorical code switching and situational code switching.[58]

a. Grammatical classification

The grammatical classification is based on where in the sentence or utterance the switching appears. Based on grammatical classification there are three types of code switching:

1.) Tag- code switching

Tag- code switching happens when bilingual insert short expression (tag) from different language at the end of his/ her utterance.

For example: it's okay, no problem, ya nggak ?

Here tag switching by *"ya nggak"* means "isn't it" insert from Indonesian phrase into English. It's okay, no problem, isn't it ?

2.) Inter- sentential code switching

Inter- sentential code switching happens when there is a complete sentence in foreign language uttered between two sentences in a base language.

For example; ini lagu lama, tahun 60an. Its oldest but goodies, they say. Tapi masih enak kok didengerin.

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[57] Donald Winford, An Introduction to Contact Linguistic,(UK: Blackwell, 2003),106
[58] Made Iwan Irawan Jendra, Sociolinguistic: The Study of Societies Language.,75.

Here inter-sentential by "<u>Its oldest but goodies, they say</u>", insert from English sentence into Indonesian. This old song, it's oldest but goodies, they say. But it's nice to hearing.

3.) Intra-sentential code switching

An intra - sentential code switching is found when a word, a phrase, a clause, of a foreign language is found in sentence in a base language.

For example; The hotel, <u>sungguh sempurna,</u> is really huge and believably majestic

Here intra sentential by" sungguh sempurna, insert from Indonesian into English. The hotel, <u>really perfect</u>, is really huge and believably majestic.

b. Contextual classification

The contextualization is based on the reasons why a bilingual switches. Classification divided in two types of code switching:[59]

1) Situational code switching

A situational code switching appears when there is a change in the situation that causes the bilingual switches from one code to other. The changing situations involved could be the setting, participants, or the norms of interaction.

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[59] Ibid., 75-77.

Agus   : menurutku, semuanya karena mereka tidak tahu *persis   artinya De,….*

Mark   : <u>Hi,</u> Agus

Agus   : eh, <u>how are you Mark?? This is Made, my friends from Mataram</u>

Made   : <u>nice too meet you Mark</u>.

Mark   : <u>nice too meet you too,</u> what are you two talking about??

Agus   : nah, ini dia *kita bisa…*Mark, <u>can you help us???</u>

The following short dialog above describes an example of situation when an Indonesian bilingual switches from Indonesian to English because the presence of an English native –speaker friend (participants).

2) Metaphorical code switching

Metaphorical code switching happens when there is a change in the perception, or purpose, or the topic of conversation.

Made   : we want to take it, to where <u>ya, itu tempat kita biasa mancing,</u> we are drinking, singing, having fun, ok

Agus   : and, there we are sirfing, swimming….<u>teruss, kita</u>

<u>jadi pusing- pusing</u>(feeling dizzy) *dah…ha,ha,ha..*

Made   : are you joining, Jim??

Jim   : okay, then.

The following dialog above illustrates how some Indonesian students jokingly switch from English to Indonesian to affect a serious dialog to be a bit humorous.

F. Functions of Code Switching

Holmes provided a more thoroughly explained list of purposes of code-switching and categorized the functions as follows: participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing.

1. Participants

When there is the arrival of a new person in a social situation, members of the social group will code-switch either to take positive account of the company of a new member, or to exclude the new member from the group's discussion. Example below shows that Sarah switch code because Mere comes join with them.[60]

Example:

(The Maori is in italic. THE TRANSLATION IS IN SMALL CAPITALS)

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[60] Janet Holmes, An Introduction to Sociolinguistic, 41.

Sarah: I think everyone's here except Mere

John: She said she might be a bit late but actually I think that's her arriving now.

Sarah: you're right. Kia Oro Mere. Haere mai. Kei pehe koe?

(Hi Mere, come in, How are you?)

Mere: Kia ora e hoa. Kei te pai. Have you started yet?

(Hello MY FRIEND. I'M FINE).[61]

2. Solidarity

Speakers sometimes code-switch to signal shared ethnicity or social group with a certain addressee. Example below the Mere greeting is an example expression of solidarity.[62]

(The maori is in italic. THE TRANSLATION IS IN SMALL CAPITALS)

Sarah: I think everyone's here except Mere

John: She said she might be a bit late but actually I think that's her arriving now.

Sarah: you're right. Kia Oro Mere. Haere mai. Kei pehe koe ?

(Hi Mere, come in, How are you ?)

Mere: Kia ora e hoa. Kei te pai. Have you started yet ?

(Hello MY FRIEND. I'M FINE).[63]

[61] Ibid., 41.
[62] Ibid., 41.
[63] Ibid.,41.

3. **Status**

Speakers alternate the formal or informal standards of a language based on the status of their addressees. For example, an employee would use formal standard when conversing with his superior, but changes to a friendlier informal standard with his co-workers.[64]

(BOKMAL IS IN SMALL CAPITAL. Ranamall is not)

Jan: Hello Peter. how is your wife now

Peter: Oh, She's much better thank you Jan. She,s out of hospital and convalescing well.

Jan;   that's good I'm pleased to hear it. Do you think you could help me with this psky form? I'm having agreat deal of difficulty with it.

Peter;   Of course, give it

Here the change of topic here symbolizes a change in the relationship between the men. They switch from their roles as neighbors to their roles as bureaucrat and member of public.[65]

4. **Topic**

Speakers sometimes code-switch in order to quote a certain saying in a culture which meaning cannot be entirely translated to

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[64] Ibid., 42.
[65] Ibid., 42.

another language. It is known as switching for referential purpose.[66]

(The Chinese is in italic. THE TRANSLATION IS IN SMALL CAPITALS). A group of Chinese students are discussing Chinese custom.

Li : People here get divorce to easily. Like exchanging faulty goods. In China its not the same. Jia gou sui gou, jia ji sui ji (IF YOU HAVE MARRIED A DOG, YOU FOLLOW A DOG, IF YOU'VE MARRIED A CHIKEN, YOU FOLLOW A CHIKEN).[67]

5. **Switching for affective functions**

Code-switching is used to express affective meaning apart from referential function. Holmes also stated that sometimes addressees do not need to understand the words to receive affective effect because it can be achieved by regional pronunciation.[68]

Example:

(The German is in italic. THE TRANSLATION IS IN SMALL CAPITALS)

In the town of Oberwart the two little Hungarian -speaking children were playing in the woodshed and knocked over a carefully stacked pile of firewood. Their grandfather walked in and said in Hungarian, the language he usually used to them:

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[66] Ibid., 44.
[67] Ibid., 44.
[68] Ibid., 45.

Szo ! ide dzuni! jezst jeramunyi mind e kettuotok, no hat akkor!

(WELL COME HERE! PUT ALL THIS AWAY. BOTH OF YOU,

WELL NOW)

When they did not respond quickly enough he switched to German

"Kum her"

(COME HERE)

Exactly the same content is expressed first in Hungarian and then in German. The children in fact know only Hungarian so the reason for switch is clearly not to convey referential content.[69]

6. **Metaphorical switching**

This function of code-switching draws on associations of both codes. Speakers who have high proficiency in more than one code will switch like metaphor to enrich communication.[70]

Example:

At a village meeting among the Buang people in PapuaNew Guines the main village entrepreneur and bigman is trying to persuade people who have put money into a village store to leave it there. This is a section from his skillful speech. (Tok Pisin is in italic. Buang is not italicized.)

Ikomap trovel a women, mi ken stretim olgeta toktok. Oraoit, Pasien ken be, meni ti ken nyep la, su loklam memba re ,olo ba mititng autim elgeta tok . . .moni ti ken nyep ega, rek mu su rek

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[69] Ibid., 47.
[70] Ibid., 48.

ogoko nambe, ong moni rek. . .moni ti ken bok stua iam vu mambump re, m nzom agon,. Otait, bihain,bihainim bilong wok long bisnis, orait, moni bilong stua bai abekim olgeta ples.

English translation

If any problem comes up, I will be able to settle all the arguments. OK. This is the way – the money that is there can't go back to the shareholders, and the meeting brought up all these arguments . . .the moneys that there you won't take back, you money will . . .this money from the bulk store will come back to Mambump, and we'll hold on to it. Now later, if we continuo these business activities, then the store money will be repaid to everyone. [71]

7. **Lexical borrowing**

When a language reflects lack of vocabulary which can be replaced by another language, code-switching occurs. This often happens when speakers fail to find an appropriate word to be used in a second language and need to borrow from the first language an appropriate word to be used in a second language and need to borrow from the first language.[72]

The example: An Indonesian bilingual code switch with borrow English word

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[71] Ibid., 48.
[72] Ibid., 50.

Saya lihat tadi hand phonemu dimeja.[73]

Based on the function of code switching above, researcher can concludes that code witching has important role in society and code switching is needed especially bilingual society, because code switching can give solution the problem of communication, That is explained like in function above.

G. Code Switching in the Clasroom

Code switching in the classroom is switching from one language to another languages that used in the classroom activity. It happen because code switching is one strategy that emphasis on understanding. The code switching is used to facilitate communication between teacher and students. When the teachers have difficulty to explain the content of material, they can use code switching to clearly the explanation. Cook stated that code switching also leads to more efficient teaching for the simple reason that the students understand faster and more thoroughly. Hence, teachers' code switching is an important tool for explanations and instructions".[74] Another's theory that code switching have important role in learning process is Aurbach, he stated that code switching involvement

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[73] Jendra. M.I. Indrawan, Sociolinguistic: The Study of Societies Language, 83.

[74] Sara Johansson, "Code switching in the classroom", http ://diva-portal.org/smash/get/diva2:691914/FULLTEXT02.pdf&sa=U&ved=oahUKEwjR8fb_5rXJAhUMI4gKHeCHD-gQFggLMAA&usg=AFQjCNF6fdVkjVz_THdwMZmGICUMJjYYrA, accessed on June 28th 2015.4

gives students the opportunity to engage in meaning-focused activities in order to comprehend and produce coherent utterances".[75]

The theory of code switching that has contribution in education which proposed by Simon, "comfortable atmosphere that code-switching can contribute to is important in the teacher-student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstandings due to L2 shortcomings can be avoided".[76]

According to Rubdy. He notes that, on the contrary and far from being a dysfunctional form of speech behavior, as some educational authorities have implied, classroom code switching can be an important, even necessary, communicative resource for the management of learning. He also stated that that teachers switch to Singlish because it best serves their teaching needs: it empowers them to explain difficult points or concept, to inject humor, to establish a warmer, friendlier atmosphere in the classroom, to encourage greater students' involvement, etc".[77]

Rezavani and Rasekh also found that teachers at schools in Iran used students' L1 for encouraging students and boosting their confidence, particularly when facing a difficult task.[78]

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[75] Mohamed El Mamoun Abdel Magid1 & Abdelrahim Hamid Mugaddam," Code Switching as an Interactive Tool in ESL Classrooms", August 19, 2013, http://dx.doi.org/10.5430/elr.v2n2p31, 32.

[76] Sara Johansson, "Code switching in the classroom",4.

[77] Nancy H. Hornberger and Sandra Lee McKa, Sociolinguistics and Language Education UK : Techset Composition Ltd Salisbury, 2010.128

[78] Mohamed El Mamoun Abdel Magid1 & Abdelrahim Hamid Mugaddam," Code Switching as an Interactive Tool in ESL Classrooms", 39.

Another theory stated code switching has a function to increase teaching learning process are proposed by Then and Ting, they are found in their study that" teachers' code-switched in the language classroom to explain vocabulary, call attention from students, or maintain the discipline of the classroom.[79]

According to Kumar and Arenda, they are "found that grammar instruction was the area that contained the largest amount of code-switching. When code-switching, L2 teachers were able to draw upon students' L1 grammar knowledge".[80]

According to Euh Kim, he stated that the code-switching provided a crucial means of accomplishing lessons across the curriculum and managing the problems of working with texts that are mostly written in English. [81]

From the some statements above, the researcher can conclude that code switching is an effective teaching strategy to increase communication classroom activity. Code switching has some usefulness to the teacher. Code switching also gives positive effect to the students, it because code switching can help their ability to receive the clearer of the meaning

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[79] Thi Hang Nguyen, Vietnamese University Efl Teachers' Code-Switching In ClassroomInstruction,.http://aut.researchgateway.ac.nz/bitstream/handle/10292/7619/NguyenTH.pdf%3FSequence%3D1%1&sa=U&ved=oahUKEwjIutf15LXJAhXNNYgKHTXBan8qfGGsmaa&usg=AFQJCNF371oIbAZhsVftfyc_TdnpQQDfQ, accessed on June 28th 2015.35

[80] Sara Johansson, "Code switching in the classroom",4.

[81] Eunhee Kim, Reasons and Motivations for Code-Mixing and Code-Switching. Spring 2006, 56. http:originalresearch.blog.uns.ac.id/files/2010/04/reasons-and-motivations-for-code-mixing-and-code-switching-by-eunhee-kim.pdf

teacher's instruction, explanation, and all of the teachers' utterance that has relate with lesson or another.

