GRAMMATICAL CODE SWITCHING AS A BRIDGE IN SPEAKING SKILL AMONG THE SEVENTH GRADE STUDENTS OF SMPN 2 NGARIBOYO

THESIS

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ABSTRACT

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Process

Language as means of communication has great bravery significance for human being. Code switching is more typically an in-group mode of communication that one used with strangers or even acquaintances in many communities. However, the first grade bilingual students whom their school gives a policy to speak English especially at English learning, student's often final problem. Those students especially for the beginner, who do not have bravery and self-confidence to speak and convey their opinion.

These researches was conducted in order to know: 1) the types of code switching are used by the seventh-grade students at SMPN 2 Ngariboyo, 2) the students' response toward the used of code switching in teaching and learning speaking skill at the seventh grade of SMPN 2 Ngariboyo.

The research approach was qualitative and the design was case study. The objects of this research were 30 students. The data collection was done by applying observation, giving questionnaire, interview, and document ation. The researcher also analyzed data reduction, data display, and drawing conclusion.

The results of this research showed that there were 3 types of grammatical code switching which are used by the seventh-grade students at SMPN 2 Ngariboyo. The first tag code switching. The total tag code switching were 25. The second intra-sentential code switching. The total intra-sentential code switching were 8. The last inter-sentential code switching. The total intra- sentential code switching were 38. The other results are that there are found 8 the responses of students to use code switching in their speaking during English learning. Those are, the interest in learning English, the motivation to be more active in communicating English, the motivation to get understand the material, the motivation to comprehend the difficult words, the motivation to feel confidence in the class, the motivation to understand grammar, the motivation help to understand grammatical to make phrase or sentence in English language, the motivation to help the students carry out the task, comfortable in English learning.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language as means of communication has a great significance for human being. People need language to fulfil theirneeds in communication and also to maintain social interaction in daily life. Besides as mean of communication, language is a media for human being to express their felling, idea, thought, and knowledge. Language can be very important factor in group identification, group solidarity and the signalling of difference, and when a group is under attack from outside, signal of difference may become more important and are therefore exaggerated. Communication is very important in each aspect of life because the main necessity of human life is a friendly social relationship which can only happen in a good social relationship with other people.

According to Peter Trudgill language is not simply a mean of communication information about the weather or any other subject. These two aspects of language behaviour are very important from a social point of view: first, the function of language in establishing social relationship and second, the role played by language in conveying information about the speaker.[1]

Substantially, language is formed as sound or written text that has meaning. There are many languages in the world and one of the main languages

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[1] Peter Trudgill, *sociolinguistics an introduction (*USA: Published by Penguin Books, 1974), 13

in the world is English. English as an International language, usually used in conference attended by various countries with different national language, such as those in International trade and business.Languages come into contact through their speakers, who are brought together under different sorts of conditions, including political turmoil, immigration, education and geography.[2]

It means that language is very important to establish and maintain relationship with other people, because language as a social phenomenon is closely tied up with the social structure and value systems of society, different dialect and accents are evaluated in different way.

When two or more people communicate each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language. We should also note that two speakers who are bilingual, that is who have access two codes, and who for one reason or another shift back and forth between the two languages as they converse by code switching. Code switching is more typically an in-group mode of communication that one used with strangers or even acquaintances in many communities.[3]

Code switching commonly use bilingualism and multilingualism are normal in many parts of the world and that people in those parts would view any other situation as strange and limiting. There is a long history in certain western

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[2] Ceil Lucas, *The Sociolinguistics of Sign Languages (UK: Cambridge University Press: 2004),* 33.

[3] Florian Coulmas, *The Handbook of Sociolinguistics* (Tokyo: Blackwell Publising, 1998), 159

societies of people actually looking down on those who are bilingual. Bilingualism is actually sometimes regarded as a problem in that many bilingual individuals tend to occupy rather low positions in society and knowledge of another language becomes associated with inferiority.[4]

In term of bilingualism and multilingualism,codes switching often occur. People who live in a bilingual or multilingual community have a tendency to switch or mix codes when they communicate each other. As Gal in (Wardaugh) says, 'code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations. We will now look more closely at this phenomenon. In cede switching; people can use two languages in conversation by turns that depend entirely on the situation. Code-mixing is embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes) phrases and clauses from two grammatical (sub-) systems within the same sentence and speech event. That code mixing is extra sentential switching.[5] It refers to the using of more than one language mix in the same utterance.[6]

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[4] Ronald Wardaugh, *An Introduction to Sociolinguistic Fifth Edition*. (Oxford: Blackwell Publishing: 2006), 101.

[5]Journal of Code-Mixing Of *Arabic And English In Teaching Science* by Zahra Mustafa and Mahmoud Al-Khatib

[6] Journal of The Analysis Of *Code Mixing In ,5 1m76rg72aFilm From Bandung With Love* by ElisabetSipayung and Meisuri

It means that code switching is a term in linguistics referring to alternation between one or more languages, dialects, or language registers in the course of discourse between people who have more than one.

Nowadays, code switching has been largely used in a lot of forms, such as, novels, radio, television, teaching learning process, Code switching occurs when the speaker switches from one language to another. From instance, a speaker switches and mixes the code from Indonesia to English or from English to Indonesia.

For the first grade, bilingual students which their school gives a policy to speak English especially at English learning, it can cause a new problem. Those students especially for the beginner, if they do not have braveness and self-confidence to speak and convey their opinion or ask some questions for teacher they will get nothing.

From this situation, code switching used by students are bilingual and multilingual, because bilingual and multilingual community are common thing that happen of code switching.

There are some studies conducted on code switching and which are used by the people who have already had a good ability to speak their native language and target language with their own reasons. The following is an example of code switching that use by the students in speaking class.

Participants   : Teacher, Lia, Tania, Doni, rudi, arjuna.

Cause of code switching : The flew participant is coming the topic/ situation is changing.

Setting   : Classroom, in learning English. (14/03/2017)

Teacher   : Today we will discuss about "Love people round me"

Teacher   : please read the text in yoursbook! (*silahkan di baca text nya di buku kalian*)

Lia   : he works every day except Sunday, *itu maksudnya bagaimana pak ?*

Tania   : *setiap hari dia pergi bekerja kecuali hari minggu.*

Teacher   : that is right !

Doni   : *kalok yang ini artinya apa pak ?*

                        My father is a kind man, kind itu apa pak ?

Teacher   : please open your dictionary...!

Rudi   : patients patiently and carefully, itu apa na ?

Arjuna   : *sifatnya, penyabar dan baik hati.*

Lia   : i'am very proud of him, *itu artinya saya sangat bangga pada dia, pak ?*

Teacher   : *ya !*

Jadi, penulis dalam bacaan itu sangat bangga pada ayahnya.

This phenomenon, one of them is using of code switching as tools to help English speaking learning, because the students are difficulties in English speaking learning, so that the students need code switching as a tool to communicate.

This phenomenon, known as code switching has become a major focus of attention in linguistics. This concise and original study explores how, when and where code switching occurs. Drawing on a diverse range of example from medieval manuscripts to rap music, novel to advertisements, email to political speeches, and above all everyday conversation, it argues that code switching can only be properly understood if we study it from a variety of perspective. It shows how sociolinguistic, psycholinguistic grammatical and developmental aspect of code switching are all interdependent, and findings and developmental aspects of code switching are all interdependent, and findings in each area crucial others.[7]

Based on the ideas above, the writer of this thesis decided that the research focuses onGrammatical Code Switching as Bridge in Speaking skill Among Seventh Gradestudents of SMPN 2 Ngariboyo.

B. Focus of The Study

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[7]Penelope Gardner-Chloros, *Code switching* (New York: Cambridge University Press, 2009), 3.

In this research, will be focused on Grammatical Code switching as a Bridge in Speaking Skill among the Seventh-Grade Students of SMPN 2 Ngariboyo.

This is so because the phenomenon of success in using code switching in this school is interesting to be analyzed.

C. Statements of the Problems

1. What are types ofgrammatical code switchingused by the seventh-grade students at SMPN 2 Ngariboyo?

2. How are the students' response toward the used of grammatical code switching in teaching and learning speaking skill at the seventh grade of SMPN 2 Ngariboyo ?

D. Objectives of the Study

Concerning with the problem statements, this study had some objectives described as follows:

1. To describe the type of grammatical code switching that used by seventh grade students at SMPN 2 Ngariboyo

2. To analyze the students' response toward the use ofgrammatical code switching in teaching and learning speaking skill at the seventh grade of SMPN 2 Ngariboyo?

E. Significances of the Study

Related the statement of the problem above, the objective of the study is :

1. Students

    This study is expected to be able to give student's knowledge to improve their speaking ability.

2. Reader.

    This research is able to give contributions to readers, particularly the students of English Department ofInstitute of Islamic College (IAIN) Ponorogo as reference for the next research.

F. Organization of the Thesis

In this case the readers, understand this study, the researcher report is arranged systematically. It consists of five chapters in which each has interaction to others. It is highlighted in detail as follows:

Chapter 1   Introduction

In this chapter gives the explanation about design of the research. It is consisting of background of the study, focus of the study, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.

Chapter II   Theoretical Background

It explains about sociolinguistic, language variation, speaking ability, bilingualism, multilingualism, bilingualism and

multilingualism in learning, code switching, type of code switchingand code-switching in teaching and learning.

Chapter III   **Research Methodology**

This chapter contains serving of data design of the study, research location, research rule, data source, technique of data collection, technique of analyzing data, checking validity, research procedure.

Chapter IV   **Research Finding.**

This chapter explains about general data, history of school, vision, mission and goal of SMPN 2 Ngariboyo, geographical, position, personal data, facilities and basic facilities, specific data.

Chapter V   **Data Analysis.**

This chapter contain of code switching used in students learning process consists of three types there are tag code switching, inter sentential code switching, intra sentential code switching and the students response toward using code switching in their speaking during English learning.

Chapter IV   **Clousing**

The conclusion and recommendation of this research are applied in this chapter.

CHAPTER II

THEORITICAL BACKGROUND

A. Theoretical Analysis

This research can be included in sociolinguistics, especially code switching study. Therefore, in this chapter, it will be discussed about some things related to the title.

1. Sociolinguistic

Sociolinguistic is a study about language in relation to society condition. According Janet Holmes, Sociolinguistics studies the relationship between language and society.[8]Gumperz has observed that sociolinguistics is an attempt to and correlations between social structure and linguistic structure and to observe any changes that occur.[9] According to Chambers in (in Ronald Wardaugh) is even more direct: 'Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants.[10]

According Fishman, Sociolinguistic is the study of the characteristics of languages varieties, the characteristics of their functions,

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[8] Janet Holmes, *An Introduction to Sociolinguistics*. (UK: Longman. 2001.), 1.

[9] Ronald Wardaugh, *An Introduction to Sociolinguistic-6th ed.* (UK: Blackwell Publisher, 2010), 11.

[10] Ibid.

and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community.[11]

Therefore, it can be pointed out that Sociolinguistics is the brace of linguistics that tries to disclose the think related to the use of language by its social community in its social interaction. in the wider point of view, sociolinguistic does not only discuss what kinds of language use by what social community but also pays attention to the questions of how and why the people use certain language when they interact with the others in their social live.

It can be concluded that language and society are un-separated. People who live in society need tool to manage their relationship among them. Language is an important tool used in communication because it is impossible to conduct social relationship and communication without language. Language can make people understand each other when they are speaking.