H. PREFIOUS RESEACH STUDIES

In this part the researcher presents some relevant studies previously conducted by other researchers. The source in the form of Thesis, the first research from Vilyus Tisnara Putra and the second research from Dwi nur indahsari.

Vilyus Tisnara Putra, graduate from muhammadiyah university of ponorogo, the title is Code mixing in teaching speaking skill at seventh grade SMP Negeri 2 Ponorogo in academic year 2013-2014, the pr oblem statement is :

a. What is (are) the type (s) of code mixing that the teacher uses in teaching speaking skill at seventh grade of SMP N 2 Ponorogo?

b. What are the teachers' advantages of using code mixing in teaching speaking skill at seventh grade students of SMP N 2 Ponorogo ?

The conclusion of this research is

a. The types of code mixing that the teacher uses in teaching speaking skill at seventh grade of SMP N 2 Ponorogo are inner code mixing and outer code mixing.

b. Teachers' advantages of using code mixing in teaching speaking skill at seventh grade students of SMP N 2 Ponorogo are: To give instruction clearly to the students, To build student's confidence, To make her question clear and make her question understandable,to

make detail about the teacher information thanfor students easily to understand about the teachers' instruction, The teacher can be easily to share her knowledge to the students when the students fell enjoy, The teacher wants to make situation enjoy and relax, to make clearly about the teachers' approbation to her students., to make easy conversation with her students in order to build the students confidence, The teacher using code mixing here for getting enjoys and relaxes condition., The teacher wants to help and motivation to the student in order to the students can be spirit.[82]

The difrences between viyus research and this research are; this research focus on code switching in teaching learning process while viyus research vocus on code mixing in teaching speaking process, in this research researcher will analysis the effectiveness of code switching in teaching learning process between teacher and students while vilyus research described the advantages the code mixing in teaching speaking process. The similiarities of this research and vilyus research are same analysis one class in research setting and same analysis sociolinguistic study in teaching learning activity.

The second is research from Dwi nur indahsari, students from IAIN Tulungagung, the title is Analysis of code switching used by the teacher for teaching-learning English in first grade of SMPN 2 Sumbergempol in the academic year 2013/2014",

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[82] Vilyus Tisnara Putra, Code Mixing in Teaching Speaking Skill at Seventh Grade SMP Negeri 2 Ponorogo in Academic Year 2013-2014,(Thesis, Muhammadiyah University of Ponorogo, 2014)

The are problem statements are :

a. What are the types of code switching used by the English teacher in first grade of SMPN 2 Sumbergempol?

b. Why does English teacher in first grade of SMPN 2 Sumbergempol uses code switching in teaching and learning process?

The conclusion are :

a. The first research problem is to know the types of code switching used by English teacher in teaching and learning English process. The researcher found some types of code switching used by the teacher in teaching and learning English. The researcher used the Romaine's Theory. There are tag switching, intersentential switching and intrasentential switching. The researcher found two types of code switching used by the teacher in teaching and learning English process. They are 52 intersentential switching and 39 intrasentential switching.

b. The second research problem is to answered the English teacher's reason in using code switching in teaching and learning process. The result of this interview is to make the students more understanding about the lessons. The advantages of using code switching is the students learn to speak English. It also has advantages for the students in speaking and listening skills. Because of that reasons the teacher use code switching in their teaching and learning process. Code switching is very important in teaching and learning process. It can help

thestudents more understanding the lesson and improve the speaking and listening skill especially. So, it will be better if we use code switching in teaching and learning proces.[83] The differences dwi research with this research are in statements of the problems number 2 , in dwi research the statements is why reason teacher used code switching, and in discussion dwi research just classified type research into intra-sentential and inter-sentential. Meanwhile this research the problem statements number 2 is how are the effect code switching and in this research, researcher classified types code switching into 5 types, there are tag, intra-sentential, inter-sentential, metaphorical and situational but in Dwi research classified code switching into two type code switching. The similarities Dwi research with this research is same using title of research, That is using code switching in teaching learning process.

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[83] Dwi Nur Indahsari, Analysis of Code Switching Used by the Teacher for teaching Learning English in first grade of SMPN 2 Sumbergempol in the Academic Year 2013/2014",(Thesis, IAIN Tulungagung, 2014)

CHAPTER III

RESEARCH FINDING

A. **GENERAL DATA**

1. Observation 1

   The researcher started the research at 07.00 in VII A class on April, 28th 2015. The researcher conducted research in SMPN 2 Babadan. There are steps in teaching learning process:

1) Pre activity:

   a. The teacher entered the class, besides the students had ready to follow the class.

   b. The teacher sat down on his chair and regarded the students. They answered together.

   c. Teacher asked the students to pray by using English. Then, the leader led the other students to pray. He also led them to say greeting in English. The teacher answered it.

   d. The teacher checked the attendance list of the students.

2) Main activity:

   a. The teacher started the lesson and he introduced the material that they would be learned, that is "thing around us".

b. The teacher tried to give explanation about the topic of material. It was begun by the teacher with the asking to the students about the thing which he was held.

c. Then, teacher asked the students to observe things in their class.

d. After the students finished mentioning the things, the teacher divided the students into some groups.

e. The teacher gave worksheet to the students. He asked them to observe the worksheet and listened teacher's explanation about things in singular and plural.

f. Furthermore, the teacher gave assignment which the students did simple conversation about their special place and mentioned the things over there.

g. The teacher asked them to make participation in presenting the conversation in front of the class. However, the students did not response. So, the teacher pointed one group to go forward.

h. The teacher continued the lesson with giving assignments about the things in plural and singular. The students' task was about observing and differencing the plural and singular to check students understanding.

3) Post Activity

    a. The teacher asked them to write their answers on the white board one by one.

    b. The teacher tried to discuss and clarify about students' answers.

    c. The teacher concluded the lesson activity. He motivated the students and closed the learning process with greeting to them.

There are some events which teacher used code switching, such us: explanation of the theme (thing around us), giving assignment, observing the thing in class and on the text, giving grammar instruction about plural and singular things, pronouncing the complete sentence about things, giving instruction while doing some assignments, measuring the students understanding about differences between plural–singular forms, mentioning thing's vocabulary of the students one by one, giving advices to the students. Otherwise, the teacher used code switching to manage the class. It was conducted to anticipate noise class condition.

2. Observation 2

The second observation was held on April 30th 2015 at 10.10 a.m. in SMPN 2 Babadan. As usual, teacher and researcher entered the class on time.

1) Pre activity

    a. The teacher entered the class and gave greeting.

    b. The students answered and were be ready to follow the lesson.

2) Main activity

    a. The teacher started the lesson. The material that would be learned was oral announcements.

    b. Teacher began the learning process by reading the script example of announcements text. Students listened to the information of it.

    c. After that, teacher gave explanation about the point of announcement text. Those are the definition of announcement text, the public place of announcement, common word expression that was used in announcement.

    d. Then, the teacher asked students to read and comprehend the text in a worksheet.

    e. Moreover, teacher asked them to do the exercise based on worksheet. Teacher also guided them when had difficulties.

    f. After task was finished, students and teacher discussed together.

3) Post activity

    a. After discussion, teacher concluded lesson activities and gave motivations to the students.

    b. Teacher gave greeting to them and left the class.

When the teacher corrected the worksheet, sometimes students made noisy in class. Teacher gave notice in English to reduce the noisy, but they didn't understand about teacher's mean. So, they unchanged the condition. To handle the condition, teacher used code switch to them in Indonesian language. Then, they could realize the teacher's mean and tried to keep silent in class.

Teacher used codes switching in learning process such us; explaining the topic, explaining difficult word based on the text, guiding students or clearing instruction in worksheet. Teacher used code switching to clear the students' pronunciation, class management and giving motivations in last learning process.

3. Observation 3

The third observation was held on May 6th 2015 at 07.00 in SMPN 2 Babadan. The bell was ringing. It's time to start the lesson. The material was about announcements in a text. Teacher continued the next material in same topic, but different content. That was announcements in text. There are steps in learning activity.

1) Pre activity

    a. Teacher asked students to enter the class and started the lesson.

    b. Teacher gave greets and invited praying together with students. Then, teacher checked the attendance list of them.

    c. Teacher remembered them about the last material. That was oral announcement.

2) Main activity

    a. Teacher asked the students to open their book on page 21.

    b. Teacher asked them to open announcements text in their book.

    c. Teacher read text and explained structures of announcement text.

    d. Teacher gave chance to them for asking their difficulties about teacher's explanation.

    e. Teacher asked them to analyze 5 questions based on the structures of announcement text.

    f. Furthermore, teacher corrected the students' answer.

    g. Teacher repeated explanation about the point of lesson; those are the structures or parts of announcement text.

Then, he gave examples of words and expression related with announcement.

h. After that, teacher divided students into groups and gave them exercises. They should make an announcement text, with available topics in worksheet.

i. Teacher would guide and help when students have difficulties.

3) Post activity

a. Teacher asked student to collect their text.

b. Teacher made conclusion and closed learning today.

c. Teacher gave greet and out from the class.

It was same with previous observation. Researcher found that teacher often used code switching in learning process, such us explaining material while discussing answers of the task, giving inspiring about topic, guiding students who had difficulties, like choosing appropriate words to rearrange the sentences.

4. Observation 4

The fourth observation was held on May 7th 2015 at 10.10 in SMPN 2 Babadan. After bell was ringing, teacher and researcher went to class. While teacher entered, he gave chance to students in making the class be quiet. However, they were being noisy in the class. After the condition class is quiet, teacher would start the lesson and students were also already to receive learning process.

1) Pre activity

    a. Teacher entered the class and gave greeting.

    b. Teacher asked the leader of class to lead praying together.

    c. Teacher stimulated students' concentration by asking them to stand up and sit down before the lesson beginning.

2) Main activity

    a. Teacher continued the next material about procedure text.

    b. Teacher asked them to listen of him. He would read the example of procedure text. There were two examples. The first was "how operate the fan" and the second was "how to make fruit salad".

    c. Teacher tried to read the first text and students repeated together.

    d. Teacher continued the second text, student repeated and teacher explained the text.

    e. Then, teacher explained the main point of procedure text. Those are the definition of procedure text, procedure text usually use imperatives word, and emphasizing of procedure text that show the way to make something using sequences or steps, the step

indicate temporal conjunctions, like first, second, third…

f. After giving explanation, teacher gave exercises to student. They should fill the blank words based on the text.

g. Then teacher corrected students' answers.

h. Teacher asked them to make one of procedure text in checking students' comprehension.

3) Post activity

a. After students finished the task, teacher asked them to collect the assignments.

b. Then teacher chose several of them to discuss together.

c. Sometimes, teacher connected students' text with the teacher's experiences in getting good responses from students.

d. After finished discussion, teacher made conclusion of the learning.

e. Teacher gave greets and left the class.

Teacher often use code switching to help teaching learning process, increase students' comprehension, and manage class condition.

B. **SPECIFIC DATA**

1. From the observation, the researcher find five types of code switching that the teacher used in teaching learning process, there are tag code switching, intra-sentential code switching, inter-sentential code switching, situational code switching and metaphorical code switching.

   A. **Tag Code Switching**

   1) Good, fan. Ada berapa kipasnya ? sebutkan dalam kalimat yang lengkap, jangan cuma fan aja ? **Understand?**

   2) Enough all, **sudah semuakan**? One, two, three, four… All right, okay let's check it together

   3) Work in pairs **lagi toh**?

   4) Open your book on page 52! Disitu terdapat announcement text, **iyakan?**

   5) C then U then P then B then O then A then R then D, **bisa?**

   B. **Intra-Sentential Code Switching**

   a) **Code Switching by Words**

   1) Oke, **Next!** Intan selanjutnya

   2) **Iya,** pen. How about this?

   3) Oke, **two** itu berarti jamak. Jamak itu lebih dari satu, dan kalau jamak biasa diikuti dengan s/es. Mengerti?

4) Ayo coba diamati lagi. It di situ menggantikan apa? **What**?

5) Kalimat yang diawali dengan **verb** itu disebut kalimat perintah.

6) Apa artinya? Mari kita dukung tim kita untuk memenangkan pertandingan ini, **okay!**

7) Kelas ini dinginnya kapan ya? Ditambah kalian berisik terus **Noisy**! Harusnya ada AC dan kalian memperhatikan, biar tidak makin panas.

8) There are two books, repeat together! **bareng – bareng!**

9) **Bukan** two time, but twice.

10) Masa o'clock juga? Diawali dengan huruf **w (double-u)?**

11) Oke, **watch,** Kalau lebih dari satu berarti?

12) Yang disebut **theme**? Mana theme-nya? Yang menjadi pokok pembicaraan itu lo yang dinamakan theme. Theme-nya yaitu badminton sebagai tema.

13) Next you, Yusril. Kalau **registration** itu pendaftaran. Kalau **register** apa?

b) **Intra-Sentential Code Switching By Phrase;**

1) **Thing around us,** Hari ini temanya itu. Jadi kita akan mempelajari thing around us, "benda–benda di sekitar kita".