2. **Language variation**

It is quite obvious that different people use different language. This is a given fact which you can experience when you travel from one country to another. Also, there are variations within one single language community. Variations has simply set itself other primary objectives, linked to

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[11] Abdul Chaer and Leonie Agustina, *Sociolinguistic* (Jakarta: PT Rineka Cipta, 2004), 3.

understanding language systems and how they change, rather than understanding social action and interaction through language.[12]

The frozen variety is the most formal language variation, which is used in solemn situations and official ceremonies, for examples in a state ceremony, sermons in mosques, oath-talking procedures, codes of low notary certificates, and decree. Called the standard variety because the rule has been set significantly, it should not be changed. On written form this standard variety because the rule has been set significantly, it should not be changed on written form this standard variety we can find in historical documents, such as the constitution.[13]

Intimate variety is a variation of the language that used by the speakers who have already familiar, such as between family numbers or between friends who are already intimates. This variety is characterized by the use of language that is not complete and the articulation is often unclear.

3. **Speaking Ability**

Speaking ability is "an activity to produce utterances in oral communication". It is one of the ways to convey our thought. Like Chenfield says that "speaking is the oldest and most universal way for human being to express their thoughts and feeling by production utterances in oral communication with two or more people".

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[12] Nikolas Coupland, *Style Language Variation and Identity* (New York: Cambridge University Press, 2007), 7.

[13] Abdul Chaer and Leonie Agustina, *Sosiolinguistik* (Jakarta: PT Rineka Cipta, 2004),70.

According to Hebert, "speaking is a basic human activity trough when communication with language is carried out". It means that as human being, when we communication with others, we absolutely use the appropriate language that can be understood by the others.[14]

4. **Bilingualism**

The simplest definition of a bilingual is a person who has functional ability in a second language.[15]   In many parts of the world, an ability to speak more than one language is not all remarkable. It is just a normal requirement of daily living that people speak several languages, in various context, under various situations, and for many purposes. The ability can be acquired naturally and unselfconsciously, and the shifts from one language to another are made without hesitation.

A person who is bilingual absolutely must have good skill those alternated language. Moreover, a bilingual should have the ability, a bilingual should have the ability to sense and defined the situation in which he should do the switch from language to another and then to do so fluently for various kind purpose, in various situation. Remembering the ability of using those languages may not be equal, at the certain time and in a certain situation one of the bilingual languages is very likely to be dominant. It will

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[14] Naila Falahiya,"*CodeSwitching and Code Mixing as a bridge in speaking among First year students of MTS Al-Amin Mojokerto", IJET(Indonesia Journal of English Teaching, 02, (January , 2013),* 42.

[15] Bernard Spolsky, *Sociolinguistic*, (New York: Oxford University Press, 2006), 45.

fall into the tendency of translating the dominant language into another. On the other hand, a bilingual person can also have a good ability in separating the use of the both languages. In the speaking, one language will not be influenced by another, and the systems of those languages will not be fixed. Furthermore, one can also integrate both system of languages, in which the languages influence each other.

However, even if someone is a highly proficient bilingual at the performance, his bilingual competence may not be so balanced.

5. **Multilingualism**

Multilingual refer to and individual speaker who uses two or more languages, a community of speaker in which two or more languages are used, or speaker of different languages. People who are multilingual do not have the same abilities in the languages, as Sridhar says,

"Multilingualism involving balanced, native like command of all the languages in the repertoires is rather uncommon. Typically, multilingualism have varying degrees of command of the different repertoires, the differences in competence in the various languages might be range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary grammar and vocabulary and specialized register and styles".[16]

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[16] Ronald Wardaugh. An *introduction to sociolinguistics*. (Blackwell textbooks in linguistics; 4) (United Kingdom: Blackwell Publishing Ltd. 2006), 96.

In a multilingual situation, context determines language choice. In such situation, a speaker who wants to be socially competent must find out who use what, when, and for what purpose the language used. As Sridhar also says, "multilingual develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used". In other words, since the members of a multiannual community vary in the capacity of mastering the languages used in the community, they have to be able to set a condition where they can communicate effectively. This condition leads them to do code switching and code mixing.

6. **Bilingualism and Multilingual in Language Learning**

Now days, bilingualism and multilingualism are common phenomenon in language learning classroom. This happens because there are many bilingual and multilingual student who have ability and understanding more than two languages because of their environment and society in their live place. So, there are many schools, especially in Indonesia, who have many bilingual and multilingual student

Bilingual and multilingual students are students have different background language. It includes their fluency, competence and understanding of language. Because of this matter, Azizah says it is needed

to give appropriate strategies in bilingual classroom, such as concurrent approach, preview-review and alternate language approach.[17]

7. 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. [18] 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.[19]

Another's definition of code switching proposed by Dipietro. He stated that code switching is one of alternate of choices code. Code

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[17] Naila Falahiya,"*CodeSwitching and Code Mixing as a bridge in speaking among First year students of MTS Al-Amin Mojokerto", IJET(Indonesia Journal of English Teaching, 02, (January , 2013),* 44.

[18] Ronald Wardaugh, *An Introduction to Sociolinguistic*, 98.

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

switching is the use of more than language by communicants in execution of a speech act.[20]

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.[21]

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.[22] Its means that, when we switch code not only between language, and 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.[23]

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.

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

[21] Naila Falahiya,"*CodeSwitching and Code Mixing as a bridge in speaking among First year students of MTS Al-Amin Mojokerto", IJET(Indonesia Journal of English Teaching, 02, (January , 2013),*45.

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

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

8. **Types of Code Switching**

According Shana Poplack based on grammatical classification consists of three type of code switching; Tag- code switching, Inter-sentential code switching, Intra-sentential code switching.[24]

In this researcher focus on 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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[24] Donald Winford, *An Introduction to Contact Linguistic*,(UK: Blackwell, 2003),106

Here inter-sentential by "Its oldest but goodies, they say", 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, *sungguh sempurna,* is really huge and believably majestic

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

9. **Code-switching in teaching and learning**

When learning a language it is important not only to learn isolated areas of a second language (L2) but to be able to use those areas simultaneously when talking, reading, writing or listening in your second language (Cook 2001:407). In the commentary material to the English syllabus for upper secondary school (The Swedish national agency for education 2011) it is said that English should be used to increase the input and output of the target language and that the L1 should be avoided. However, when teachers' code-switching is planned ahead it can contribute to a more efficient understanding of a specific topic or be a part of the (L2)

learning (Cook 2001:413). One example could be when explaining a grammatical function in the L1, Swedish, and then applying that explanation to L2 English writing. While focus on input and output in the target language is an important aspect of language acquisition, it has been pointed out that the use of code-switching in the language classroom does not prevent students from acquiring their L2 (Cook 2001:404). According to Cook (2001:405) it is important not to prevent students from using their first language but to encourage them to use the second language in as many situations as possible and to find out when and why code-switching should occur.

The results from a study from the 1980s suggested that both teachers and students code switched to a larger extent in informal situations whereas the target language dominated in formal ones (Lin 2013:197-202). Later studies show that code-switching is used to create close relationships between students and their teachers (Lin 2013:202; Jingxia 2010:21) and that students find classroom interaction more natural and easy when code-switching is allowed (Cook 2001:413). This 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 (Simon 2001:317). In formal situations code-switching can be used to make the teaching more effective. When a teacher explains what

is said in the curriculum or another academic text it can be useful to translate or explain some concepts further in the students' L1 (Lin 2013:202; Jingxia 2010:21). 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 (Cook 2001:418).

Grammar and vocabulary learning can also be facilitated by code-switching (Cook 2001:414; Jingxia 2010:21; Kumar & Arenda 2012:61; Lin 2013:205). Kumar and Arenda (2012) 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, which agreed with what Cook found in her study from 2001. It showed that explicit grammar teaching could be conveyed more thoroughly in the students' L1; even students with a high L2 proficiency level absorbed information about grammar better if it was in their L1 (Cook 2001:414).

Another area where the effects of code-switching have been studied is that of vocabulary learning where Lin's (2013:205-207) findings indicate that code-switching seems to increase the amount of cognitive processing made by students. Lin suggests that a larger cognitive effort is required to process words when there is both an explanation in the students' L2 and a translation into the students' L1, which could mean that the students will learn new vocabulary more thoroughly. Whereas Lin's study did not show

that code-switching was more effective when learning new vocabulary, it did show that code-switching did not affect vocabulary learning in a negative way.

The main argument for Avoiding code-switching is that the students miss out on input in the target language and are deprived of genuine L2 interaction (Cook 2008:181). In groups with more than one L1, the teachers should ideally be able to relate to all L1s. Since this is not possible, code-switching should be avoided and the target language be used consistently instead (Cook 2008:181). One method that avoids the L1 is the teaching method Communicative Language Teaching, which since the 1970s has been one of the most adopted teaching methods in the world (Song & Andrews 2009:35). It focuses on target language communication rather than teaching the linguistic systems of a language. Through participation in communicative activities the L2 learners are using the target language and the purpose is to use the target language in order to acquire it. Consequently, code-switching should be kept to a minimum in the L2 classroom (Song & Andrews 2009:36). This view is also echoed in the Swedish 2011 syllabus.

In a study from 2009, Song and Andrews found that students tended to accept their teachers' code-switching regardless of what and how often they code-switched. The three teachers that participated in Song and Andrew's study varied their code-switching regarding amount, purpose and topic. The key to the students' acceptance seemed to be confidence in their

teacher. The students thought that the medium of teaching chosen by their teacher fulfilled a purpose and served to help them to meet different needs (Song & Andrews 2009:204).

To sum up, there seems to be an agreement on the effects of code-switching in research from the 1990s until 2013. Both the sociolinguistic approach focusing on e.g. the topic of conversation, the participants and the setting, and the grammatical approach focusing on grammatical functions of code-switching e.g. intersentential and intrasentential codeswitching can be applied in second language learning to facilitate the learning outcome. However, the strongest argument against code-switching is that the students miss out on target language input.[25]

B. Previous of study

To support this research, the researcher took some related research focused on code switching Yutama Ndaru Chahayani journal entitle: ***"The Analysis of Lecturers "Code Switching in Teaching Learning Process (A Case Study in the English Department Teaching Learning Process Faculty of Cultural Sciences Sebelas Maret University)".*** The problem statement is:

1. The types of code switching used by the lecturers.

2. Why the lecturers switch code, and the functions of each type of code switching in teaching learning process.

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[25] Sara Johansson," *Code-switching in the English classroom*,"(2013),3-5.

The conclusion of this research is:

1. Based on the findings, it is found that there are two types of code switching based on Sociolinguistics point of view: metaphorical code switching (96,875%) and situational code switching (3,125%) from all 160 data.

2. There are types of code switching based on grammatical classification, namely: inter-sentential code switching (62,5%), intra-sentential code switching (33,75%), and tag switching (3,75%) from all 160 data.

The findings also show that there are 10 functions found in the data which are based on the analysis carried out by using Gumper'z and Hoffman theory, which are : addressee, example, interjection, inquiry, emphasize, jokes, insufficient vocabulary resources, personalization vs objectivization, explanation, and reiteration.

The researcher employed a qualitative descriptive study involving field research. The samples were selected using purposive sampling technique. The data of this research comprise the teaching learning processes done by the lecturers in English Department of Sebelas Maret University that take in within the cases of code switching.[26]

The researcher also took Umu Habibah thesis entitle:

"English-Indonesian Code Switching Used in Pondok Pesantren Darul Falah Be-Songo Semarang". The problem statement is:

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[26] Umu Habibah, *"The Analysis of Lecturers" Code Switching in Teaching Learning Process (A Case Study in the English Department Teaching Learning Process Faculty of Cultural Sciences Sebelas Maret University)""*(Thesis of English Department of Sebelas maret University, Surakart 2013)

1. The reasons of code switching used in Pondok Pesantren Darul Falah Be-Songo Semarang.

2. The types of code switching the students used.

   The conclusion of this research is :

1. There are three types of code switching the students used. They are intra sentential switching, inter sentential switching and tag/emblematic switching. The types commonly used are inter sentential switching and tag/emblematic switching.