2) Ternyata masih ada yang belum tahu kipas bahasa inggrisnya apa. **Other students,** what kipas in English?

3) Satu bangku satu, **one paper to one pairs,** Satu lembar untuk satu pasangan.

4) **Kesimpulannya hari ini**, we learned about thing around us, things can be singular and plural. We also mentioned the new vocabulary and made a complete sentence about thing around us. .

5) Okay, **yang pertama**, what is the announcement about?

6) Okay, submit your task, **cepat – cepat ayo**

7) **True or false** itu apa artinya? Masa lupa?

8) Ulang ! ulangi dari awal, **start from beginning.**

9) The first sentence **sudah dikerjakan,** it was as example.

10) Hahaha, no saja memang benar, tapi lanjutannya apa? **No, she cannot.** Nah seperti itu yang benar

11) You have two minutes, **hanya dua menit,** start from now.

12) The next steps, **selanjutnya langkah–langkahnya**. First, place a slice of bread on the plate. Second, put the tomatoes sauce. Third, add salad, add sliced tomatoes, cheddar cheeses… the next steps .

13) Sekarang mari latihan membuat **announcement text.**

14) Okay, plural, **yang mana** plural, can you show it?

15) Coba perhatikan! Kira-kira ada berapa bendanya? **Mention them!**

16) Stop! **Tolong diam ya !** I will explain to your friend.

17) Nggak boleh takut, tapi perlu malu. **Come on!** Serious please!

18) Tolong dengarkan ya. Diskusinya sudah dulu, **just listen**!

c) **Code Switching by Clause**

1) **Kalau nggak bisa diam**, please sit down in front of the class.

2) How to make sandwich" ingredients bahan – bahan, to make sandwich we need two slices of breads, **saya ulangi** !breads, cheddar, cheese …

3) **Sometimes false in writing,** harusnya nggak pakai s malah pakai s, padahal nggak suka s, flu deh jadinya.

C. **Inter-sentential Code Switching**

1) Just listen! **Hanya dengarkan dulu tidak ada perintah untuk** repeat after me. Okay?

2) Sebutkan benda-benda yang ada disekitar kita! **Maybe, you can observe in around us**! Apa saja yang ada di dalam kelas kita**?**

3) **Repeat once more!** Saya ulangi sekali lagi. Tolong didengarkan!

4) Hmm okay, cupboard. **Bagaimana tulisannya**? Can you spell and write in the white board?

5) We have 20 papers. So, we have 10 pairs. Okay, **tuganya berdiskusi dan mempraktekkan !**

6) Coba perhatikan! Kira-kira ada berapa bendanya? **Mention them!**

7) Okay, thank you for today. See you in the next time. **Jangan lupa belajar ya**!.

8) ***Let's continue about oral announcement!*** Kelas kita agak terlambat dari kelas lain. Jadi kita harus kerja keras. mengerti!

9) Sebelum kita lanjutkan, coba kita ingat-ingat dulu pelajaran yang kemarin ya. **What are means of beloved, proudly?** Coba jangan buka kamus, di ingat–ingat dulu!

10) Next invite? Invite or invit? **Bagimana tulisannya**? Who can help me to spell and write here?

11) ***Don't miss the chance***! apa artinya? Jangan lewatkan kesempatan ini..

12) Open the next page. There are five questions of the text, **silahkan dikerjakan**!

13) **Papannya masih kotor. Siapa yang piket?** Please, clean the whiteboard!

14) Kalau participant? **What is participant**? Siapa yang tahu, itu sebagai subjeknya. Berarti apa?

15) Saya ulangi lagi ya. **Pay attention, please!** Hayo, siap mendengarkan ini. Baterai saya sudah habis dipakai ngomong keras.

16) Perhatikan kata – kata yang dibutuhkan! **Maybe if you have problems, raise your hand!** Angkat tangan !.

17) Your task is just writing the verb, **tulis kata kerjanya**!

18) The first example is how to operate the fan, **apa fan itu**?

19) Let's listen! And write verb that you get! **tulis kata kerjanya yang kamu dapat!**

20) Segera dikumpulkan ya! Don't forget **tulis nama anggotanya !**

21) Oke sudah, **Submit it please !**hmm kok belum-belum dari tadi.

22) Kalau saya bilang **stand up please,** berdiri ya! Begitu juga ketika saya bilang sit down, duduk.

23) After we know the example of the text, **sekarang kita latihan membuat** procedure text.

24) **Ok anak – anak, tolong perhatikan**. The next material is procedure text. Open your LKS on page 27. There is a text about how to make fruit salad.

25) **Kelihatannya kalian belum siap, kalian masih ramai terus**. When you have problem with your friends. I will wait until you're finish.

26) Stop! **Tolong diam ya.** I will explain to your friend.

27) **Can you hear guys? Kedengaran nggak ?**Kalau tidak bisa dengar ada tempat khusus di depan, siapa yang mau?

28) Ok, sudah to ngobrolnya? kita lanjutkan. I will read the text. **pay attention,please!**

29) Kira – kira sudah jelas semuanya? Sudah tahu bedanya penggunaan s/es. **Do you need another example**?

30) Masing-masing dapat satu and **read the sentence**! Yang mana plural dan yang mana singular? Diamati dengan hati–hati !

31) Iya, benar. **Can you answer in complete sentence!** Biar nggak aneh dibacanya.

32) **Where do you hear? Hear** itu kata kerja. apa artinya?

33) Oke, kalau begitu **discuss with your friend**! Sebangku saja jangan sama tetangganya.

34) Sudah jelas perintahnya? **Can you get it**?

35) Who is absent today, class? **Siapa yang tidak masuk?**

36) Five minutes again. Lima menit lagi. Jangan lelet. ! **Do and submit it !**

37) Anisa, yes. **She will observe our learning process to finish her thesis.** Dia akan mengamati proses pembelajaran kita untuk menyelesaikan skripsinya.

38) Ada dua daftar benda, teksnya dilihat dulu, oke…. **And listen to me please!**

39) **Baik, open your book on page 21** !Disitu ada bacaan tentang apa?

40) **Now, listen to me! Are you ready class?** Sudah ? Tolong dengarkan dulu! Kalau belum diam, belum saya mulai.

41) **Your task is complete the announcement!** Silahkan dibaca dulu! di amati, difahami, dan dikerjakan.

42) Halo Yusril. **Can you hear my voice?** Kalau tidak bisa, bangku depan masih tersedia.

43) ***You don't need the good of* illustration.** Tidak perlu menggunakan ilustrasi yang bagus, yang penting isinya tersampaikan.

D. Situational Code Switching

1) Teacher   : Morning class, how are you today?

   Students   : Good morning sir, I'm fine and you?

   Teacher   : I'm fine thanks. Hari ini kita punya tamu, mari silahkan masuk mbak ! namanya siapa ?

   Anisa   : Anisa pak

Teacher : Anisa, yes, she will observe us to finish her thesis. Dia ingin mengamati proses pembelajaran kita untuk menyelesaikan tugas akhirnya. Baik, sebelum kita mulai tolong materi yang kemarin di simpan dahulu. Kita akan mempelajari materi sesuai dengan yang akan diamati.

Students : Yes sir (students prepare)

Teacher : Thing around us, hari ini tema kita itu, jadi hari ini kita akan mempelajari benda – benda di sekitar kita.

2) Teacher : Before I read the text, let's check the meaning of some words, the first beloved, proudly, behave . . .

Students : (one of students make noisy)

Teacher : Halo Yusril, can you hear my voice, kalau nggak bisa dengar bangku di depan masih tersedia!

Yusril : (Just smile)

Other students: Maju, ayo cepet maju, bikin ramai terus pak

Teacher : Wah profokator berarti.

Students : Iya pak,hahaha

Teacher : Profokator itu ada yang baik ada juga yang tidak, kalau Yusril yang apa? Pasti profokator yang baik to? Jadi jangan bikin ramai di kelas ya?

Yusril : Iya pak.

Teacher : ya sudah mari kita lanjutkan anak- anak!

E. **Metaphorical code switching**

1) Teacher : next invite? Invite or invit ? bagaimana tulisannya

? Who can help me to spell and write here!

Students : (all students no response because confused)

Teacher : okay, invite itu tulisannya tapi kalau membacanya

invait, sudah mengereti ?

Students : Iya pak

Teacher : lagi tren itu sekarang, inviten aku ya yang pakai

bbm, adede(add) juga, add aku ya..

Students : (students laughing)

2) Teacher : Tolong dengarkan ya, diskusinya sudah dulu, just

listen?

Students : Yes sir

Teacher : This is a book

Students : (Students follow it) this is a book

Teacher : Just listen, hanya dengarkan dulu tidak ada

perintah untuk repeat after me, okay ?

Students : Yes sir

Teacher : I have a pen

Students : (some students follow it). I have a pen,

Teacher : Loh ini? ada yang belum konsentrasi ini??

Students : Hahaha

Teacher : Saya ulangi lagi ya, hanya dengarkan dulu !

3) Teacher : bisakan kira-kira ? ayo dicoba kalau begitu!

Students : iya pak (student try to do it, then he make mistake when writing of word)

Teacher : Sometimes false in writing, harusnya nggak pakai s malah pakai s , padahal nggak suka s, flu deh jadinya.

Students : hehe salah ya pak

4) Teacher : okay time is over class

Students : yes, yes, yes(feel happy and prepare go home)

Teacher : sebelum kita tutup pelajaran hari ini, mungkin ada yang ingin menyaimpulkan apa yang telah kita pelajari ??

Students : (some students answer but slowly)

Teacher : Kesimpulannya hari ini, we learned about thing around us, the things can be singular and plural. We also mentioned the new vocabularies and make a complete sentence about thing around us.

Students : (listened the teacher conclusion)

Teacher : Okay, thank you for today. See you in the next time. Jangan lupa belajar ya.

Students : yes sir

Leader : gives thanks to the teacher!

Students : thanks you sir

2. From the questionnaire, the researcher fined the result of the questionnaire. The majority of student's agree toward code

switching gives positive impact in their ability in teaching and learning. It can be show from the result of the percentage questionnaire from the students.

Percentage of the Questionnaire

|	Students questions	Percentage (%)				
		A	b	c	d	e
1	Apakah anda bisa memahami materi bahasa inggris yang disampaikan olehguru dengan menggunakan dua bahasa yaitu baha Indonesia dan bahasa inggris	9,09	59,09	31,81	0	0
2	Apakah penggunaan dua bahasa oleh guru dapat membantu anda tertarik untukmengikuti pelajaran bahasa inggris	13,63	54,54	31,81	0	0
3	Apakah penggunaan dua bahasa oleh guru dapat membantu anda aktif berkomunikasi dalam bahasa inggris	9,09	59,09	31,81	0	0
4	Apakah penggunaan dua bahasa secra bergantian oleh guru dapat membantu anda dlam memahami instruksi yang disampaikan	9,09	68,18	18,18	0	0
5	Apakah penggunaan dua bahasa oleh guru dapat membantu anda memahami kata –kata baru atau sulit	0	72,72	27,27	0	0
6	Apakah penggunaan dua bahasa oleh guru dapat membantu anda merasa percaya diri di kelas	9,09	59,09	31,81	0	0
7	Apakah penggunaan bahasa bergantian oleh guru dapat membantu kondisi kelas menjadi nyaman	9,09	59,09	31,81	0	0

8	Apakah penggunaan bahasa bergantian oleh guru dapat membantu anda dalam memahami tata bahasa(aturan untuk membuat frasa atau kalimat dalam bahasa inggris)	0	77,72	22,72	0	0
9	Apakah penggunaan dua bahasa secara bergantian oleh guru dapat membantu kondisi kelas anda menjadi lebih disiplin ?	0	59,09	31,81	9,09	0
10	Apakah penggunaan dua bahasa secara bergantian oleh guru dapat membantu anda dalam melaksanakan tugas terkait dengan teks dalam bahasa inggris?	13,63	54,54	31,81	0	0

The conclusion questionnaire that taken from the students;

1) According the most students answer which choose is B, it means 13 students has choose it, the percent about 59,09. It showed that code switching can make students easy to understand about the material.

2) According the most students answer which choose is B, it means 12 students has choose it, the percent about 54,54. It showed that code switching can make students interested to follow the learning.

3) According the most students answer which choose is B, it means 13 students has choose it, the percent about 59,09. It showed that code switching make students active in class.

4) According the most students answer which choose is B, it means 15 students has choose it, the percent about 68,18. It showed that code switching make students easy to understand about the instruction.

5) According the most students answer which choose is B, it means 16 students has choose it, the percent about 72,72 It showed that code Code switching make students easily to receive the explanation about vocabulary matter.

6) According the most students answer which choose is B, it means 13 students has choose it, the percent about 59,09 It showed that code switching make students confident and don't feel nervous.

7) According the most students answer which choose is B, it means 13 students has choose it, the percent about 59,09. It showed that code switching make students comfortable in class.

8) According the most students answer which choose is B, it means 17 students has choose it, the percent about 77,72. It showed that code switching make students easy to comprehend about the grammar instruction.