2. From ten reasons the researcher used to analyzed, there were six reasons used by students of Pondok Pesantren Darul Falah Be-Songo Semarang. They are: talking about particular topic, quoting somebody else, interjection, and repetition used for clarification, to soften/strengthen request/command and because of real lexical need. Some reasons that the students seldom or even never used are being emphatic about something (express solidarity), intention of clarifying the speech content for the interlocutor, expressing group identity, and to exclude other people when a comment is intended for only a limited audience.

   This research was descriptive qualitative research. The researcher used triangulation. In this case, she used interview and observation to get the data about code switching the students used in Pondok Pesantren Darul Falah Be-Songo Semarang. This research used Hoffman and Dias opinion to analyze the reasons of code switching. They are: talking about particular topic, quoting

somebody else, being emphatic about something, interjection, repetition, intention, expressing group identity, soften/strengthen request/command, because of real lexical need and to exclude other people. Thus, the researcher used Hoffman opinion in classifying the types of code switching including Intra Sentential Switching, Inter Sentential Switching and Tag Switching. The researcher found six of ten reasons are usually used by students. The four left are seldom or even never been used because of the students' language native is Indonesian. So, those reasons are not suitable. Whereas, the three types of code switching were all used by students. The mostly types the students used is inter sentential switching. [27]

From the explanation above the researcher argues that there are some differences among, Yutama Ndaru Chahayani, Umu Habibah studies and this study, Yutama Ndaru Chahayani focused on the codes used by the lecturers in English Department of Sebelas Maret University, Umu Habibah focused on English-Indonesian Code Switching Used in Pondok Pesantren Darul Falah Be-Songo Semarang. Meanwhile, the researcher in this study focus on analyses grammatical code switching from students' utterance in their English speaking.

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[27] Yutama Ndaru Chahayani. *"Code Switching Used in Pondok Pesantren Darul Falah Be-Songo Semarang."* Semarang 2013

CHAPTER III

RESEARCH METHODOLOGY

Existence of the research methodology has a goal of guiding the research as in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, data source, techniques of collecting data, and technique of data analysis.

1. Design of the Study

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for collection, measurement and analysis of data.[28] Research can be defined as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation.[29]

In this research the researcher focused on code switching means that the data in this research is related to student's conversation in term of code switching. Because of that this research applied descriptive qualitative design in gathering the data. Qualitative research is to develop concepts that enhance the

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[28] C.R Khotari, *Research Methodology: Method and Technique* (New Delhi: New Age International (p) Ltd., Publishers, 2004). 31.
[29] *Ibid., 1.*

understanding of social phenomena in natural setting, with due emphasis on the meaning, experiences and view of all participant.[30]

According to Bernard's about description term means "making complicated things understandable by reducing them to their component parts."[31] Qualitative research has some types. One of those is descriptive study. This study tries to describe systematically and carefully about the data.

Descriptive design is suitable with the main objective of the study that is to describe Code Switching as a Bridge in speaking skill Among Seventh Grade students of SMPN 2 Ngariboyo. The description was extracted and concluded, the activities conducted, the material used, the media used, the assessment used and it is grounded in deep and varied sources of information.

2. Research Role

As Lofland has also noted, the role of the researcher in the setting may vary in involvement. In Gold's (1958) classic typology of naturalistic research roles, he outlined four modes through which observes may gather data: the complete participant, the participant as observer, the observer as participant, the complete observer.[32]

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[30] Helle Neergaard and Jhon Parm Ulhoi, *Handbook of Qualitative Research Methods in Entrepreneurship* (USA: published by Edward Elga , 2007), 20

[31] Matthew B. Michael Huberman, *Qualitative Data Analysis* (USA: SAGE Publication,1994),104.

[32] . Norman K. Denzin and Yvonna S. Lincoln, *Handbook Qualitative Research* (USA: by Sage Publication, 1994), 379.

According to George J. Mouly. He defines research as, "The systematic and scholarly application of the scientific method interpreted in its broader sense, to the solution of social studies problems; conversely, any systematic study designed to promote the development of social studies as a science can be considered research."[33]

The following are the main characteristics of research:

1. A sound philosophy of social studies as the basis of research

2. Research is based on insight and imagination

3. Research requires an inter-disciplinary approach

4. Research usually employs deductive reasoning process

5. Research should come out of a desire to do things better

6. Research is not as exact as research in physical science

7. Research is not the field of the specialist only

8. Research generally requires inexpensive material

9. Research is based on the subjectivity and intangibility of social phenomena

10. Research is perhaps incapable of being dealt through empirical method

11. Research is based on inter dependence of causes and effect

12. Research cannot be a mechanical process

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[33] . Yogesh Kumar Sigh, *Fundamental of Research Methodology and Statistic* (New Delhi: New Age International publisher, 2006), 11.

The main function of research is to improve research procedures through the refinement and extension of knowledge. Therefore, in this research the researcher as a key instrument, as the full participant and as the data collector.

3. Research Location

The research was conducted at First Grade Students at SMPN 2 Ngariboyo. It is located at Selotinatah Street, Ngariboyo, Magetan postal code 63351 and the telephone number is 08113312207.

4. Researchers Role

Researchers are required by federal law to minimize risks, to balance any risks with potential benefits of the research, and to inform participants of any risks involved.[34]

In qualitative research, there are three types of researcher role. They are complete observer, observer as participant and complete participant.[35]

In this research, researcher become an observer and participant. The researcher interacted with the subject's activity in the research location while the researcher collects the data and organizes it specifically. The collecting and

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[34]Dawson R. Hancock and Bob Algozzine,*Doing Case Study Research* (New York: Published by Teachers College Press, 2006), 62.

[35] Norman K. Denzim, *Handbook of Qualitative Research* (California: SAGE Publication. Inc, 1994), 248.

organizing data will be analyzed, interpreted and reported by the researcher as a result.

5. **Data Source**

The data sources in the research are usually place, person and paper. There are two data sources of this research. They are:

1. Human : Teacher and students

2. Non-human: Documentation (historical of SMPN 2 Ngariboyo, vision, mission, and goal. Graphical location, organization structure, condition of the teacher and students, facilities and infrastructure) and photos about process of Code Switching As a Bridge in Speaking Skill Among The seventh Grade Students Of SMPN 2 Ngariboyo.

6. **Technique of data Collection**

This research use data collection methods used in qualitative research are (1) observation, (2) questionnaire, (3) interviewing, and (3) document[36]

1. **Observation**

Observation is the selection and recording behavior of people in their environment. [37]An observation is the information is sought by way of investigators' own direct information without asking from the respondents.[38]

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

By doing observation, the researcher will know the process of code switching used by students, they are:

1. The implementation of grammatical code switching from the students use in English learning.

2. Knowing types of grammatical code switching are used by students in English learning.

2. Questionnaire

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.[39] 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 respond students use grammatical code switching in teaching learning process.

3. Interview

Interview is a conversation, the art of asking questions and listening[40]. Interview are used for a number of purposes. For a qualitative researcher, the main purposes are:

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

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

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

[40] Norman K. Denzin, and Yvonna s. Lincoln, *Handbook of Qualitative Research* (USA: by Sage Publication, 1994), 353.

a. Obtaining unique information or interprestation held by the person interviewed.

b. Collecting a numerical aggregation of information from many persons.

c. Finding out about"a thing" that the researchers were unable to observe themselves.[41] In this researcher does interview to know the reason of the students use code switching.

4. Documentation

Documentation is reaching information by using written statement from some data. It can be called secondary data.[42] 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.

7. Technique of Analyzing Data

In qualitative research, data obtained from furious sources, using the techniques of data collection varied (triangulation), and conducts continuously until data saturation. With continuous observation resulted in data variation is very high. The data obtained are generally qualitative data, so data analysis

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[41] Robert E. Stake, *Qualitative research Studying How Things Work* (New York: The Guilford Press, 2010), 108.
[42] *Ibid.*, 111.

techniques are used there is no clear pattern. Therefore, it is often having the difficulty in conducting the analysis.

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.[43]

Data analysis in an important aspect of reflexivity

a. Data Reduction

Data reduction refer to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. The data reduction/ transforming process continues after fieldwork, until a final report is completed.[44]

b. Data display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, based on that understanding.[45]

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[43] . Yogesh Kumar Singh, *Fundamental of research of methodology and statistic* (New Delhi: Published by New Age International, 2006),232.

[44] . Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (USA: SAGE Publication, 1994), 25.

[45]Ibid.

c. Conclusion and verification

In this implication, the researcher made a conclusion. The conclusion were the answer of the researcher problems that have been formulated. Base the statement above, the stage of data analysis can be showed in this picture:
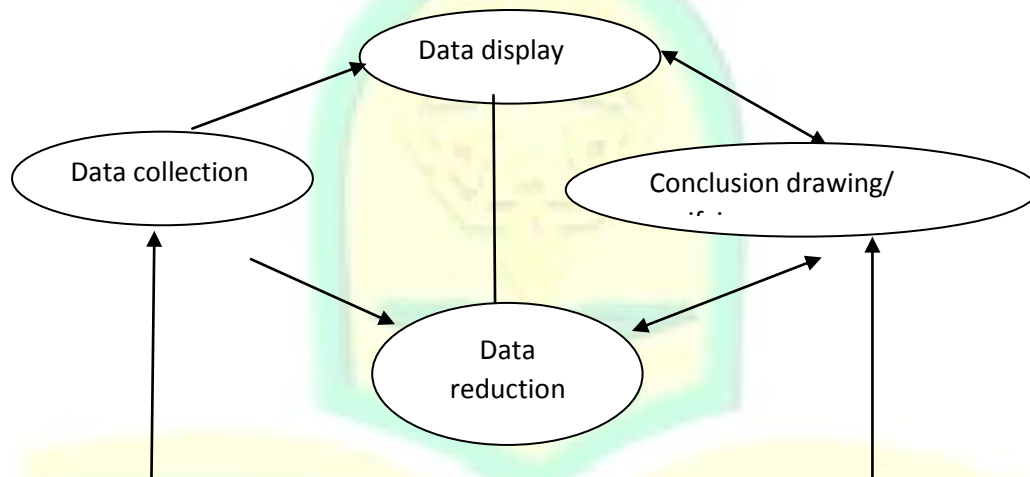
8. **Checking of Validity**

Validity describes the extent to which we measure what we purport to measure. An instrument is or is not intrinsically valid, as validity is a characteristic of the responses. Consequently, it is important to pretest the instrument to obtain preliminary data that can be used to assess validity.[46]

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[46]. David Colton and Robert W. Covert, *Designing and constructing instruments for social research and evaluation* (San Francisco: Published by Jossey-Bass, 2007), 65.

9. **Research Procedure**

In this research, there were some procedures of research which must be done. They were planning, application, the procedure of data analysis and reporting:

a. Procedure

In this includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic.

b. Application

In this procedure involves understood the researcher preparation, entering the field, and interact with the subject while collection data.

c. The procedure of data analyzing

It includes analyzed data, observation Code Switching as a Bridge in speaking skill Among Seventh Gradestudents of SMPN 2 Ngariboyo.

d. Reporting

In this activity researcher wrote a research report in from of thesis writing about Grammatical Code Switching as a Bridge in speaking skill Among Seventh Grade students of SMPN 2 Ngariboyo.

CHAPTER IV

RESEARCH FINDING

C. General Data

10. History of School Establishment

SMPN 2 Ngariboyo was established in 30 September 1996. Initially SMPN 2 Ngariboyo was located in the district so of Poncol.

So, it is named SMPN 2 Poncol. However, in 2003 the sub district of Poncol was devided into two areas. They are Poncol and Ngariboyo. Because, the position of this junior high school was located at Ngariboyo, therefore in the 30th of September 2003 it changed its name to SMPN 2 Ngariboyo.

Below is the list of chronological principal leadership at SMPN 2 Ngariboyo from 1996 until 2017.

Table 4.1
Personal Data of the Leadership of SMPN 2 Ngariboyo, Magetan

NO	NAME	PERIODE
1	Mr. Sadikun	1996-1999
2	Mrs.Sri Susilowati	2001-2003
3	Mr, Hardi	2004-2005
4	Mrs. Eny Widayati	2005-2009
5	Mr. Lanjar	2009-2011
6	Mrs. Eny Widayati	2011-2012
7	Mrs. Endang Rukmini	2012-2017

11. Vision, Missions and Goal of SMPN 2 Ngariboyo.

Visions of SMPN 2 Ngariboyo are independent and skilled based on faith and piety, and cultured noble personality.

As, for the mission to realize the vision of SMPN 2 Ngariboyo.

a. Creating a conducive learning climate.

b. Developing a curriculum vision of the future.

c. Improving the system of education services.

d. Familiarizing courtesy of the entire school community.

e. Fostering a sense of love and pride of the nation and landless Indonesian water.

f. Having insight into a clean and healthy environment.

g. Developing appreciation and teaching experience that embrace religion

Based on the visions and mission above, the goal of education is to produce graduates who are independent, skilled, based on faith and piety noble personality and culture and love of the homeland.

12. Geographical Position

SMPN 2 Ngariboyo is located at Selotinatah Street, Ngariboyo, Magetan postal code 63351 and the telephone number is 08113312207. It is South East side from Magetan City.

13. Personal Data

The personal data of the teacher and the staff of SMPN 2 Ngariboyo

Magetan can be seen in this following table:

Table 4.2
Personal Data of the Teacher and the Staff of SMPN 2 Ngariboyo,
Magetan In Academic Year 2016/2017

No	Name	Position
1.	Dra.Endang Rukmini,M.Pd	Headmaster
2.	Puguh Kuncoro, S.Pd	Teacher
3.	Sunaryo,S.Pd	Teacher
4.	Alina Nirmala, S.Pd	Teacher
5.	Sugeng Hariadi, S.Pd	Teacher
6.	Herlina, S.Pd	Teacher
7.	Titik Prihatin, S.Pd	Teacher
8.	Asmini Santi, S.Pd	Teacher
9.	Ida Susana, S.Pd	Teacher
10.	Duan Agtis Y, S.Pd	Teacher
11.	Lilis Setyowati, S.Pd	Teacher
12.	Dra. Muryantini	Teacher
13.	Sri Setiyowati, S.Pd	Teacher
14.	Etik Rohmiyati, S.Pd	Teacher
15.	Wiwin Juliani, S.Pd	Teacher
16.	Sugiharto, M.Pd	Teacher
17.	Slamet, SS	Teacher
18.	Djoko Sumarsono, S.Pd	Teacher
19.	Wahyu Widodo, S.Si	Teacher
20.	Roehadi Hendiarto, S.Pd	Teacher
21.	Mayang Sari E.P, S.Psi	Teacher
22.	Arlin Andiany, S.E	Teacher
23.	Peladani M, S.Pd	Teacher
24.	Rusmiati	Staff
25.	Murni Setyaningsih	Staff
26.	Hariyadi	Staff
27.	Mulyadi	Staff
28.	Suparni	Staff
29.	Supriyadi	Staff
30.	Anik setyorini	Staff

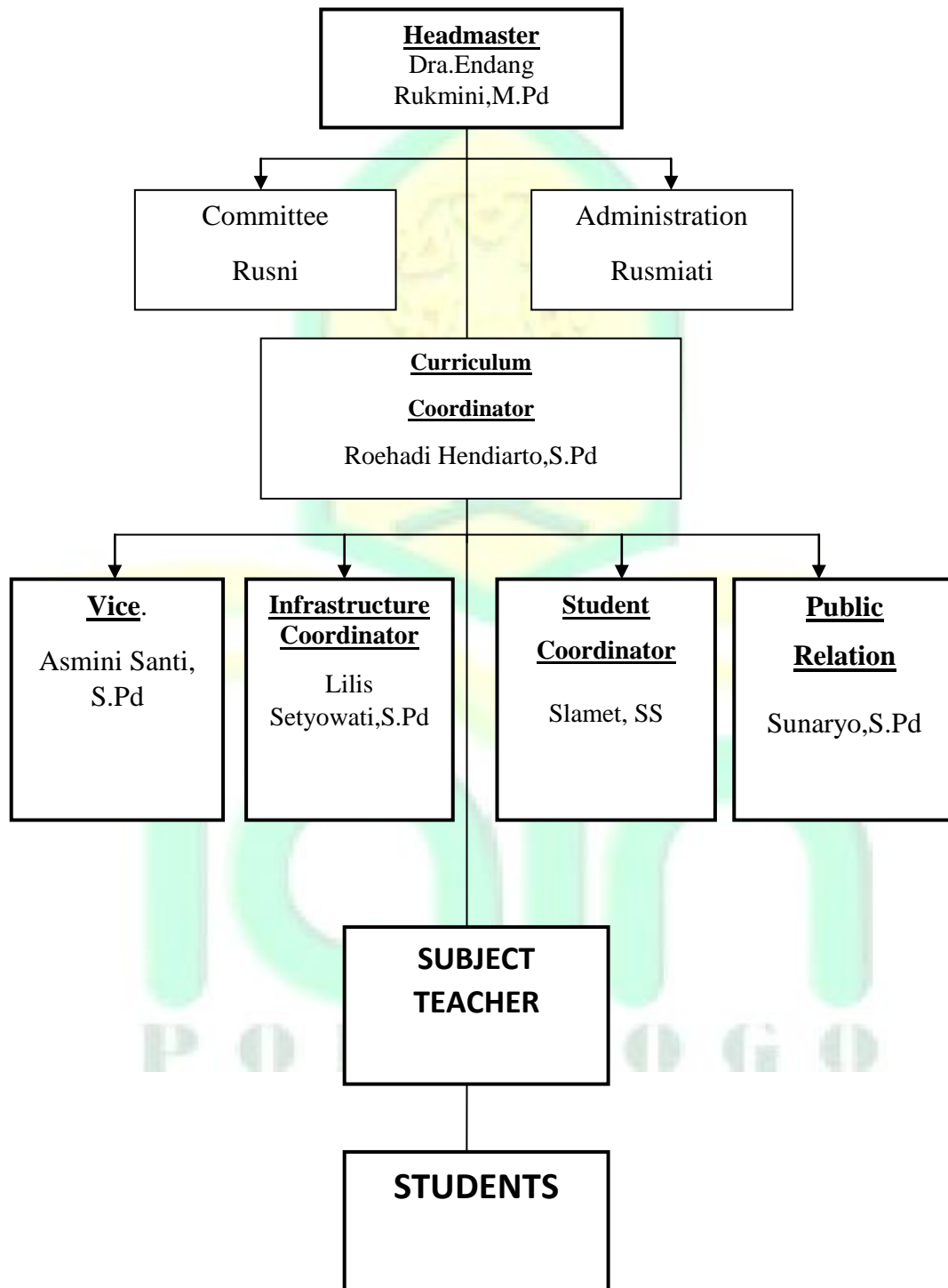| 31.	Muhammad Edy N	Staff

14. Facilities and Basic Facilities

To support the quality of education and explore educative of students in SMPN 2 Ngariboyo Magetan it is needed the existence of educate education of facilities and basic facilities.

Table 4.3
Medium and infrastructure of SMPN 2 Ngariboyo Magetan

No	Room's Name	Number
1	Classroom	10
2	Headmaster	1
3	Teacher Room	1
4	Administrator Office	1
5	Library	1
6	Computer laboratory	1
7	Language laboratory	1
8	Science laboratory	1
9	Canteen	2
10	Guest reception office	1

15. The Organization Structure

The Organization Structure of SMPN 2 Ngariboyo

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                    ┌─────────────────────┐
                    │     Headmaster      │
                    │     Dra.Endang      │
                    │   Rukmini,M.Pd      │
                    └─────────────────────┘
              ┌──────────────┴──────────────┐
    ┌──────────────────┐          ┌──────────────────┐
    │    Committee     │          │  Administration  │
    │      Rusni       │          │     Rusmiati     │
    └──────────────────┘          └──────────────────┘
              ┌─────────────────────────────┐
              │        Curriculum           │
              │        Coordinator          │
              │  Roehadi Hendiarto,S.Pd     │
              └─────────────────────────────┘
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Vice.	Infrastructure Coordinator	Student Coordinator	Public Relation
Asmini Santi, S.Pd	Lilis Setyowati,S.Pd	Slamet, SS	Sunaryo,S.Pd

SUBJECT TEACHER

STUDENTS

D. **Specific Data**

1. The three types of Grammatical Code Switching as a Bridge in Speaking Skill among the Seventh Grade Students of SMPN 2 Ngariboyo.

   The researcher do observation about grammatical code switching on the learning process in SMPN 2 Ngariboyo. The way of observation is run well. The students are so enthusiastic to learn English. In addition, the explanation of teacher is easy asked by students. The grammatical code switching in the class room as follows.

Table 4.4

The Conversation uses Grammatical Code switching by the Seventh Grade students

of SMPN 2 Ngariboyo in English Learning Process

Participant	Teacher, Rahma, Wulan, Feri, Suwarni, Susi, Johan, Kofifatul,Verianda, Anggi, Yoga, Tika, Saying, Ovy, Hery, Edy, Raynaldy, Wiwin.Sogol, Danang, Yanuar
Setting	Classroom of 7A
Topic	Descriptions text.
Date	May 13, 2017

Teacher : open page a one hundred forty three. Di buka halaman

berapa? One hundred forty three. Seratus……..

All students : Enam puluh tiga.

Teacher	: Today we are discusses about something. Kita akan mendiskripsikan seseorang atau temanmu di dalam kelas.

Teacher   : Today we are discusses about something. Kita akan
             mendiskripsikan seseorang atau temanmu di dalam kelas.

Students   : discusses something ***mendiskusikan sesuatu***

Teacher   : part of human body.

             Bagian bagian dari tubuh. What is hair?

Students   : ***hair*** itu rambut.

Teacher   : face?

Students   : wajah

Teacher   : body?

Student   : tubuh

Teacher   : hand?

Students   : tangan.

Teacher   : ayes?

Students   : ***ayes***, mata

Teacher   : noise?

Student   : hidung.

Teacher   :sekarang sebutkan macam macam rambut. Please you mention
             many the sharp human body.

Students   : pin ipin… ***hair*** rambut pendek

Students   : short hair ***rambut pendek***, hair itu rambut …

Teacher   : oke next bentuk bentuk dari rambut.

             Wavy hair, rambut bergelombang

Students   : curly hair, **rambut keriting** bias tidak pak?

Teacher   : of course!

And then, straight hair

Student   : rambut lurus **straight hair**, seperti rambutku.