9) According the most students answer which choose is B, it means 13 students has choose it, the percent about 59,09. It showed that code switching make the students more discipline in class.

10) According the most students answer which choose is B, it means 12 students has choose it, the percent about 54, 54. It showed that code

switching makes students easily to comprehend the English text as the

context.
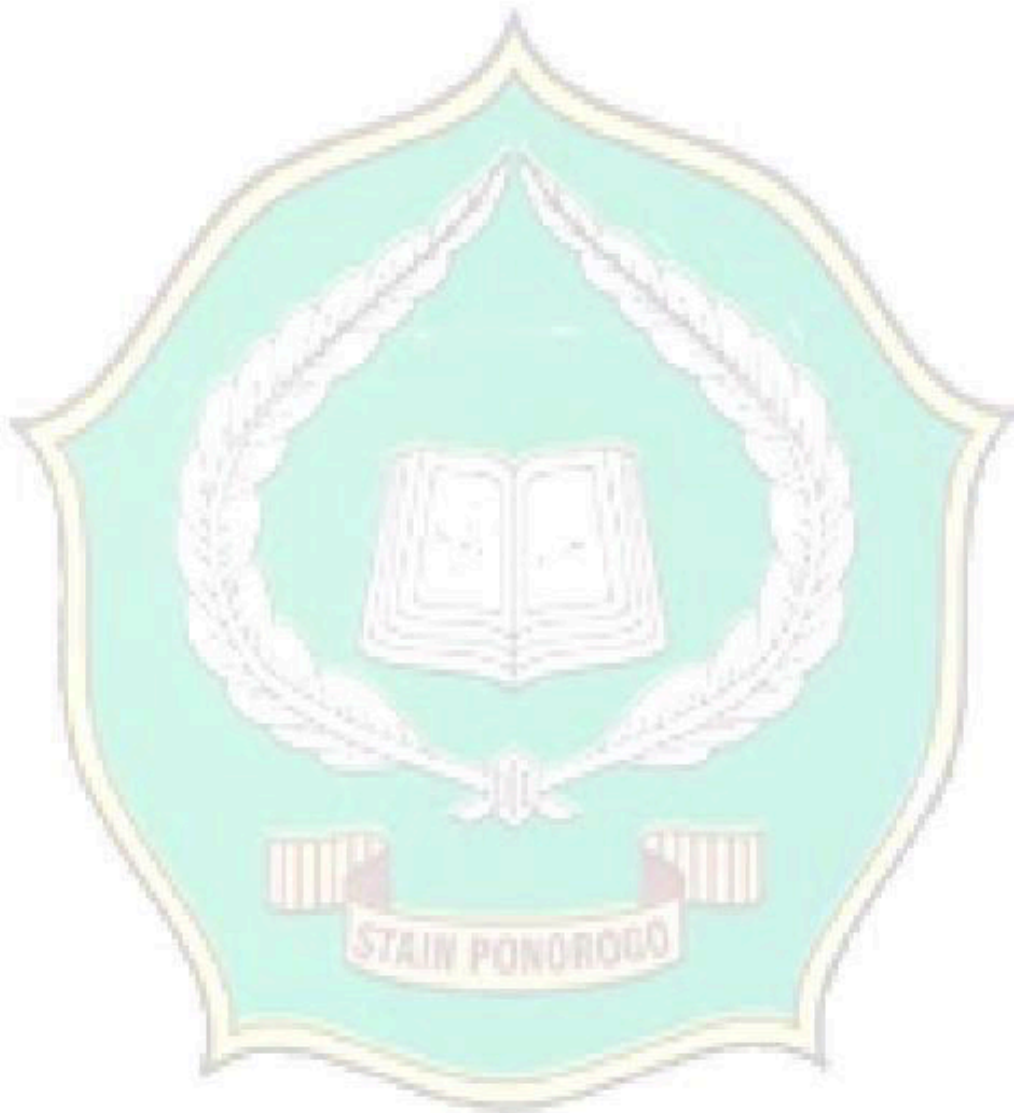
CHAPTER IV

DATA ANALYSIS

In this chapter, the researcher analyzes data that has been collected from observation before. Here, the researcher answers the problem statements. In the following discussion, the researcher analyzed depth the first question; what are the code switching used in teaching learning process at SMP N 2 Babadan in Academic year 2014/2015 and the second is how are the effects of code switching used by English teacher in teaching learning process of SMP N 2 Babadan in Academic year 2104/2015.

A. **Code switching used in teaching learning process consists of five types; there are tag code switching, intra-sentential code switching, inter-sentential code switching, situational and metaphorical code switching.**

1. **Tag Code Switching**

   According Poplack in Jendra, tag code switching happens when bilingual insert short expression (tag) from different language at the end of his/her utterances.[84] Here the researcher fined 5 utterances about tag code switching that teacher used in teaching learning process.

   6) Good, fan. Ada berapa kipasnya ? sebutkan dalam kalimat yang lengkap, jangan cuma fan aja ? <u>**Understand?**</u>

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[84] Jendra, Made Iwan Indrawan, Sociolinguistic: The Study of Societist Language,(Jogjakarta: Graha Ilmu: 2012) ,75

Good, fan. How many fan? Mention it in complete sentence, don't just

fan? Understand?

The tag code switching occurred when the teacher gives clarification to the students' answers. He used tag code switch by "understand" because he wanted to check the student's comprehension about the explanations.

7) Enough all, **sudah semuakan**? One, two, three, four… All right, okay let's check it together

Time's up. You have finished it, haven't you? One, two, three, four … All right, okay *let's check it together.*

The tag code switching by "sudah semuakan" happened when the teacher would check the task together. The teacher used it because he want ensure their students has collected their task to him.

8) Work in pairs **lagi toh** ?

Do we work in pairs again, don't we?

When the teacher would give students assignments, he fell astonish about the instruction in a book, because students should do the assignment in pairs and in pairs again. So, the teacher express his feeling with tag code switching by " lagi toh" to giving question to the students that the instruction is right or not.

9) Open your book on page 52! Disitu terdapat announcement text, **iyakan?**

Open your book on page 52. There is announcement text, right?

The tag code switching happened when the teacher giving a task to the students based on the book. To be ensuring their students, the teacher used tag code switching by "iyakan" as utterance to convey the rightness of the task.

10) C then U then P then B then O then A then R then D, **bisa?**

C then U then P then B then O then A then R then D, can you?

The tag code switching occurred when the teacher require their students to do the task in front of the class. Then, he used tag code switching by " bisa" as the teacher question to know students response when they can solve their task.

2. **Intra-Sentential Code Switching**

Intra-sentential code switching is found when a words, phrase and clause of foreign language within sentence in a base language.[85] In here the researcher divided data into 3 parts; code switching by words, code switching by phrases and code switching by clauses. In here the researcher fined the Intra-Sentential code switching by words consist of 13 utterances, phrase consist of 18 utterances, clauses consist of 3 utterances.

d) **Code Switching by Words**

Intra-sentential code switching is found when a words of foreign language within sentence in a base language.[86] In here the researcher

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[85] Jendra, Made Iwan Indrawan, Sociolinguistic: The Study of Societist Language, 76
[86] Ibid.76

fined the Intra-Sentential code switching by words consist of 13 utterances,

14) Oke, **Next!** Intan selanjutnya

Okay, Next! The next is Intan.

The code switching occurred when the teacher asks to Intan to do the next task in front of class. Then, he used code switching by "selanjutnya" as the command to Intan that she is as the next students to do the task in front of the class.

15) <u>**Iya,**</u> pen. How about this?

Right, pen. How about this?

When the teacher gives the explanation, He tries to give question about some things in class. Then, students try to answer the question. To give clarification related the students answer, the teacher used code switching by "iya" to giving the right answer about students answer.

16)   Oke, <u>**two**</u> itu berarti jamak. Jamak itu lebih dari satu, dan kalau jamak biasa diikuti dengan s/es. Mengerti?

Okay, two. That is plural. Plural is more than one, and plural usually follows by s/es. Do you nderstand?

The code switching happened when the teacher gives explanation of grammar rule. It's about singular and plural things. Then, to make students comprehend, the teacher used code switching by "two" as the topic of the explanation.

17) Ayo coba diamati lagi. It di situ menggantikan apa? <u>**What**</u>?

Let's observe again. What is the *function of the word "it" in this* sentence? What is your opinion?

The code switching occurred when teacher require students to observe and understand about the text. Then, the teacher gives question and the student gives the answer, but the teacher not hears about students answer, students is slowly. So, he used code switching by "what" as the teacher question to the students as the reinforcements for students.

18) Kalimat yang diawali dengan **verb** itu disebut kalimat perintah.

Sentence was begun by verb it can call as command sentence.

The code switching occurred by "verb", the word of "verb" is the topic of the conversation. It happens when the teacher give explanation to the students about the imperative sentence. Then, he tries to understanding his students and to remember if the characteristic of imperative sentence is preceded by a verb.

19) Apa artinya? Mari kita dukung tim kita untuk memenangkan pertandingan ini, **okay!**

What is the meaning? Let's support our team to win this competition. Okay!

When the teacher stimulates students to translate the utterance (invitation sentence) based on the text. The students feel confuse to answer. So, the teacher helps students to translate the utterance. Then, he used code switch "okay" as the teacher utterance to convince the students, that the translation is right.

20) Kelas ini dinginnya kapan ya? Ditambah kalian berisik terus **Noisy**!

Harusnya ada AC dan kalian memperhatikan, biar tidak makin panas.

The weather is hot? You are always noisy. Noisy! It should have AC ,

so that you can give attention and this class was cold.

The code switching occurred when the teacher feel heat and annoyed

with students noisiness. The teacher is admonishing the students. Then,

he used code switching by "noisy" to express teacher disappointment

about students behavior that is make noisy in class.

21) There are two books, repeat together! **bareng – bareng!**

There are two books, repeat together! Together!

When the teacher gives assignments to the students, he give the

instruction in English code and then to make student more comprehend

about it, the teacher used code switching by " bareng - bareng" in

Indonesian code as the clearer of the repetition instruction by the

teacher.

22) **Bukan** two time, but twice.

Not two time, but twice.

The code switching by "bukan" occurred when the teacher hear one of

students make mistake when utter something. Then, the teacher try to

clarify it, he used code switching by" bukan" as the utterance to show

the student mistake then the teacher try to show the true answer.

23) Masa o'clock juga? Diawali dengan huruf **w (double-u)?**

It isn't "o'clock". The word is started by *letter "w".*

The teacher asks students to mention a thing that have es as the suffix. Then, he used code switching by "o'clock" as the clue to stimulate his students. So, they can easy to get the right answer about teacher question.

24) Oke, **watch,** Kalau lebih dari satu berarti?

Okay, watch. If it is more than one, it becomes to?

The code switching occurred when the teacher gives the explanation. He would measure the student's comprehension. Then, he used code switching by "watch" as the example of the explanation about the plural or singular things.

25) Yang disebut **theme**? Mana theme-nya? Yang menjadi pokok pembicaraan itu lo yang dinamakan theme. Theme-nya yaitu badminton sebagai tema.

Which one we can call theme? Which is the theme? Theme is the main idea of particular statement. That is badminton as the theme.

The code switching occurred by "theme". It is as subject of the conversation between teacher and students. In this situation the teacher was observing a text, then he try to stimulate his students to find a theme in those texts.

26) Next you, Yusril. Kalau **registration** itu pendaftaran. Kalau **register** apa?

Next you! Yusril. Registration has meaning registration. Then, what is the meaning of register?

The code switching above occurred when the teacher gives the question to the students one by one. Yusril is the next student who gets the question. Yusril get question to differentiate meaning between register and registration. The teacher used code switching by "registration" as the example from the teacher and "register" as the question must be answer by yusril.

b) **Intra-Sentential Code Switching By Phrase;**

Intra-sentential code switching is found when a phrase of foreign language within sentence in a base language.[87] In here the researcher fined the Intra-Sentential code switching by phrase consist of 18 utterances;

19) **Thing around us,** Hari ini temanya itu. Jadi kita akan mempelajari thing around us, "benda–benda di sekitar kita".

"Things around us". That is our theme today. So, we will learn about thing around us, *which has meaning " benda – benda di sekitar kita".*

The code switching occurred in phrase by "thing around us", it can categorize into noun phrase. It has the function when the teacher will present the learning topic. Then, he used code switching by "thing around us" as the topic material that will learn at the moment in class.

20) Ternyata masih ada yang belum tahu kipas bahasa inggrisnya apa. **Other students,** what kipas in English?

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[87] Jendra, Made Iwan Indrawan, Sociolinguistic: The Study of Societist Language, 76

In fact, there are s*everal of you who don't know "kipas"* in English. *Other students, what is "kipas"* in English?

The code switching occurred by "other students". The code switching by "Other students" can categorize as noun phrase. It has a function when the teacher requires students to mention things in class. Then, he used code switching by "Other students" as the utterance to gives a chance to other students to answer the question.

21) Satu bangku satu, **one paper to one pairs,** Satu lembar untuk satu pasangan.

One table gets one paper. So, one paper used in pair. One paper, one pairs.

The code switching occurred by "one paper to one pair ". It can categorize into the prepositional phrase. It has the function when the teacher gives students task in pair. Then, he used code switching by "One paper to one pairs "as the teacher instruction to giving students assignment.

22) **Kesimpulannya hari ini**, we learned about thing around us, things can be singular and plural. We also mentioned the new vocabulary and made a complete sentence about thing around us.

The conclusion for today, we learned about thing around us, things can be singular and plural forms. We also mentioned new vocabularies and made a complete sentence about thing around us.

The code switching occurred by" *kesimpulannya hari ini"*. It has the meaning "The conclusion for today". It can categorize into noun phrase. It happened when the teacher doing the post activity. Then, he used code switching by " *kesimpulannya hari ini"* as the topic conversation of closing activity.

23) Okay, **yang pertama**, what is the announcement about?

Okay, the first, what is the announcement about?

The code switching occurred by "yang pertama". It has the meaning" the first". It can categorize into noun phrase. It has happened when the teacher check students' task. He used code switching by "yang pertama" to start answering the question from number one.

24) Okay, submit your task, **cepat – cepat ayo**

Okay, submit your task, come on quickly.

The code switching occurred by "cepat – cepat ayo". It has the meaning " come on quickly". It categorize into adverb phrase. It has happened when the teacher were waiting students in doing the assignments. Then, he used code switching by "cepat-cepat ayo" as utterance to the students that they should finish the assignment and submit it quickly, because it will be corrected.

25) **True or false** itu apa artinya? Masa lupa?

Do you know what the meaning of true and false ? Have you forgotten them?

The code switching occurred by "true or false". It categorize into adjective phrase. It used when the teacher and students corrected the task together. Then, the teacher used code switching by "true or false" as subject question by teacher to reminding the meaning of true or false in Indonesian language.

26) Ulang ! ulangi dari awal, **start from beginning.**

Repeat! Please repeat from the first, start from beginning.

The code switching occurred by "start from beginning". It categorize into prepositional phrase. It used when the teacher corrects the students' assignments. Then, he used code switching by "start from beginning" to make students repeat their answer from the first, and choose one student to answer the question.

27) The first sentence **sudah dikerjakan,** it was as example.

The first sentence have done, it was as example.

The code switching occurred by "sudah dikerjakan". It can be categorize into verb phrase. It has the meaning "have done". It used when the teacher gives assignments to answer the questions. Then, he used code switching by " sudah di kerjakan" as information that the question number one is as example, so students did not to do again. They should do the next number.

28) Hahaha, no saja memang benar, tapi lanjutannya apa? **No, she cannot.**

Nah seperti itu yang benar

No is a good answer, but there is the next answer, are you know? No, she cannot. This is the true answer.

The code switching occurred by "no she can not". It categorize into response phrase. It happened when the teacher corrects the students' assignments. Then, he used code switching by "no she can not" as the clarification answer by teacher to repaired students mistake.

29) You have two minutes, **hanya dua menit,** start from now.

You have two minutes, please remember! two minutes, start from now.

The code switching occurred by "hanya dua menit". It has the meaning in English as "two minutes". It categorize as adverb phrase. It happened when the teacher gives assignment to the students. Then, he used code switching by" hanya dua menit" as the time to finish the assignment.

30) The next steps, **selanjutnya langkah–langkahnya**. First, place a slice of bread on the plate. Second, put the tomatoes sauce. Third, add salad, add sliced tomatoes, cheddar cheeses… the next steps

The next steps are; First, place a slice of bread on the plate. Second, put the tomatoes sauce. Third, add salad, add sliced tomatoes, cheddar *cheeses…*

The code switching occurred by" selanjutnya langkah–langkahnya". It has the meaning in English language as "the next step". It categorize into adverb phrase. It happened when the teacher continue read the second text. Then, he used code switching by "selanjutnya langkah–

langkahnya, as the instruction to continue the next material   that teacher would read.

31) Sekarang mari latihan membuat **announcement text.**

Now, let's try to make announcement text.

The code switching occurred by "announcement text". it categorize into noun phrase. It happened when the teacher require students to make announcements text. Then, he used code switching by "announcements text" as a subject of student's assignment.

32) Okay, plural, **yang mana** plural, can you show it?

Okay, plural, which is the plural form? Can you show it?

The code switching occurred by "yang mana". It has the meaning in English language as"which is". It categorize into adverb phrase. It happened when the teacher desire students to mention the example of plural things based on the card. Then, he used code switching by " yang mana" as the instruction students to show the examples of plural things.

33) Coba perhatikan! Kira-kira ada berapa bendanya? **Mention them!**

Pay attention please ! How many things ? Mention them!

The code switching occurred by "Mention them". It categorize into verb phrase. It happenened when the teacher asks to the students to observe the name of thing to the text. Then, he used code switching by" mention them "as the teacher command to make students participate in mentioning thing based on the text.

34) Stop! **<u>Tolong diam ya !</u>** I will explain to your friend.

Stop! Silent please! I will explain to your friend.

The code switching happened in phrase by "tolong diam ya". It can categorize into verb phrase. The verb phrase by "tolong diam ya " has a meaning in English as "silent please". It has the function to help teacher manage the class condition, that he required students to keep silent and give more attention when the teacher gives explanation of imperative sentence

35) Nggak boleh takut, tapi perlu malu. **<u>Come on!</u>** Serious please!

Don't be afraid, but you need embarrassed. Come on! Serious, please!

The code switching happened in phrase by "come on". It categorize into idiom phrase. It used by teacher to motivate their student, when they are felt afraid to do their task in the front of class.

36) Tolong dengarkan ya. Diskusinya sudah dulu, **<u>just listen</u>**!

Class, listen please! I hope your discussion will be stopped. Please listen to me!

The code switching occurred in phrase by "please listen", it categorize into verb phrase. The code switching by "please listen" happened when the teacher explains the material but, the students make noisy in class. so, the teacher he used code switching" please listen" to require the students to finish the discussion and to listen the teacher's explanation

c) **Code Switching by Clause**

Intra-sentential code switching is found when a clauses of foreign language within sentence in a base language.[88] In here the researcher fined the Intra-Sentential code switching by words consist of 3 utterances,

4) **Kalau nggak bisa diam**, please sit down in front of the class.

If you can't silent, please sit down in front of the class.

The code switching occurred by " kalau nggak bisa diam". It has the meaning in English language as "if you can't silent". The utterance can be categorized as dependents clause. It happened when the teacher feel annoyed because students attitude. Then, he used code switching by " kalau nggak bisa diam" to give admonition to the students, if they make noisy in class the teacher will give the punishment to sit in the front of class.

5) How to make sandwich" ingredients bahan – bahan, to make sandwich we need two slices of breads, **saya ulangi** !breads, cheddar, cheese …

The code switching occurred by "saya ulangi". It has the meaning "I'm repeat". It categorize into independent clause. It has the function when the teacher reading a text as students listening assignments. Then, he used code switching by "saya ulangi" as the repetition instructions to make student easily comprehending the parts of the text.

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[88] Ibid, 76

6) **Sometimes false in writing,** harusnya nggak pakai s malah pakai s, padahal nggak suka s, flu deh jadinya.

Sometimes, you make mistake in writing, it should not use s but you use it/ whereas you did not like ice. So you will cold .

The code switching occurred by "Sometime false in writing". It categorized into dependent clause. It has the function when the teacher gives explanation in using s/es. Then, he used code switching by "Sometimes false in writing "as subject to gives humor that can make students' focus in material and didn't feel bored in teaching learning process.

3. **Inter-sentential Code Switching**

An inter-sentential code switching happens when there is a complete sentence in foreign language uttered between two sentences in a base language.[89] in this research the researcher find 42 utterances that show the inter-sentential code switching.

1) Just listen! **Hanya dengarkan dulu tidak ada perintah untuk** repeat after me. Okay?

Please listen, there is no instruction to repeat after me. Okay?

The code switching occurred in sentence "Hanya dengarkan dulu tidak ada perintah untuk ". It has the meaning "please listen, there is no instruction to repeat after me", it categorize into command sentence. Its happened when the teacher gives instruction to students. It used to

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[89] Ibid, 76

clarify the teacher instruction. That, when teacher was reading the sentence, they are give listen to the teacher.

2) Sebutkan benda-benda yang ada disekitar kita! **Maybe, you can observe in around us**! Apa saja yang ada di dalam kelas kita**?**

Mention things which found around us! Maybe, you can observe it in around us. What kind of things which found in our class?

The code switching occurred in sentence by "Maybe you can observe in around us". It can categorize into command sentence. It has a happened when the teacher finishes in giving the explanation and tries to stimulate students to mention things in a class. Then, he used code switching by" Maybe you can observe in around us" as the command to do the task.

3) **Repeat once more!** Saya ulangi sekali lagi. Tolong didengarkan!

Repeat once more! I will repeat it once again. Listen, please!.

The code switching occurred by "Repeat once more". It categorize into instruction sentence. It happened when the teacher read announcement text. Then, he used code switching by" Repeat once more" as the command that the teacher will repeat the explanation. So, the teacher hope the students give more attention when they have listening about the explanation.

4) Hmm okay, cupboard. **Bagaimana tulisannya**? Can you spell and write in the white board?

Hmmm okay cupboard. How is the way to write it? Can you spell and write in the white board?

The code switching occurred by" **Bagaimana tulisannya**". It has the meaning "How to write it". It categorize into question sentence. It happened when the teacher requires the students to clarify their answer. Then, he used code switching by "bagaimana tulisannya" as the teacher question to know students ability in writing their answer.

5) We have 20 papers. So, we have 10 pairs. Okay, **tuganya berdiskusi dan mempraktekkan !**

We have 20 papers. So, we have 10 pairs. Okay, your tasks are discussed and practiced it.

The code switching occurred by *"tugasnya berdiskusi dan mempraktekkan"*. It has the meaning "your tasks are discussed and practiced it. It categorize into instruction sentence. It has a function when the teacher gives the task to the students. Then, he used code switching by "tugasnya berdiskusi dan mempraktekkan" as the students instruction about students task.

6) Okay, thank you for today. See you in the next time. **Jangan lupa belajar ya**!

Okay, thank you for today. See you next time. Don't forget to study!

Code switching occurred by "**Jangan lupa belajar ya**!". It has the meaning "Don't forget to study!". It include command sentence. It happened when the teacher says thank to the students about students'

participation in class. Then, he used code switching by "jangan lupa belajar ya" to remember the students to study at home.

7) ***Let's continue about oral announcement!*** Kelas kita agak terlambat dari kelas lain. Jadi kita harus kerja keras. mengerti!

Let's continue in learning about oral announcement. Our class was being late from other class. So that, we should study hard, do you understand!

The code switching occurred by"Let's continue about oral announcement". It categorize into invitation sentence. It has happened when the teacher give information about their class was late than the others class. Then, he used code switching by "Let's continue about oral announcement" as the utterance to start material that is be learns

8) Sebelum kita lanjutkan, coba kita ingat-ingat dulu pelajaran yang kemarin ya. **What are means of beloved, proudly?** Coba jangan buka kamus, di ingat–ingat dulu!

Before we continue in learning activity, *let's remember the last material.* What are the meanings of beloved, proudly? *Don't you're* your dictionary, please. Try to remember!

The code switching occurred by sentence "what are the meanings of beloved, proudly". It categorize into question sentence. It happened when the teacher stimulates the students to remember the last material. Then, he used code switching by "what are the meanings of beloved,

proudly" as the teacher question to measure the students' ability about the meaning of some sentences in English.

9) Next invite? Invite or invit? **Bagimana tulisannya**? Who can help me to spell and write here?

Next is invite? Invite or invit? How to write it ? Who can help me to spell and write here?

The code switching occurred by sentence "bagaimana tulisannya". It has the meaning "How to write it". It categorize into question sentence. It has the function when the teacher pronounces the word. Then, he used code switching by "bagaimana tulisnnya" as the teacher question to know students ability to differentiate the pronunciation between invite and invit.

10) *__Don't miss the chance__*! apa artinya? Jangan lewatkan kesempatan ini.

Don't miss the chance, what is mean? Don't miss the chance.

The code switching occurred by "don't miss the chance". It categorize in command sentence. It happened when the teacher read the announcements text. Then, he used code switching by " don't miss the chance " as the question based on the text .

11) Open the next page. There are five questions of the text, **silahkan dikerjakan**!

Open the next page. There are five questions of the text, please do it!

The code switching occurred by "silahkan dikerjakan". It has the meaning "please does it". it categorize into command sentence. It

happened when the teacher gives instruction related to the task. Then, he used code switching by "silahkan dikerjakan" as command to start working.

12) **Papannya masih kotor. Siapa yang piket?** Please, clean the whiteboard!

The blackboard was dirty. Who has shift? Please, clean the whiteboard!

The code switching occurred by "siapa yang piket". It has the meaning "who has shift". It categorize into question sentence. It has the function when the teacher comes in class and he looks that the whiteboard is dirty. Then, he used code switching by " siapa yang piket" to know who has shift and ask them to clean it.