Teacher   : next, shape of face

Students   : **round face** pak wajahnya berbentuk bulat.

Teacher   : yes, round face.

fery   : besar kan pak **round face** ?

Bima   : bukan , **round face** itu wajah bulat.

Teacher   : right. Next oval face berwajah lonjong

Students   : oval face **berwajah lonjong**.

Teacher   : baik sekarang ayes.

What is ayes?

What thing do you use for something? Untuk melihat sesuatu.

Students   : **ayes**, untuk melihat sesuatu itu mata.

Teacher   : yes and then shape of ayes.

Students   : **round ayes**, matanya bulat, juga sipit pak.

Teacher   : narrow ayes.

Student   : oh.. **Narrow ayes** itu mata sipit, seperti cina hehehe

Teacher   : and then shape of body. Apa saja bentuk tubuh ?

Students   : tin body, tool body, small body.

Danang   : kayak aku kan **tool body** hhahha

Yanuar : seperti itu kok **tool body**, yang tinggi kayak apa…

Teacher : short body. Bertubuh pendek

Yanuar : kamu lo nang *short body.*

Teacher : Ok for example! His name is Sogol. We will describe all about sogol. He has tidak besar berarti…?

All students : kecil !

Rahma : Tidak besar berarti *small pak*.

Teacher : sekarang rambutnya, he has panjang apa pendek ?

All students : Pendek pak.

Susy : he has short hair.

Teacher : Rambutnya lurus berarti, he has straight hair. Coba sekarang kalian mendiskripsikan teman sebangkumu, silahkan diskusi dengan teman sebangkumu nanti di baca kedepan

Rahma : pak kalok begini boleh? Tidak harus *he is kan pak ?*

Teacher : tidak apa apa.

Rahma : Sus kulitmu terasuk *brown* atau *white* yang mana?

Susi : la menurut kamu yang mana ? *Brown apa white*?

Rahma : termasuk yang *brown,* hehehhe

Wulan : iya *brown skin* itu, kalau mata kamu sipit.

Susi : iya emang *narrow ayes*, mata kamu itu yang *round ayes*.

Wulan : no problem.

Suwarni : rambut kamu panjang apa pendek tika?

Tika : panjang . **berarti long.**

Suwarni :iya dan lurus kan? Berarti **long and straig hair**. Bener ini

tulisanya?

Tika : kalo panjang **straight itu kurang ht.**

Saying : pak kalok hidungnya pesek itu apa?

Teacher : she apa he ?

Saying : she…

Teacher : berarti, she has pointed noise.

Saying **:** pointed, **tulisanya gimana pak ?**

Teacher : P-O-I-N-T-E-D.

Saying : pointed noise…

Ovi : wulan, kamu sudah selesai?

Wulan **:** belum, baru sampek **pointed nose**.

eh vi kalok mata sipit apa ?

Ovi : ayes apa ya… pak kalok mata sipit itu **ayes** apa..?

Teacher : narrow ayes.

Rahma : kamu mau maju Tia?

Tia : pengen maju tapi takut salah, tak bacakan **teks** ku ya.

Rahma : iya, **come on.**

Tia : She is Varinda. She has white skin, she has pointed noise, she

has long and curly hair, she has round ayes, and she has toll

body. **Gimana ma, udah bener belum?**

Rahma : *curly* hair itu rambut keriting ya?

Tia : iya. Coba sekarang kamu discripsikan aku ma.

Rahma : oke*, just little* ya, sebisaku

Tia : no problem.

Rahma : you have white skin, *berkulit putih*

Have long hair, *rambut mu panjang*

Have tool body, *kamu juga tinggi*

Have round ayes, *bermata sipit,* ehh bulat.

Have medium nose, bener gak hidung mu gak mancung jg gak

pesek kan.

Terus apa lagi, udah ya.

Tia : iya

Susi : ma, *I ask you* . Apa artinya ini, *find pictures of people you*

love at home?

Rahma **:** *find* itu artinya temukan, tapi coba di cek di kamus.

Susi : iya. Berarti, *find picture* temukan gambar*?*

Rahma : iya terus *of people* itu dari orang. You love at home, *itu*

artinya kamu cinta di rumah.

Susi : kok kamu cinta di rumah, gak pas ya. Apa gini, *you love at*

home itu, yang kamu cintai di rumah.

Rahma : gini lo…, *find picture of people* itu, temukan foto dari orang.

You love at the home itu, yang kamu cintai di rumah.

Susi	: *iya terus gini,*
	Write descriptions of each picture below them.
	Each itu apa?
Rahma	: itu artinya, tiap *picture* di tulis di discripsikan.
	Itu yang di buku paket di kerjakan?
Susi	: iya paling untuk PR, *page one hundred forty four*.
Teacher	: time is up, are you finish?
Students	: (all of students silent's)
Teacher	: sekarang siapa yang bias menjelaskan tentang Anggi..?
Johan	: rambutnya pendek.
Teacher	: one sentence for Anggi. Satu kalimat saja.
Heri	: short hair, *berambut pendek.*
Teacher	: the next one !
Edy	: he has round face, *bener pak ?*
Teacher	: ya…! The next one. Coba khofifatul…
Khofifatul	: he has short….*tubuh apa pak ?*
Teacher	: he has short body. Oke the next one.
Verianda	**:** hidungnya tadi sudah pak *? Flat nose.* Hidung pesek.
Teacher	: oke the last, he is….bagaimana tubuhnya?
All students	**:** *kecil ,* small body.
Teacher	: coba anggi kesini, come here !!
Feri	**:** *come here…come here,* kesana itu loh.

Anggi	: no…no..! **enggak mau. Jangan saya pak.**
Teacher	: susi kedepan !
Susi	: pak maju bawa buku gak papa kan?
Teacher	: gak pap ini hanya contoh saja. This is susi, this is your friends you can describe abaut she. You say one sentence only about susy. Kamu mengatakan satu kalimat saja tentang susi. She has sort body artinya?
All students	: berbadan pendek
Teacher	: That one boy, coba yoga..?
Yoga	: anu pak… **oval face.**
Teacher	: sogol !
Sogol	: pesek pak.**nose** pesek**?**
Teacher	: flat noise. Coba suwarni..?
Suwarni	: she has round ayes**, dia bermata bulat.**
Teacher	: and then…she has..
Suwarni	**:** long hair. **Rambut panjang**.
Teacher	: still abaut susi.
Danang	: **skin** pak putih
Teacher	: bagaimana skinya?
Danang	: coklat.
Teacher	: brown. berarti gimana?
Danang	: skin brown.

Bima   : brown skin, **kok kebalik.**she has brown skin.

Teacher   : sekarang Danang kesini.come here. Masih temanmu, please describe him. Coba Yanuar..

Yanuar   : **tall body** pak gik,dia berbadan tinggi.

Teacher   : and then, she has round ayes. Apa itu round ayes?

All students   : bermata bulat. Terus, **steam boy…**berbadan kurus.

Teacher   : the next one wants to describe to budi…

All students   : oval face **pak.**

Raynaldy   : he has pointed nose.

Wiwin   : apa itu dy?

Raynald   : berhidung mancung. Artinya **"pointed nose"**

Teacher   : oke this time to describe for your friend, please rahma come here!

Rahma   : she is susi

She has sort hair, **dia berambut pendek**

She has narrow ayes, **dia bermata kecil**

She has flat nose, **dia berhidung pesek**

She has brown skin, **dia berkulit coklat.**

She has small body, **dia bertubuh kecil.**

Teacher   : oke, long hair artinya?

Rahma   : berambut panjang

Teacher   : long and straight hair, berarti?

Rahma   : dia memiliki*, **straight…lurus.** Dia memiliki rambut pendek

dan lurus.

Teacher   : oke one more. Anggi coba maju kedepan

Anggi   : he is bagas

He has sort hair*, **dia berambut pendek**

He has oval face*, **dia berwajah lonjong**

He has tool body*, **dia berbadan panjang eh…berbadan tinggi**

All student : hahhhah…tinggi.

Anggi   : berbadan tinggi

He has steam boy*. **Dia berbadan kurus.**

He has pointed nose*, **dia behidung mancung***.

He is bagas.

Teacher   : kulitnya gimana?

Anggi   : *white* pak,putih

Teacher   : white skin.

Oke…! Give applause for your friends,

Ok time is up, don't forget for your home work. Next week I

will ask you. Well, assalamuallaikum wr.wb.[47]

From the conversation above, the researcher find three types of code

switching that the students used in teaching learning process, there are tag

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[47] Appendix 4

code switching, intra-sentential code switching, and inter-sentential code switching.

a. Tag code switching

Based on text conversation above, researcher found some type of switching code by student of SMPN 2 Ngariboyo. Type switching code that is done is the tag code switching. Tag switching occurs when students insert some short expression from different languages. It will make students do the tag switching code. Students who do the switching tags as follows;

Table 4.5

Tag Code Switching by the Seventh Grade students

of SMPN 2 Ngariboyo in English Learning Process

NO	CODE SWITCHING	TYPE
1	Tidak besar berarti *small* pak.	Tag Code Switching
2	Panjang berarti *long*	Tag Code Switching
3	Kalou panjang itu *straight* itu kurang ht.	Tag Code Switching
4.	Come here…come here *kesana itu lo*..!!	Tag Code Switching
5	*No…no*…! enggak mau jangan saya pak.	Tag Code Switching
6	Anu pak.. *oval face.*	Tag Code Switching
7	Oval face *pak.*	Tag Code Switching
8	Berhidung mancung tulisanya*"pointed nose"*	Tag Code Switching
9	*White* pak putih.	Tag Code Switching
10	termasuk yang *brown,* hehehhe	Tag Code Switching
11	iya *brown skin* itu, kalau mata kamu sipit.	Tag Code Switching
12	iya, *come on.*	Tag Code Switching

13	*curly* hair itu rambut keriting ya?	Tag Code Switching
14	iya terus *of people* itu dari orang.	Tag Code Switching
15	iya paling untuk PR, *page one hundred forty four*.	Tag Code Switching
16	Discusses something, *mediskusikan sesuatu.*	Tag Code Switching
17	*Hair* itu rambut	Tag Code Switching
18	*Ayes* mata	Tag Code Switching
19	Pin ipin…*hair* itu rambut pendek kan	Tag Code Switching
20	*Short hair* itu rambut pendek, hair itu rambut bukan pendek.	Tag Code Switching
21	Besar kan pak *round face.*	Tag Code Switching
22	Bukan, *round face* itu wajah bulat	Tag Code Switching
23	*Oval* face berwajah lonjong	Tag Code Switching
24	Kayak aku kan *tool body,* hahahah	Tag Code Switching
25	Pak kalok mata sipit itu *ayes* apa..?	Tag Code Switching

b. Inter-sentiental code switching

Based on text conversation above, researcher found some type of switching code by student of SMPN 2 Ngariboyo. Type switching code that is done is the inter- sentential code switching Occurs when a sentence in a foreign language is spoken between two sentences in the base language, which is spoken by the students. It will make students do. Inter-sentential code switching. Students who do the switching tags as follows;

Table 4.6
Inter-sentiental code switching by the Seventh Grade students
of SMPN 2 Ngariboyo in English Learning Process