13) Kalau participant? **What is participant**? Siapa yang tahu, itu sebagai subjeknya. Berarti apa?

How about " participant" ? What is the participant? Who knows it? It was the subject. So, what is mean?

The code switching occurred by "What is participant". It categorize as question sentence. It happened when the teacher gives explanation about the components of announcement text. Then, he used code switching by "what is participant" as the question to stimulate the students' understanding about the meaning of participants in announcement text.

14) Saya ulangi lagi ya. **Pay attention, please!** Hayo, siap mendengarkan ini. Baterai saya sudah habis dipakai ngomong keras.

I will repeat again. Pay attention, please. Are you ready to listen me? My energy is low to speak loudly.

The code switching occurred by "Pay attention, please". It categorize into command sentence. It has the function when the teacher fell disturbed when he explains the material. Then, he used code switching by "pay attention please" to require students give attention, because the teacher will gives the explanation.

15) Perhatikan kata – kata yang dibutuhkan! **Maybe if you have problems, raise your hand!** Angkat tangan !

Pay Attention to words which is needed . Maybe if you have problems, raise your hand! Raise your hand!

The code switching occurred by "Maybe if you have problems,". It categorize into command sentence. It happened when the teacher give student assignments. Then, he used code switching by " Maybe if you have problems," to give a chance to the student to ask the difficult materials which they don't understand.

16) Your task is just writing the verb, **tulis kata kerjanya**!

Your task is just writing the verb, write the verb, please!

The code switching occurred by "tulis kata kerjanya". It has the meaning "write the verb, please". It categorize into command sentence. It happenened when the teacher gives students assignments to observe

a text. Then, he used code switching by " tulis kata kerjanya" as repetition command to convince students that they should write the verb only.

17) The first example is how to operate the fan, **apa fan itu**?

The first example is how to operate the fan, what is fan?

The code switching occurred by "apa fan itu". It has the meaning in English language as "what is fan". It categorize into question sentence. It happened when the teacher reads procedure text and the title is "how to operate the fan". Then, he used code switching by "apa fan itu?" as the question by teacher to stimulate students to get the meaning of a fan.

18) Let's listen! And write verb that you get! **tulis kata kerjanya yang kamu dapat!**

Let's listen, and write verb that you get, write the verb that you get.

The code switching occurred by "write the verb that you get" it categorize into command sentence. It happened when the teacher gives task to students to write the verb from text. Then, he used code switching by"tulis kata kerjanya yang kamu dapat" as repetition instruction about students assignments.

19) Segera dikumpulkan ya! Don't forget **tulis nama anggotanya !**

Submit quickly! *Don't forget to write members' name.*

The code switching occurred by "tulis nama anggotanya". It has the meaning in English language *"write members' name."*. It categorize

into command sentence. It has the happened when the teacher ask students to submit their assignments. Then, he used code switching by "tulis anggotanya" as the utterance to remember the students to writing the names of group before submit the assignment.

20) Oke sudah, **Submit it please !**hmm kok belum-belum dari tadi.

Okay,I think enough. Submit it, please! hmm *you didn't finish it yet.*

The code switching occurred by "submit it please". It categorize into command sentence. It happened when the teacher asks students to submit their assignments. Then, he used code switching by "submit it please" as the command to submit their assignments because of time is up although students don't finish it yet.

21) Kalau saya bilang **stand up please,** berdiri ya! Begitu juga ketika saya bilang sit down, duduk.

When I say "stand up please", you should stand up! So that, when I say sit down, you should sit down. (While practicing)

The code switching occurred by "stand up please". It categorize into command sentence. It happened when the teacher gives explanation and ask students to practice. Then, he used code switching by" stand up please " as instruction to students and invite them to practice it.

22) After we know the example of the text dan s**ekarang kita latihan membuat** procedure text.

After we know the example of the text and now, we try to make procedure text.

The code switching occurred by "sekarang kita latihan membuat". It has the meaning in indonesian language as "now we try to make". It categorize into compound sentence. It has the function when the teacher finishes giving the explanation of procedure text. Then, he used code switching by" dan sekarang kita latihan membuat" as the utterance to ask students to write the procedure text.

23) **Ok anak – anak, tolong perhatikan**. The next material is procedure text. Open your LKS on page 27. There is a text about how to make fruit salad.

Okay students, pay attention please! The next material is procedure text. Open your LKS on page 27. There is a text about how to make fruit salad.

The code switching occurred by "tolong perhatikan". It has the meaning in English language as "pay attention please". It categorize into command sentence. It happened when the teacher begin the learning activity. Then, he used code switching by "tolong perhatikan." to ask students to give attention because he wouldbegin the next material based on hand book.

24) **Kelihatannya kalian belum siap karena kalian masih ramai terus**. when you have problem with your friends. I will wait until you're finish.

I think that you weren't ready yet because you're still noise. When you have problem with your friends. I will wait for you to stop your chit chat.

The code switching occurred by "Kelihatannya kalian belum siap, kalian masih ramai terus". It has the meaning in English language as "I think that you weren't ready yet, you're still noise". It categorize into compound sentence. It happened when the teacher is annoyed, because the student make noisy in class. Then, the teacher used code switching by" Kelihatannya kalian belum siap, kalian masih ramai terus " as utterance to give admonished to the student. So, they can continue the learning process without noised

25) Stop! **Tolong diam ya,** I will explain to your friend.

Stop! Silent please, I will explain to your friend.

The code switching occurred by "tolong diam ya". In English language it has the meaning "silent please". It categorize into command sentence. It happened when the teacher will manage the class condition. Then, he used code switching by "Tolong diam ya "to ask the students to keep silent and give more attention when the teacher gives the explanation.

26) **Can you hear guys? Kedengaran nggak ?**Kalau tidak bisa dengar ada tempat khusus di depan, siapa yang mau?

Can you hear guys? Can you hear? *If you can't hear, there are special* places ahead, who want?

The code switching occurred by "can you hear guys". It categorize into question sentence. It happened when the teacher starts the learning. Then, he used code switching by "can you hear guys "as the utterance to know students condition. Whether they can hear teacher explanation clearly or not, if not they can move to other table.

27) Ok, sudah to ngobrolnya? kita lanjutkan. I will read the text. **pay attention,please!**

Okay, enough for your conversation, we continue this lesson. I will read the text. pay attention please!

The code switching occurred by "pay attention, please". It categorize into command sentence. It happened when the teacher ask students to stop in making noise. Then, he used code switching by "pay attention please" as instruction for student to give full attention because the teacher will read the text.

28) Kira – kira sudah jelas semuanya? Sudah tahu bedanya penggunaan s/es. **Do you need another example**?

Have you understood? Have you known the differences of using s/es. Do you need another example?

The code switching occurred by "do you need another example". It categorize into question sentence. It happened when the teacher finishe to give the explanation. Then, he used code switching by " do you need another example" to stimulate students whether they need another example to clearer the explanation.

29) Masing-masing dapat satu and **<u>read the sentence</u>**! Yang mana plural dan yang mana singular? Diamati dengan hati–hati !

Each of students gets one and read the sentence! Which one the plural and singular? Observe them carefully.

The code switching occurred by "read the sentence". It categorize into command sentence. It happened when the teacher tries to measure the students' understanding about plural and singular things based on the text. Then he used code switching by "read the sentence" as the students command to read the sentence.

30) Iya, benar. **<u>Can you answer in complete sentence!</u>** Biar nggak aneh dibacanya.

Yes, right. Can you answer in complete sentence? So it would not strange to be read.

The code switching occurred by "can you answer in complete sentence". It can be categorize into command sentence. It happened when the teacher gives students clarification. Then he used code switching by "Can you answer in complete sentence" as suggestion to students. when they answer the question should in complete sentence, so, they can be habitually use complete sentence when answer the question.

31) **<u>Where do you hear? Hear</u>** itu kata kerja. apa artinya?

Where do you hear? <u>Hear</u> it is verb, what it means?

The code switching occurred by "where do you hear". It categorize into question sentence. It happened when the teacher give explanation about the ttext. Then he used code switching by "where do you hear, hear" as the teacher question to the students about the meaning of "hear"in Indonesian language.

32) Oke, kalau begitu **discuss with your friend**! Sebangku saja jangan sama tetangganya.

Okay, discuss with your friends. You can disduss with nearer friend not other.

The code switching occurred by " discuss with your friend". It can be categorize into command sentence. It happened when the teacher gives task to the students. Then, he used code switching by" discuss with your friend" as the teacher decision that the students can discuss with other friend.

33) Sudah jelas perintahnya? **Can you get it**?

Is it clear for the command? Can you get it?

The code switching occurred by "can you get it". It can be categorize into question sentence. It happened when the teacher gives the instruction. Then he used code switching by " can you get it" as the question to know students understanding about the teacher command

34) Who is absent today, class? **Siapa yang tidak masuk?**

Who is absent today, class? Who is not attending in class?

The code switching occurred by " siapa yang tidak masuk". It has the meaning in English "Who is not attending in class". It has the function when the teacher checks student's absence. Then he used code switching by" siapa yang tidak masuk" as the repetition question to clarify the teacher utterance. So, the students will easy to understand about the question.

35) Five minutes again. Lima menit lagi. Jangan lelet. ! **Do and submit it !**

Five minutes again. Five minutes again. Don't be slow. Do and submit it.

The code switching occurred by " do and submit it". It categorize into command sentence. It happened when the teacher gives students task and reminds them about the time. Then he used code switching by "Do and submit It" as the command to finish their task quickly.

36) Anisa ? yes. **She will observe our learning process to finish her thesis.** Dia akan mengamati proses pembelajaran kita untuk menyelesaikan skripsinya.

Anisa, yes. She will observe our learning activity to finish her thesis. She will observe our learning activity to finish her thesis.

The code switching occurred by "Dia akan mengamati proses pembelajaran kita untuk menyelesaikan skripsinya.". it can categorize into simple sentence. It happened when the teacher introduces anisa as researcher. Then he used code switching by "Dia akan mengamati proses pembelajaran kita untuk menyelesaikan skripsinya" As the

repetitions teacher explanation, to make e students easy to understand the purpose of Anisa's attendance in their class.

37) Ada dua daftar benda, teksnya dilihat dulu, oke…. **And listen to me please!**

There are two lists of things, see it! okay…And listen to me please!

The code switching occurred "listen to me please". It can be categorize into command sentence. It happened when the teacher gives the explanation about things. Then he used code switching by "and listen to me please" as the command to listen when the teacher reads the things list.

38) **Baik, open your book on page 21** !Disitu ada bacaan tentang apa?

Okay, open your book on page 21. What is the text about?

The code switching occurred by "open your book on page21". It can be categorize into command sentence. It happened when the teacher would start the learning activity. Then, he used code switching by " open your book on page 21" as the teacher command to open the handbook and to observe the text. That they should search the main idea of the text.

39) **Now, listen to me! Are you ready class?** Sudah ? Tolong dengarkan dulu! Kalau belum diam, belum saya mulai.

Now, listen to me. Are you ready, class? ready ? Please, listen to me! If you're not silent, I will not begin this class.

The code switching occurred by now listen to me" and are you ready class". It can categorize into command sentence and question sentence. It has the function when the teacher would explain the material. Then he used code switching by "Now, listen to me! Are you ready class? as the teacher utterances to listen the explanation and to know about the readiness the students

40) **Your task is complete the announcement!** Silahkan dibaca dulu! di amati, difahami, dan dikerjakan.

Your task is complete announcement! You should read, observe, understand and do it !

The code switching occurred by "Your task is complete the announcement!". It can categorize into information sentence. It happened when the teacher gives students assignments. Then he used code switching by "Your task is complete the announcement. " as the teacher command to do the assignments.

41) Halo Yusril. **Can you hear my voice?** Kalau tidak bisa, bangku depan masih tersedia.

Hello Yusril. Can you hear my voice? If you can't hear my voice you can move in front!

The code switching occurred by" can you hear my voice". It can categorize into question sentence. It happened when the teacher giving explanation, but the class condition is disturbed. Then he used code switching by "Can you hear my voice" to admonished the student

(Yusril) if he can't finish make disturbing in class he can move to the front table.

42) ***You don't need the good of illustration.*** Tidak perlu menggunakan ilustrasi yang bagus, yang penting isinya tersampaikan.

*You don't need the goo*d of illustration. It not need good illustration, the important, one is the content will be accomplished.

The code switching occurred by "You don't need the good of illustration". It can categorize into simple sentence. It has the function when the teacher gives students assignments. Then he used code switching by "You don't need the good of illustration" as the suggestion for the students' task, that they must not use good illustration to make announcements text, but the important one is the content can be accomplished.

4. **Situational Code Switching**

According to Wardhaugh, situational code switching occurs when the speaker uses one language in one situation and different language in another situation and it does not involved the change of the topic.[90] Jendra also explained that situational code switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. The involved factors of the changing situation such: the setting,

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[90] Ronald Wardaugh, An Introduction to Sociolinguistic, (Australia: Blackwell Publisher Ltd, 2006),104

the participants and the norms of interaction.[91] In this research is found situational code switching in learning process as utterances;

a. Teacher : Morning class, how are you today?