NO	CODE SWITCHING	TYPE
1.	Iya dan lurus kan? **Berarti long and straight** hair.bener itu tulisanya.	Inter Sentential Code Switching
2.	Hidungnya tadi sudah pak ? **flat nose**, hidung peseng	Inter Sentential Code Switching
3.	Brown skin, **kok kebalik** she has brown skin.	Inter Sentential Code Switching
4.	Bermata bulat, terus **steam boy** bebadan kurus.	Inter Sentential Code Switching
5.	Dia memiliki, **straight**…lurus dia memiliki rambut pendek	Inter Sentential Code Switching
6.	Belum baru sampek **pointed nose**, eh vi kalok mata sipit apa**?**	Inter Sentential Code Switching
7.	ma, I ask you . **Apa artinya ini,** find pictures of people you love at home.	Inter Sentential Code Switching
8	Rambut lurus, **straight hair** seperti rambutku hehhe	Inter Sentential Code Switching

c. Intra – Sentential Code Switching

Based on conversation text above, researcher found some type of switching code by student of SMPN 2 Ngariboyo. Type code switching that is done is the Intra – Sentential Code Switching Found when a word,

a phrase, a clause, of a foreign language is found in a sentence in a base language spoken by the student on a conversation. It will make students do the Intra − Sentential Code Switching. Students who do the switching tags as follows;

Table 4.7

Intra − Sentential Code Switching by the Seventh Grade students

of SMPN 2 Ngariboyo in English Learning Process

NO	CODE SWITCHING	TYPE
1.	Tidak harus *he is* kan pak ?	Intra Sentential code switching
2.	*Pointed*, tulisanya gimana pak ?	Intra Sentential code switching
3.	He has round face**, *bener pak?***	Intra Sentential code switching
4.	He has short…. ***Tubuh apa pak?***	Intra Sentential code switching
5.	***Kecil,*** small body.	Intra Sentential code switching
6.	Pesek pak ***nose*** pesek.	Intra Sentential code switching
7.	She has round ayes, ***dia bermata bulat.***	Intra Sentential code switching

8.	Long hair *rambut panjang.*	Intra Sentential code switching
9.	*Tall body* pak gik, dia berbadan tinggi.	Intra Sentential code switching
10	*She has short hair,* dia berambut pendek	Intra Sentential code switching
11.	*She has narrow ayes,* dia bermata sipit.	Intra Sentential code switching
12.	*She has flat nose*, dia berhidung pesek	Intra Sentential code switching
13.	*She has brown skin,* dia berkulit coklat	Intra Sentential code switching
14.	*She has small body*, dia bertubuh kecil*.*	Intra Sentential code switching
15.	*He has sort hair,* dia berambut pendek.	Intra Sentential code switching
16.	*He has round face,* dia berwajah bulat	Intra Sentential code switching
17.	*He has tool body,* dia berbadan panjang,eh… berbadan tinggi	Intra Sentential code switching
18.	*He has steam boy,* dia berbadan kurus.	Intra Sentential code switching
19.	*He has pointed nose*, dia berhidung mancung.	Intra Sentential code switching

20.	Sus kulitmu terasuk *brown* atau *white* yang mana?	Intra Sentential code switching
21.	la menurut kamu yang mana ? *brown apa white*?	Intra Sentential code switching
22.	iya emang *narrow ayes*, mata kamu itu yang *round ayes*.	Intra Sentential code switching
23.	pengen maju tapi takut salah, tak bacakan *teks* ku ya.	Intra Sentential code switching
24.	She has white skin, she has pointed noise, she has long and curly hair, she has round ayes, and she has toll body. *Gimana ma, udah bener belum?*	Intra Sentential code switching
25.	*Find* itu artinya temukan, tapi coba di cek di kamus.	Intra Sentential code switching
26.	*You love at the home* itu, yang kamu cintai di rumah	Intra Sentential code switching
27.	Write descriptions of each picture below them. *Each* itu apa?	Intra Sentential code switching
29	*Curly hair* is rambut keriting, biasa tidak pak.	Intra Sentential code switching
30	*Narrow ayes* itu mata sipit seperti cina heheeh..	Intra Sentential code switching
31	Seperti itu kok *tall body* , yang tinggi kayak apa?	Intra Sentential code switching
32	Kamu itu lo nang, *short body*	Intra Sentential code switching

33	Oke, *just little* ya, sebisaku.	Intra Sentential code switching
34	You have white skin, **berkulit putih**.	Intra Sentential code switching
35	Have long hair, **rambutmu panjang**	Intra Sentential code switching
36	Have tool body, **badan mu juga tinggi**	Intra Sentential code switching
37	Have round ayes, **bermata sipit** eh.. bulat	Intra Sentential code switching
38	Have medium nose, **benar gak** ? Hidungmu kan gak mancung juga gak pesek.	Intra Sentential code switching

2. The students' response toward using code switching in their speaking during English learning.

   The second data was collected to know the students' response of using code switching at their speaking. The researcher used two ways to collect data. Those are interview and gave the questionnaire to the students. The researcher will collect data with the interview as follows;

a. Interview

   The researcher concluded data interviews from the students and English teacher. The results of interviews about the students' response

toward using code switching in their speaking during English learning, there is the opinion of English teacher.

> He often used to always use code switching in the process of teaching and learning, this is done to facilitate students' understanding. The reason he uses code switching in the class because English is a foreign language then it is necessary to use the code switching that is English to Indonesia. In addition, it is also useful for students, because students can understand the intent of the phrases in the English language. And the response of students who are more active in communicating in the class because it knows the meaning of the language in the direction.[48]

Based on Mr. Sugiharto opinion the results of interviews about the students' response toward using code switching among studentsspeaking during English learning are: He often uses code switching in teaching English because students can understand the expression phrase in English so that students are more active in communicating in the class because they know the meaning of the intended language.

According to Rahma Ayu Kartika about the students' response toward using code switching in their speaking during English learning are following:

> She often uses code switching in the classroom in terms of understanding the instructions and explanations given by the teacher other than that with the code switching she feels easier in understanding in learning as well as in conversation.[49]

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[48] Appendix 2
[49] Appendix 2

From the opinion above, it can be concluded that the students' response toward using code switching in their speaking during English learning; She often uses code switching in the classroom because it facilitates her in understanding in the lessons and communications so that she is more active in class during English lesson.

According to Raynaldy.J.S about the students' response toward using code switching in their speaking during English learning are following:

He is more confident in speaking because he is familiar with what is being said and also more confident in the classroom because they understand the messages conveyed in the communication[50]

From the opinion above, it can be concluded that the students' response toward using code switching in their speaking during English learning are the students have confidence to communicate in during English learning because they understand with the massage from communication. By way of code switching the students more confident in speaking.

According to Wulandari about the students' response toward using code switching in their speaking during English learning are following:

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[50] Appendix 2

She often uses code switching when English lessons take place. He often uses code switching when talking to friends and with teachers. The reason he uses code switching in learning because, it facilitates him in understanding, so he is easier to capture the material that has been given by the teacher to gain a good understanding in English lessons.[51]

From the opinion above, it can be concluded that the students' response toward using code switching in their speaking during English learning are the students use code switching it facilitates to understanding massage from talking with a friends and with the teacher. Because with code switching the student get the good understanding in English learning.

According to Akbar Dwi Cahyo about the students' response toward using code switching in their speaking during English learning are following:

He often uses the switching code in the classroom; this is done to make it easier to receive information from teachers and friends, so that he can more easily do learning in the classroom and dialogue with friends, it also made him comfortable in English-style class, as well as with the theme. [52]

From the opinion above, it can be concluded that the students' response toward using code switching in their speaking during English learning are the students make it easier to get information from the teacher and they more easily carry out conversation with friends. It made them comfortable in English learning.

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[51] Appendix 2
[52] Appendix 2

b. Questionnaire

In addition to using interview researchers also used questionnaire to strengthen the data. By giving the questioner, it can be known the respons of using code switching for the seventh grade students during English learning.

Here are the responses of the Seventh Grade students of SMPN 2 Ngariboyo about using code switching to easy their speaking during English learning which are conveyed by them by giving their opinion or answer through the questionnaire. The researcher distributed the questionnaire on March 17, 2017.

Table 4.8
The Data of Questionnaire by the Seventh Grade students
of SMPN 2 Ngariboyo in English Learning Process

No	Students Questions	Subject Number	
		A	B
1.	Are you interested in studying English when using two languages English and Indonesian in turns in the learning process?	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18, 19,20,21,22,23,24,25,26,27,28,29,30.	
2.	Do you often use two languages namely English and Indonesian when English lesson?	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18, 19,20,21,22,23,24,25,26,27,28,29,30.	3
3.	Is the use of two languages alternately in English and Indonesian by teachers and friends at the time of learning English makes you more active in communicating English?	1,2,3,5,7,8,9,10,11,12,13,14,15,16,17,18,19, 20,21,22,23,24,25,26,27,28,29,30	4,6
4.	Can you understand the English material that the teacher conveyed	1,2,4,5,6,7,8,9,10,11,12,13,14,15,16,17,1	

	during the learning of English using two languages namely English and Indonesian?	8,19,20,21,22,23,24,25,26,27,28,29,30	
5.	Is the use of two languages alternately in English and Indonesian by teachers and your friends during the English language helps you understand the instructions that have been delivered?	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18, 19,20,21,22,23,24,25,26,27,28,29,30.	
6.	Is the use of two languages in turn that is English and Indonesia discussed by the other person when the English lesson can help you understand new or difficult words?	2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,2 0,21,23,24,25,26,27,28,29,30.	1,19,22
7.	Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident in the classroom?	1,2,3,4,5,6,7,8,9,10,11,12,14,15,16,17,18,19, 20,21,22,23,24,25,26,27,28,29,30.	13

8.	Is the reason you use two languages in turn that is Indonesian English because you feel less able to speak English?	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18, 19,20,21,22,23,24,25,26,27,28,29,30.	
9.	Is the use of two languages alternately by your teacher and friends when the English lesson can help in understanding the grammar (rules for forming phrases or sentences) in English?	1,2,3,4,5,6,7,8,10,11,13,14,15,16,17,18,19,2 0,21,22,23,24,25,26,27,28,29,30.	9,12
10.	Is the use of two languages alternately by your teacher and friends during English learning can help you in carrying out the task in the form of English text?	1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19, 20,21,22,23,24,25,26,27,28,29,30	11

The conclusion questionnaire that taken from the students;

1) Base on the answers given by the students the most students answers which choice is A, it means 30 students has choose it. It showed that code switching can make students interested in learning English using code switching.

2) Base on the answers given by the students the most students the most students answer which choice is A, it means 28 students has choose it. It showed that students were using code switching in English learning.

3) Base on the answers given by the students the most students the most students answer which choice is A, it means 28 students has chosen it. In addition, the students answer which choose is B, it means 2 students has choose it. It showed that the students were active in communicating in English language.

4) Base on the answers given by the students the most students the most students answer which choice is A, it means 21 students has chosen it. In addition, the student answers which choose is B, it means 1 student has choose it. It showed that the students understood the materials using code switching in English learning process.

5) Base on the answers given by the students the most students the most students answer which choose is A, it means 30 students has choose

it. It showed that the students used code switching helped to understand instruction in English.

6) Base on the answers given by the students the most students the most students answer which choose is A, it means 27 students has choose it. In addition, the students answer which choose is B, it means 3 students has choose it. It showed that the students often used code switching in learning English to comprehend the difficult word.

7) Base on the answers given by the students the most students the most students answer which choose is A, it means 29 students has choose it. In addition, the student answers which choose is B, it means 1 student has choose it. It showed that the students feel confidence used code switching in learning English.

8) Base on the answers given by the students the most students the most students answer which choose is A, it means 30 students has choose it. It showed that the students using code switching in learning English because they less able to speak English.