Students : Good morning sir, I'm fine and you?

Teacher : I'm fine thanks. Hari ini kita punya tamu, mari silahkan masuk mbak ! namanya siapa ?

Anisa : Anisa pak

Teacher : Anisa, yes, she will observe us to finish her thesis. Dia ingin mengamati proses pembelajaran kita untuk menyelesaikan tugas akhirnya. Baik, sebelum kita mulai tolong materi yang kemarin di simpan dahulu. Kita akan mempelajari materi sesuai dengan yang akan diamati.

Students : Yes sir (students prepare)

Teacher : Thing around us, hari ini tema kita itu, jadi hari ini kita akan mempelajari benda – benda di sekitar kita.

This conversation above was classified into situational code switching, because the situation was changed. The first situation is informal situation. That is when the teacher introduces a guest but the students still makes noisy in class. Most of them are not enthusiasm to hearing the teacher explanation. But, when the teacher starts to open the learning process, the students looked ready to follow the lesson activity. The noisiness of class was reduced and they looked prepared

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[91] Jendra, Made Iwan Indrawan, Sociolinguistic: The Study of Societist Language,(Jogjakarta: Graha Ilmu: 2012), 76

their book. That situation is formal situation because it has relationship with teaching activity. So that, those conversations can be categorized into situational code switching, because it showed from the changing of the situation, it presents from informal become formal situation.

b. Teacher : Before I read the text, let's check the meaning of some words, the first beloved, proudly, behave . . .

Students : (one of students make noisy)

Teacher : Halo Yusril, can you hear my voice, kalau nggak bisa dengar bangku di depan masih tersedia!

Yusril : (Just smile)

Other students: Maju, ayo cepet maju, bikin ramai terus pak

Teacher : Wah profokator berarti.

Students : Iya pak,hahaha

Teacher : Profokator itu ada yang baik ada juga yang tidak, kalau Yusril yang apa? Pasti profokator yang baik to? Jadi jangan bikin ramai di kelas ya?

Yusril : Iya pak.

Teacher : ya sudah mari kita lanjutkan anak- anak!

The conversation was classified into situational code switching. The situation was changed from quite situation into noisy situation. The quite situation happened when the teacher conveys about the content of learning and almost students listen the teacher explain. They are tried to comprehend about teacher explanation. It

showed that the situation is quite. But there are 2 students boys who are not giving attention to him. They are still busy with their converse. So, the teacher tries to give admonishing and the other students adding comments to blaming them. It make the class situation is noisy. So, this conversation above showed that the situation was changed, from the quiet situation into noisy situation.

5. **Metaphorical Code Switching**

According to Wardhaugh, metaphorical code-switching occurs when a change of topic requires a change in the language used.[92] In jendra, metaphorical code switching happens when there is a change in the perception or the purpose or the topic of the conversation. In inference with the factors this type switching involves the ends, the act sequences, and key.[93] In this research, the researcher fined 3 metaphorical code switching in the learning process.

a. Teacher : next invite? Invite or invit ? bagaimana tulisannya ? Who can help me to spell and write here!

Students : (all students no response because confused)

Teacher : okay, invite itu tulisannya tapi kalau membacanya invait, sudah mengereti ?

Students : Iya pak

Teacher : lagi tren itu sekarang, inviten aku ya yang pakai bbm, adede(add) juga, add aku ya..

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[92] Ronald Wardaugh, An Introduction to Sociolinguistic,104
[93] Jendra, Made Iwan Indrawan, Sociolinguistic: The Study of Societist Language,76

Students   : (students laughing)

The conversation above, show the metaphorical code switching, because the topic was changed. It happens from English code into Indonesian code. The topic learning can be seen when the teacher gives the explanation about the content of material and the students also try to understanding it. At this moments, the teacher hear some students makes mistake when pronounces of words. So, he requires students to repeat their utterance, but they are not given the response. Then, the teacher tries to clarify it. After that, the teacher continues with other topic of conversation. That is bbm as the trend social media. Based on the conversation above the first topic is the teacher conveys the content of material and the second topic is the teacher convey about the bbm as trend social media. So, it is clear that the topic was changed.

b. Teacher   : Tolong dengarkan ya, diskusinya sudah dulu, just listen?

Students   : Yes sir

Teacher   : This is a book

Students   : (Students follow it) this is a book

Teacher   : Just listen, hanya dengarkan dulu tidak ada perintah untuk repeat after me, okay ?

Students   : Yes sir

Teacher   : I have a pen

Students   : (some students follow it). I have a pen,

Teacher   : Loh ini? ada yang belum konsentrasi ini??

Students   : Hahaha

Teacher   : Saya ulangi lagi ya, hanya dengarkan dulu !

The conversation above was classified into metaphorical of code switching, because the purposed was changed. The first purpose is the teacher wants to convey instruction of the material, but students still make noisy in class. It makes misunderstanding instruction between the teacher and students. Then, the teacher used code switching in Indonesian code to brought humor to interrupt the conversation. It has purpose to refresh and stimulate the students concentration. So, they will back to gives attention and ready to receive the instruction of the lesson content.

c. Teacher   : bisakan kira-kira ? ayo dicoba kalau begitu!

Students   : iya pak (student try to do it, then he make mistake when writing of word)

Teacher   : Sometimes false in writing, harusnya nggak pakai s malah pakai s , padahal nggak suka s, flu deh jadinya.

Students   : hehe salah ya pak

There is the changed purposed in the conversation above. It happened when the teacher switched his code from English code into Indonesian code. It happens when the teacher explain to write a

sentence. The first purpose is the teacher wants to know their students ability to do their task in the front of class. But, the students make mistake when writing sentences. Then, the teacher gives humor utterances relate with students mistake. To avoid the student mistake, the teacher not give direct correction and to make students not afraid because the mistake. But, he want the student can realize it. Students will know his mistake and also will try to repair it. It's clear that the purposed was changed from to measure the students ability about the material, become make students confidence doing their task in the front of the class.

d. Teacher   : okay time is over class

Students   : yes, yes, yes(feel happy and prepare go home)

Teacher   : sebelum kita tutup pelajaran hari ini, mungkin ada yang ingin menyaimpulkan apa yang telah kita pelajari ??

Students   : (some students answer but slowly)

Teacher   : Kesimpulannya hari ini, we learned about thing around us, the things can be singular and plural. We also mentioned the new vocabularies and make a complete sentence about thing around us.

Students   : (listened the teacher conclusion)

Teacher   : Okay, thank you for today. See you in the next time. Jangan lupa belajar ya.

Students   : yes sir

Leader : gives thanks to the teacher!

Students   : thanks you sir

In the data above happens the metaphorical code switching, it caused by the purpose was changed. It occurred when the bell was ringing. The first purpose is the teacher wants to stimulate his students. That is to make conclusion about the content of learning. But, the student was slowly when conveys the conclusion. Time is limit to answer the teacher question. Finally, the teacher concludes this learning process by himself. The second purposed happens when the teacher give greeting expression to the students and remembering them to study at home. It can be conclude that the first purpose is the teacher wants to stimulate their students to convey the conclusion and the second purposed is the teacher wants to remembering their students to study at home.

B. The effect of code switching used by English teacher in teaching learning process.

The result of the interview showed that the teacher used code switching in the classroom. Code switching is one strategy that emphasis on understanding. The teacher agrees that code switching can be used in the learning because code switching has important rule in interaction between teachers and students. Almost interaction in class activity requires understanding as the fluency of communication. Therefore, the teacher's reason used code switching to increase students ability in comprehending

the materials and made students active to respond the problems in class. The teacher also expresses that code switching has some advantages. For the teacher, code switching can simplify to transfer the content and give instruction in the learning. For the students, code switching can make students to understand the teacher utterance quickly, whether relate with the lesson or another. So that, the teacher expected that code switching as the one of strategies to increase students ability and made the alternative as the way to get the maximal result of the learning.

Based on the result of interview above, code switching can give positive effects to increase the learning activity. Those effects can be support with the result of the observation. The effect can be seen on changing the students' habitual in class. The students look more discipline, active and confident. Besides, the changing of the students can be seen from the students' ability. They have enthusiasm to follow the learning. They also more comprehend about the teacher's instruction in the learning, easy to receive the content of material, explanation about grammar instruction and vocabulary matter and also easy to do their assignments.

1. Code switching can make students easy to understand about the material.

The result of the questionnaire showed that students (55,54%) agree that code switching can make them easily to understand about the material. It appropriates with teacher's statements that code switching can make students more comprehend when he used

Indonesian and English language. From observing in a class, code switching is used as alternative way by the teacher to convey the difficult of learning in another language. Like, when the teacher hears the students' mistake in pronunciations of words.

Teacher   : Next invite?
*Invite (/In'vait/) or i*nvit ? bagaimana tulisannya ?? Who can help me to spell and write here! (The teacher hear students false when pronounces a word)
Students   : (All students no response because confused)
Teacher   *: Okay, invite itu tulisanya, kalau membacanya In'vait/,* sudah mengerti?
Students   : Iya pak (students answer together)

2. Code switching can make students interested to follow the learning.

The result of the questionnaire showed the most students (54,54) agree that code switching make them interested to follow the lesson. They will interest to follow the lesson because code-switching makes them feel less stressful in English class. The teacher sometimes follows the student's desire when they have difficulties with the task from the teacher as long as they still interest and enthusiasm to finish it. As the example from the observation, when the teacher gives individual assignments to the students, they feel difficulties. So, they ask to the teacher that they want to do the assignment in pairs. Then the teacher agrees about students desires.

Teacher   : Open your book on page 52. Disitu terdapat teks announcement, iya kan ? Nah tugas kalian adalah mengisi titik – titik yang ada pada teks dengan pilihan jawaban di bawahnya. Kerjakan secara individu ya ??

Students   : Aduh pak sulit?? (Students complaint)
Other students : Iya pak, mengerjakannya bareng – bareng ya pak
Teacher   : Oke, kalau begitu discuss with your friends. Sebangku saja jangan sama tetangganya!.
Students   : yeee .. , Iya pak siap

3. Code switching make students active in class

The result of the questionnaire showed the most students (59,09.) agree that code switching make students active to do their task in class because the teacher facilitates them in class. From the observation, the role of code switching is used by teacher happened when he gives students assignments. The teacher ready to guides and to helps the students if they have difiiculties. So, they can active to follow the lesson. Especially, in doing the assignments in class.

Teacher : Sekarang mari latihan membuat announcement text.
Students : (Students prepare to write the text)
Teacher : Mungkin ada yang ditanyakan? tentang tema atau yang lainnya?
Students : Masih bingung memilih pak
Students : Bahasa inggrisnya satu pohon sejuta manfaat pak?
Teacher : One tree has one hundred benefits
Students : Jaga hutan kita pak?
Teacher : Save our forest, any others?

4. Code switching make students easy to understand about the instruction

The result of the questionnaire showed the most students (68,18) agree that code switching makes students understand about the teacher's instruction. From the interview showed that the teacher used code switching to clarify the instruction. It similar to the finding in observation, the teacher used code switching to convey instruction to

the students. When the teacher gives the instruction only in English, they look confused. But after repeating the instruction by the teacher in Indonesian code, they can understand and get the content of the instruction

Teacher : One paper to one pairs!
Students : *(The students don't know the teachers me*ans, they are looks like confused)
Teacher : Satu kertas untuk satu pasang. Jadi kalian berpasangan. Sudah mengertikan ??
Students : Iya pak
.

5. Code switching make students easily to receive the explanation about vocabulary matter.

The result of the questionnaire showed the most students (72,72) agree that code switching make students easy to comprehend about vocabulary. From the interview with the teacher, he states that he usually used code switching when he explains about difficult words (new vocabulary). From the observing, the researcher can prove that teacher used code switching to clarify the students' mistake about vocabulary. When the teacher has the question that relate to vocabulary, the students can't answer that question. In here, the teacher not to translate or give the answer to the students directly but he tries to stimulate them. So, they can answer by themselves. When the students can answer about the question, they can easy to remember what they said.

Teacher : Kala*u yang menempel di dinding itu o'clock sedangkan yang dipakai di tangan itu apa ?*

Students : *O'clock pak (some students answered)*

Teacher : *Masa o'clock juga ? diawali dengan huruf w (double*-u) ?

Students : watch

Teacher : Okay watch, kalau lebih dari satu berarti ?

Students : watches

Teacher : try to pronounce together !

6. Code switching make students confident and don't feel nervous

The result of the questionnaire showed the most students (59,09) agree that code switching make them confident and don't feel nervous. From the observation in class, the teacher used code switching to make students confidence and don't feel nervous when they do the assignments in front of class. The teacher tries to give support and to ensure them that they can solve the problems or they can do their assignment carefully.

Students : Tapi kalau salah gimana pak ?

Teacher : Salah nggak apa - apa, nggak dimarahin kok, nanti saya bantu.

Students : Iya pak (feel embarrassed and nervous)

Teacher : C then U then P then B then O then A then R then D, bisa ?

Student : Bisa pak (smiling and satisfying)

7. Code switching make students comfortable in class

The result of the questionnaire showed the most students (54,54) agree that code switching make students comfortable in class. Based on interview with the teacher, he states that he used code switching by inserting the humor to make students comfort in class. They will not bore and can return to focus in teaching process. From

the observation, the researcher finds some teacher's utterance that makes class condition is comfort. For instance, when the teacher tries to explain the material, he gives the instruction to the students that they just listen but not repeat the teacher utterances. When the teacher starts to speak the utterances, the students follow the teacher. The misunderstanding from the teacher's instruction happens because of the class condition is rather too crowded and they are not focus. In this situation, the teacher gives humor to make students can focus to continue the learning activity.

Teacher : Tolong dengarkan ya, diskusinya sudah dulu, just listen!
Students : Yes sir
Teacher : This is a book
Students : (Students follow it) this is a book
Teacher : Just listen, hanya dengarkan dulu tidak ada perintah untuk repeat after me, okay ?
Students : Yes sir
Teacher : I have a pen
Students : (Some students follow it) I have a pen,
Teacher : Loh ini ? ada yang belum konsentrasi ini ??
Students : Hahaha
Teacher : Saya ulangi lagi ya, hanya dengarkan dulu!

8. Code switching make students easy to comprehend about the grammar instruction

   The result of the questionnaire showed the most students (72,27) agree that code switching make students easy to comprehend about grammar and roles. The teacher also stated that he used code switching in grammar is much needed and the teacher hopes that students can comprehend the concept of the example. So, they will not

have the difficulties in exercise and the next step in learning grammar.

From the observation in a class, the students are more responsible to the teacher when he explains in Indonesian than in the whole of English.

Teacher	: How many pens guys?
Students	: two sirs
Teacher	: Oke, two itu berarti jamak, jamak itu lebih dari satu, dan kalau jamak biasa dikuti dengan s/ es, mengerti ?
Students	: Yes sir,
Teacher	: How about this? How many board marker on the table?
Students	: Just one sir,
Teacher	: Iya kalau satu berarti kan tunggal, jadi pake imbuhan s/ es atau tidak ?
Students	: Tidak pak

9. Code switching make the students more discipline in class

   The result of the questionnaire showed the most students (63,63) agree that code switching make students more discipline in the class. Based on the observation, the researcher finds the teacher used code switching to manage the class condition. Students make noisiness in some situations in learning process.

   a. When the teacher starts the learning, they are not ready to follow the lesson

   b. When the teacher explains the material, they are bored to listen the teacher's explanation

   c. When the students are given assignments, they look busy to talk with other friends.

In those situations, the teacher wants to make the students focus and disciplines in class by giving the admonishing to them in English code and Indonesian code. So, they can understand what the teacher utters to make them return to focus in following the lesson.

Teacher : Ok anak – anak, tolong perhatikan, the next material is procedure text, open your lks page 27, in there, there is a text about how to make fruit salad

Students : Yes sir (some students make noisy in class)

Teacher : Kelihatannya kalian belum siap, kalian masih ramai terus. Enough for your conversation, when you have problem with your friends. I will be waiting until you are ready.

Students : (Suddenly, the students keep silent)

Teacher : Ok sudah to ngobrolnya. kita lanjutkan. I will read the text, please pay attention.

10. Code switching makes students easily to comprehend the English text as the context.

The result of the questionnaire showed the most students (54,54) agree that code switching make students easily to comprehend about English text. In the observation, the teacher gives facility to the students by using code switching when they meet the some difficulties, such as; giving the explanation of the meaning of a word, a phrase or a sentence, the content of the text, and the instruction based on the text.

Teacher : Dengarkan baik-baik, saya akan mulai membaca teksnya !

"How to make sandwich". Ingredients, bahan – bahan, to make sandwich we need two slices of breads, saya ulangi breads , cheddar cheese (chesse), tomatoes sauce, mayonnaise, tomatoes(tomatoes),and lettuces leaves. Oke *saya ulangi lagi…*

Students   : (Try to listen carefully)

Teacher   : Next the steps, selanjunya langkah – langkahnya. First place a slice of bread on the plate, second put the tomatoes sauce, third add salad , add sliced tomatoes, cheddar chasse, mayonnaise and tomatoes sauce.after that add lettuce leave. Then put a slice of bread on the top. Finally, serve it. Silahkan dicek kembali jawabannya. Time just two minutes, hanya dua menit

Students   : Iya pak

Teacher   : Finish, submit your task. Cepat – cepat ayo !
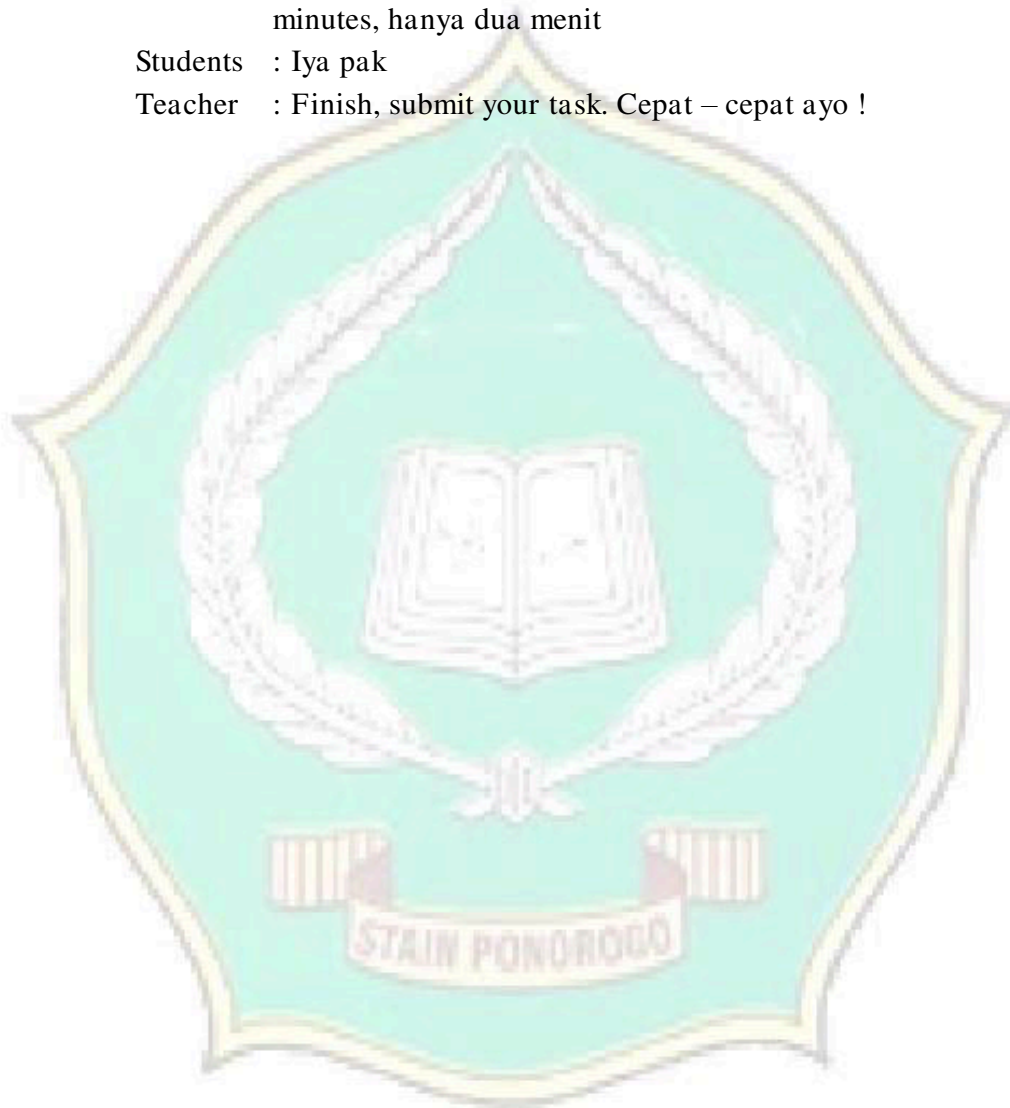
CHAPTER V

CONCLUSION

In this chapter, the researcher gives some conclusions and suggestions from the data that have been analyzed. The conclusions and suggestions are:

A. Conclusion

Based on the statements of the problem and data analysis, the researcher concludes that:

1. There found 5 types of code switching used by the teacher in teaching and learning. From grammatical aspect of code switching used by English teacher at SMPN 2, Babadan there are 5 utterances of tag switching, 34 utterances of intra-sentential switching and 42 of utterances inter-sentential switching. Meanwhile, the sociolinguistic aspect that occurs on conversation between English teacher and students, there are 2 utterances of situational and 5 utterances of metaphorical code switching.

2. There found 10 the affects of code switching to the students. There are the students more discipline, active and confident. They can comprehend about the teacher's instruction in the learning, easy to receive the content of material, explanation about grammar instruction and vocabulary matter and they also easy to do their assignments.

B. Suggestion

From this research the researcher suggests to the teacher, the students and the readers.

1. For teachers

   Code switching is one ways to make easier in study language so it will useful for teacher to be used for conveying material and communication with their students as a drill of four English skill in teaching-learning process.

2. For the students

   Code switching can make easier in learning activity, especially in using foreign language to catch the main point of the lesson.

3. For the researcher

   This thesis can be a reference for those who would like to continue this research or conduct research with different teaching method or strategy that can improve the English teaching and learning process
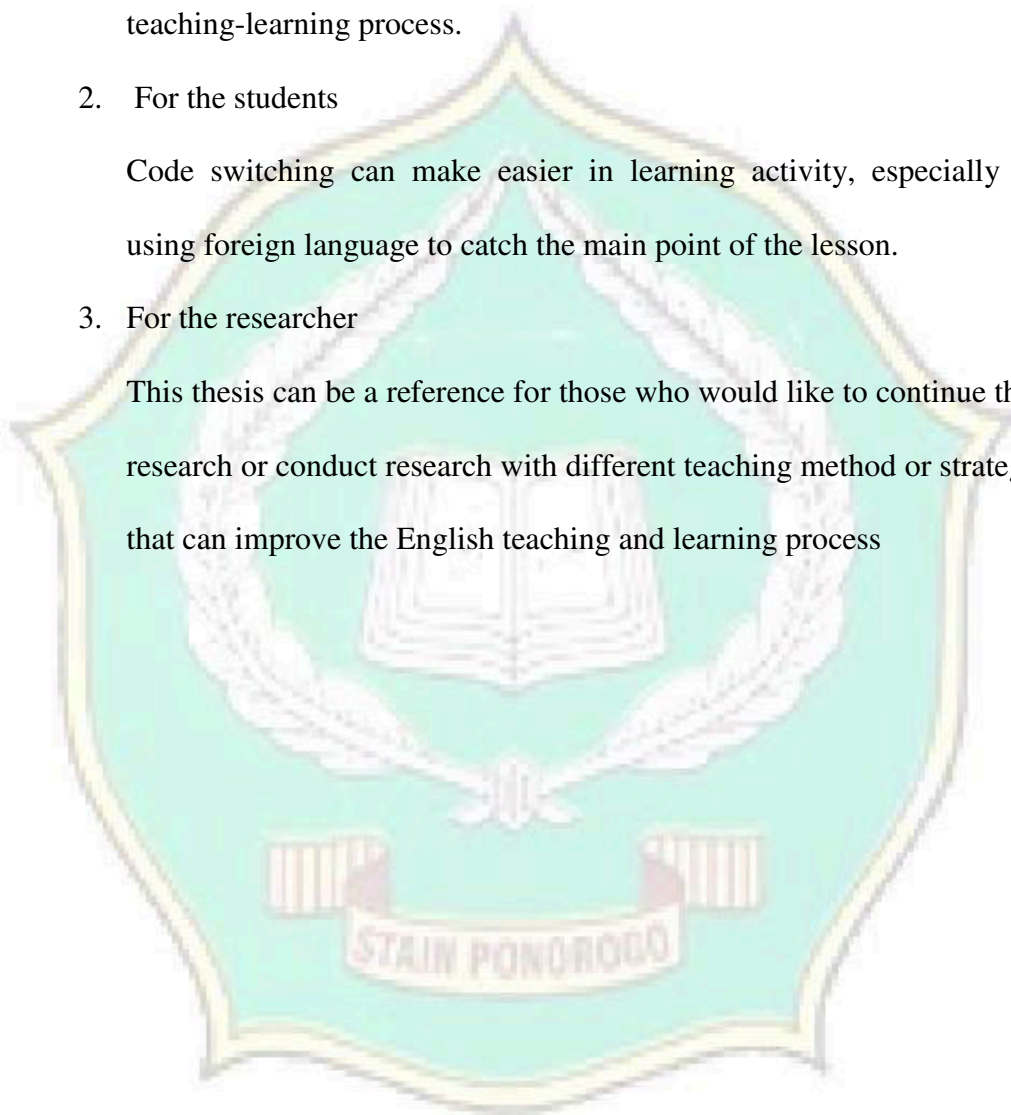
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