9) Base on the answers given by the students the most students the most students answer which choose is A, it means 28 students has choose it. In addition, the students answer which choose is B, it means 2 students has choose it. It showed that the students understood grammatical to make phrase or sentence in English language.

10) Base on the answers given by the students the most students the most students answer which choose is A, it means 29 students has choose it. In addition, the student answers which choose is B, it means 1 student has choose it. It showed the students used code switching help carry out the task.
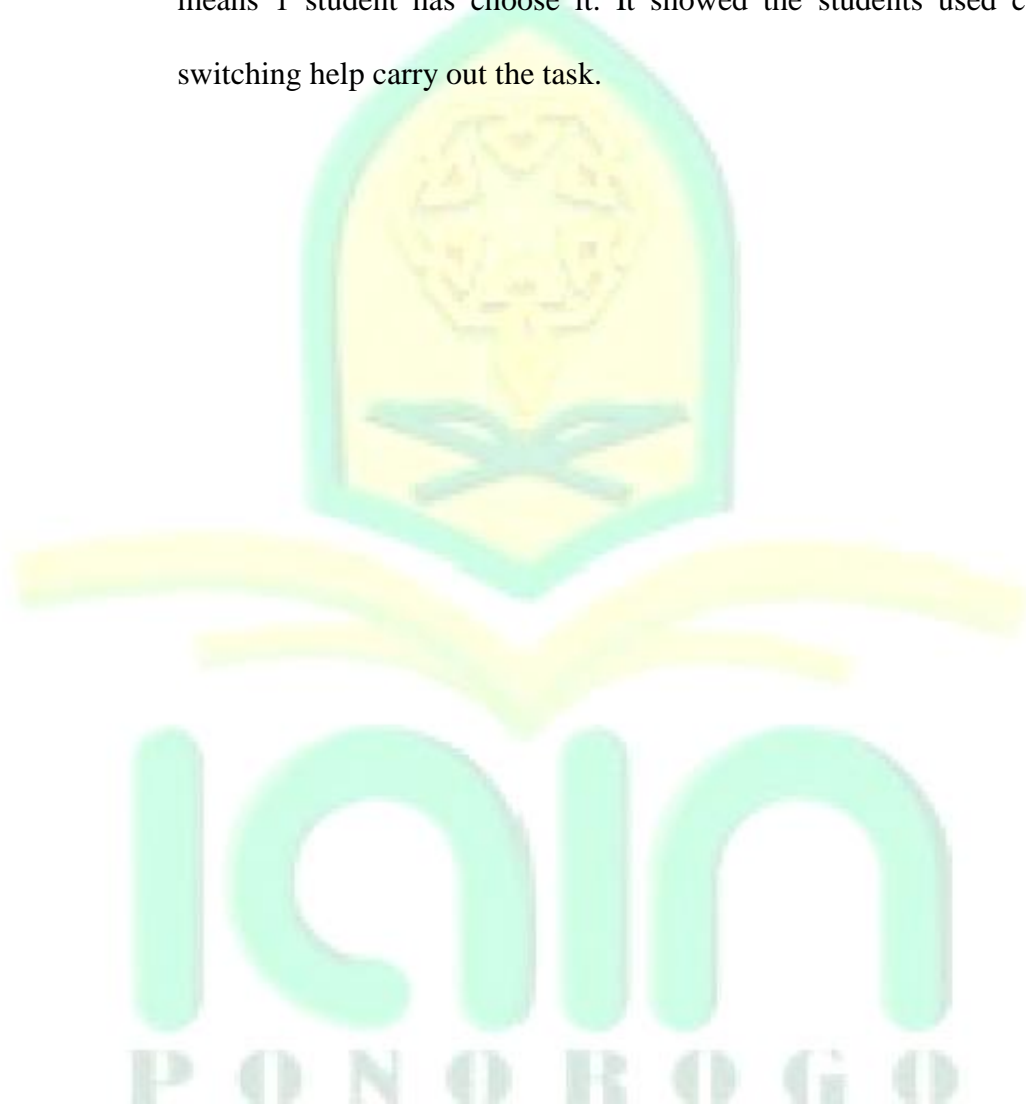
CHAPTER V

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 types of code switching used by the seventh-grade students at SMPN 2 Ngariboyo,and the second is how the students' response toward using code switching in their speaking during English learning.

A. Code switching used in students learning process consists of three types there are: tag code switching, intra-sentential code switching, and inter-sentential 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.[53] Here the researcher fined 16 utterances about tag code switching that teacher used in teaching learning process.

        a. Tidak besar berarti *small* pak.

        Not big means small Mr.

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[53]Jendra, Made Iwan Indrawan, *Sociolinguistic: TheStudy of Societist Language*,(Jogjakarta: Graha Ilmu: 2012) ,75

The tag code switching occurred when the student's gives answered to the teacher question. He used tag code switch by "small" because he wanted to answer the teacher question but he used Indonesian language to English.

b. Panjang berarti *long*

Long its means long

The code switching occurs when the teacher asks to students to do the describe hair. Then, the students used code switching by "long" as the command to teacher that the students give answers from the asking teacher.

c. Kalou panjang itu *straight* itu kurang ht.

If the length is straight it is less ht.

The tag code switching by "straight" happened when the Tika fixed the word written by Suwarni. She would say the correct word of "straight" is with ht.

d. Come here…come here, *kesini itu lo*..!!

Come here…come here, in Indonesia means "kesini"!!

The tag code switching happened when the Fery giving information to the Anggi. If he is called by the teacher to move forward. This resulted in students passing code switching because he followed the teacher's remark.

e. *No…no*…! enggak mau jangan saya pak.

No…no !! I can't Mr….

The code switching occurred when the student Anggi answere the question from the teacher. The teacher wants Anggi to come forward to be an example, but Anggi does not want so, this causes the code switching on the English word into the Indonesian language.

f. Anu pak..*Oval face.*

Emm.. That is oval face Mr.

The tag code switching happened when the students would answer the teacher asked. The students would speak about shape of face the friend but, they confused to speak that so they said *anu pak… "Oval face"*

g. Oval face *pak.*

Oval face Mr.

The tag code switching by "pak" happened when the students would answer the teacher asked. The students used it because they habit to call the teacher with "pak".

h. Berhidung mancung artinya *"pointed noise"*

Pointed noise that means"pointed noise"

The tag code switching occurred when the Renaldy answered the questioner from the teacher but his friend Wiwin ask Renaldy what is the means *"pointed noise"*and Renaldy said*berhidung mancung itu artinya "pointed noise".*

i. *White* pak putih.

White skin Mr.

The tag code switching occurred when the students said "*white* pak putih" they would answered the teacher asking if the white skinis oneof the skin color.

j. termasuk yang *brown,* hehehhe….

Including those that brown your skin.

The tag code switching happened when Rahma said "including the brown, hehehhe" because, she answered the asking from Susi. Susi used code switching English to English so, Rahman answered the question from Susi use code switching to

k. iya *brown skin* itu, kalau mata kamu sipit.

That right, your skin is brown and you have narrow ayes.

The tag code switching occurred when the Wulan come and joint in dialog Rahma and Susi. She said with code switching "iya brown skin itu, kalau mata kamu sipit"

l. iya, *come on.*

Yes, come on !

The tag code switching happened when Rahma answered the question from Tia. Because she would present the task but she afraid to wrong. So Tia ask Rahma to pay attention and Rahma said "iya, *come on*"

m. *Curly* hair itu rambut keriting ya?

It the curly hair in Indonesia berambut keriting?

The tag code move happened when Rahma asked Tia "Curly hair is curly yes?"Because he wants to make sure the text is from Tia.

n. iya terus *of people* itu dari orang

that right and then of people in Indonesia is dari orang.

The tag code switching occurred when the Rahma gave Susi explanation about the task. So Rahma said "iya terus *of people* itu dari orang"

o. iya paling untuk PR*, page one hundred forty four.*

I think this chapter is home work, page one hundred forty-four.

The code switching "iya paling untuk PR*, page one hundred forty four.*" happened when Susi answered the Rahma ask about this chapter in page one hundred forty-four.

p. Discusses something, *mediskusikan sesuatu.*

We will discusses something, in Indonesia language " mendiskusikan sesuatu"

The tag code switching happened when the teacher give information to students about the material today, and then the students repeat the teacher said "Discusses something, *mediskusikan sesuatu.*"In here the students do code switching Indonesia to English.

q. **Hair** itu rambut

Hair in Indonesian means "rambut "

The tag code switching occurred when the students answered the questioner from teacher. In here the teacher asking to students about the part of body and the first describe from hair so the students said "**Hair** itu rambut"

r. Ayesartinya **ma**ta

Ayes in Indonesia means " Mata"

The code switching "Ayes artinya mata" happen when the students answered the question from teacher. In here the students mention the meaning of shape of the body and then the students said "Ayes artinya mata".

s. Pin ipin…**hair** itu rambut pendek kan

The code switching "Pin ipin ... hair is short hair right" happen when the students asked to the theme, whether that is spoken is true. So their transition English language to Indonesia.*Pin ipin…it's hair means short hair?*

t. **Short hair** itu rambut pendek, hair itu rambut bukan pendek

The means of short hair in indonesi is "berambut pendek" and hair means "rambut"

The code switching **"Short hair**" itu rambut pendek, hair itu rambut bukan pendek" Happened when the student gave the theme so they use code switching from English to Indonesia.

u. Besar kan pak**round face.**

Mr. What does mean round face?

The tag code switching occurred when the students asked to the teacher "Besar kan pak**round face."** In here they do the code switching from Indonesia to English"

v. Bukan, **round face** itu wajah bulat

No. round face means in Indonesian language is"wajah bulat"

"Bukan, **round face** itu wajah bulat" This is code switching happen when the students give the clarification from friend. In here they do code switching from Indonesia to English.

w. **Oval** face berwajah lonjong

Oval face means in Indonesia "berwajah lonjong"

The tag code switching "**Oval** face berwajah lonjong"occurred when the students answered the asking from teacher. In here they use code switching from English to Indonesia.

x. Pak kalok mata sipit itu **ayes** apa..?

Mr. what the meaning of mata sipit ?

In here the code switching happen when the students asking vocabulary from the teacher, so they use code switching from Indonesia to english "Pak kalok mata sipit itu *ayes* apa..?"

2. Inter-sentential Code Switching

a. Inter-sentential Code Switching

The researcher found 8 utterances in this research that show the inter-sentential code switching.

1) Iya dan luruskan? ***Berarti long and straight hair***. Benar itu tulisannya.

   Yes, and straight? So, long and straight hair. The writing is right.

   The code switching occurred in "*Berarti long and straight hair*". It has meaning "*So, long and straight hair*". It's happened when the student asked to the her friend, and her friend answered, the student gave the affirmation and the justification of that sentence is supposed to be like that.

2) Hidungnya tadi sudah pak? ***Flat nose***, hidung pesek.

   Have the meaning hidung in English sir? Hidung pesek in English is flat nose.

   The code switching occurred in "*Flat nose*". It happened when the teacher gave the question and the student aswered the question from the teacher in English learning process.

3) Brown skin, **kok kebalik** she has brown skin.

   Brown skin, ups.. that is wrong. The righ is brown skin.

   The code switching occurred in "*Kok kebalik*". It has meaning "*ups.. that is wrong*". It happened when the students answered the question from the teacher. The student knew what she said is wrong.

4) Bermata bulat, terus **steam boy** berbadan kurus.

   Round-eyed, the next laki laki berbadan kurus in English is steam boy.

   The code switching occurred in "*steam boy*". It happened when the student answered the question from the teacher in English learning process about what is the meaning laki laki berbadan kurus in English.

5) Dia memiliki, **straight** .... lurus dia memiliki rambut pendek.

   He has straight hair. He has short hair.

   The code switching occurred in "*straight*". It happened when the student done the command from the teacher in English learning process to describe about her friend.

6) Belum baru sampek **pointed nose**, eh vi kalok mata sipit apa?

   Not yet, still pointed nose word, eh vi what is mata sipit in English?

   The code switching occurred in *"Pointed nose"*. It happened when the teacher asked the student to next the other word, and the student gave the explanation about the last word is pointed nose.

7) Ma, I ask you. **Apa artinya ini**, find pictures of people you love at home.

Ma, I ask you. What is the meaning "find pictures of people you love at home.

The code switching occurred in "*Apa artinya ini*". It has meaning "*What is the meaning*". It's happened when the student did know the sentence meaning. The finally the student asked to her friend.

8) Rambut lurus, ***straight hair*** seperti rambutku hehehe.

Straight hair, straight hair like my hair hehehe.

The code switching occurred in *"Straight hair".* It happened when the students tried to describe the hair. The hair that she wanted to describe is straight hair.

3. **Intra-Sentential Code Switching**

In here the researcher divided data into 3 parts; code switching by words, code switching by phrases and code switching by clauses. The researcher fined the Intra-Sentential code switching by words consist of 9 utterances, phrase consist of 14 utterances, clauses consist of 16 utterances.

a. **Code Switching by Words**

The researcher fined the Intra-Sentential code switching by words consist of 9 utterances.

1) *Pointed*, tulisannya gimana pak?

   Pointed, how to wiring sir?

   The code switching occurred when the student mention the word. Then, the student used code switching by "pointed" to next the asking in English learning process.

2) *Kecil*, small body.

   Small, that is small body.

   When the teacher gave the explanation, the student tried to answer question about some things in class. To answer the question, the student used code switching by "kecil" to give the right answer.

3) Pesek pak *nose* pesek

   Flat sir, flat nose.

   The code switching occurred when the student mention the word. Then, the student used code switching by "*nose*" to next the asking in English learning process.

4) Sus kulitmu termasuk *brown* atau white yang mana?

   Sus, what is color your skin? Brown or white?

   The code switching occurred when the student asked to her friend about skin color. Then, the student used code switching by "*brown*" to next the asking in English learning process.

5) Sus kulitmu termasuk brown atau *white* yang mana?

Sus, what is color your skin? Brown or white?

The code switching occurred when the student asked to her friend about skin color. Then, the student used code switching by "*white*" to next the asking in English learning process.

6) Ia menurut kamu yang mana? *Brown* apa white?

What is your opinion about my skin? Brown or white?

The code switching occurred when the student answered to her friend about skin color. Then, the student used code switching by "*brown*" to next the asking in English learning process.

7) Ia menurut kamu yang mana? Brown apa *white*?

What is your opinion about my skin? Brown or white?

The code switching occurred when the student answered to her friend about skin color. Then, the student used code switching by "*white*" to next the asking in English learning process.

8) Pingin maju tapi takut salah, tak bacakan *text* ku ya.

I want to present but I am afraid, may be can I just read my text.

The code switching occurred when the student wanted present but she afraid to do it, and the finally the students just read her text. To covey her opinion the student used code switching by "*text*" to next the conversation in English learning process.

9) Write dscriptions of each picture below them. ***Each*** itu apa?

Write dscriptions of each picture below them. What is 'each' in Indonesia?

The code switching occurred when the student confused about the meaning. He asked meaning of word 'each'. And he asked using code switching by "*each*".

b. **Code Switching By Phrase**

In here the researcher fined the Intra-Sentential code switching by phrase consist of 14 utterances.

1) Tidak harus ***curly hair*** kan pak?

Do not have to be 'curly hair' sir?

The code switching occurred in phrase by "*curly hair*". The student said it because she wanted to ask about description of people. Then, he used code switching by "*curly hair*" as the topic material that will learn at the moment in class.

2) He has round face, ***bener pak***.

He has round face. Right sir.

The code switching occurred in phrase by " bener pak". It has the meaning in English language as "Right sir". It happened when the student feel confused because the student did know which one meaning is right. Then, he used code switching by " bener pak".

3) He has short... ***Tubuh apa pak?***

He has short.... body like what sir?

The code switching occurred in phrase by " tubuh apa pak?". It has the meaning in English language as "*Body like what sir*". It happened when the student asked to the teacher. To consider light the conversation, the student used code switching by "*tubuh apa pak?*".

4) Long hair, ***rambut panjang.***

Rambut panjang in English is long hair.

The code swithching occured in phrase by *"rambut panjang"*. It has the meaning in English language as*"Long hair"*. It happened when the student aswered the question from the teacher about the material in class. So that the student used code swithcing "*rambut panjang*".

5) ***Tall body*** pak gik, dia berbadan tinggi.

Tall body sir, he is tall body.

The code switching occurred in phrase by *"tall body"*. The student said it because she wanted to ask about description of people. Then, he used code switching by "*tall body*"as the topic material that will learn at the moment in class.

6) Iya emang ***narrow eyes***, mata kamu itu yang round eyes.

Of course narrow eyes, your eyes is round.

The code switching occurred in phrase by *"narrow eyes"*. The student said it because she wanted to make convincing that the right answer is

narrow eyes. Then, she used code switching by "*narrow eyes*"as the topic material that will learn at the moment in class.

7) Iya emang narrow eyes, mata kamu itu yang ***round eyes.***

   Of course narrow eyes, your eyes is round.

   The code switching occurred in phrase by *"round eyes"*. The student said it because she wanted to make convincing that her eyes is narrow eyes. Then, she used code switching by "*round eyes*"as the topic material that will learn at the moment in class.

8) ***Culry hair*** is rambut keriting, bisa tidak pak?

   Curly hair in Indonesia is rambut keriting, can I use it sir?

   The code switching occurred in phrase by *"culry hair"*. The student used it to answer the question from the teacher as the topic material that will learn at the moment in class.

9) ***Narrow eyes*** itu mata sipit seperti cina hehehe..

   Narrow eyes in Indonesia is mata sipit. Those eyes like a chinese.

   The student said it because he gave the statement. And the statement that he used is the phrase. It's phrase is *"narrow eyes"* to easy conversation in class.

10) Seperti itu kok ***tall body***, yang tinggi kayak apa?

   Why is he called tall body? Actually how is people tall body?

It happened when the student feel confused about tall body actually. Then he asked to the teacher. In the statement above he used code switching *"tall body"* to help in English learning process.

11) Kamu itu lo nang, ***short body.***

You are short body.

It happened when the student wanted to talk about form of body. She said Nang is short body. The code switching occurred in phrase by *"short body".*

12) Oke, ***just little*** ya. Sebisaku.

Ok, just little. As far as I can.

The code switching occurred in phrase by *"just little".* It happened when the student would present in front of class, and she tried to use code switching to help her statement.

13) You have white skin, ***berkulit putih.***

You have white skin in Indonesisa is berkulit putih.

The code switching occurred in phrase by *"berkulit putih".* It has the meaning in English language as *"white skin".* It happened when the student described her friend in the class. Her friend has white skin, and the student tried to translate in Indonesia language.

14) Have round eyes. ***Bermata sipit***. Ehh.. bulat

Have round eye in Indonesia is bermata sipit. Oh that is wrong, the right meaning is berata bulat.

The code switching occurred in phrase by *"bermata sipit"*. It has the meaning in English language as*"round eyes"*. It happened when the student wanted to guess the answer from the teacher at the class.

c. Code Switching by Clause

In here the researcher fined the Intra-Sentential code switching by words consist of 16 utterances.

1) She has round eyes, ***dia bermata bulat.***

   The meaning of she has round eyes in Indonesia is dia bermata bulat.

   The code switching occurred by *"dia bermata bulat"*. It has the meaning in English language as "*she has round eyes*". It happened when the student translated the statement. Then, she used code switching by *"dia bermata bulat*" to translate it.

2) ***She has short hair***, dia berambut pendek.

   She has short hair in Indonesia is dia berambut pendek.

   The code swithching occured in clause by *"she has short hair"*. It happened when the student aswered the question from the teacher about the material in class. So that the student used code swithcing *"she has short hair"*.

3) ***She has narrow eyes***, dia bermata sipit.

   She has narow eyes in Indonesia is dia bermata sipit.

The code switching occurred in clause by *"she has narrow eyes"*. The student said it because she wanted to make convincing that the right answer is narrow eyes. Then, she used code switching by *"she has narrow eyes"*"as the topic material that will learn at the moment in class.

4) ***She has flat nose***, dia berhidung pesek.

   She has flat nose in Indonesia is dia berhidung pesek.

   The code switching occurred in "*She has flat nose"*. It happened when the teacher gave the question and the student aswered the question from the teacher in English learning process.

5) ***She has brown skin***, dia berkulit coklat.

   She has brown skin in Indonesia is dia berkulit coklat.

   The code switching occurred in clause by *"she has brown skin"*. It happened when the student described her friend in the class. Her friend has brown skin, and the student tried to translate in Indonesia language.

6) ***She has small body***, dia bertubuh kecil.

   She has small body in Indonesia is dia bertubuh kecil.

   The code switching occurred in clause by *"she has small body"*. The student said it because she wanted to ask about description of people. Then, he used code switching by "*she has small body"*"as the topic material that will learn at the moment in class.

7) **He has short hair**, dia berambut pendek.

He has short hair in Indonesia is dia berambut pendek.

The code swithching occured in clause by *"he has short hair"*. It happened when the student aswered the question from the teacher about the material in class. So that the student used code swithcing *"he has short hair"*.

8) **He has round face**, dia berwajah bulat.

He has round face in Indonesia is dia berwajah bulat.

The code switching occurred in clause by *"he has round face"*. The student said it because she wanted to make convincing that the right answer is he has round face. Then, she used code switching by *"he has round face"*as the topic material that will learn at the moment in class.

9) **He has tall body**, dia berbadan panjang. Eh.. berbadan tinggi.

He has tall body in Indonesia is berbadan tinggi.

The code switching occurred in clause by *"she has tall body"*. The student said it because she wanted to ask about description of people. Then, he used code switching by "*she has tall body*"as the topic material that will learn at the moment in class.

10) **He has steam boy**, dia berbadan kurus.

He has stema boy in Indonesia is dia berbadan kurus.

It happened when the student wanted to talk about form of body. She said steam boy. The code switching occurred in clause by *"steam boy"*.

11) **He has pointed nose**, di berhidung mancung.

He has pointed nose in Indonesia is dia berhidung mancung.

The code switching occurred in "*he has pointed nose*". It happened when the teacher gave the question and the student aswered the question from the teacher in English learning process.

12) She has white skin, she has pointed nose, she has long and curly hair, she has round eyes, she has tall body, **gimana ma, udah bener belum?**

She has white skin, she has pointed nose, she has long and curly hair, she has round eyes, she has tall body, How about it? Is it right?

The code switching occurred in clause by *"gimana ma, udah bener belum?"*. It has the meaning in English language as *"how about it? Is it right?"*. It happened when the student described her friend in the class.

13) **You love at the home** itu, yang kamu cintai dirumah.

You love at the home in Indonesia is apa saja yang kamu cintai dirumah.

The code switching occurred in "*you love at the home*". It happened when the teacher gave the question and the student aswered the question from the teacher in English learning process.

14) **Have long hair**, rambut mu panjang.

Have long hair, your hair is long.

When the teacher gave the explanation, the student triedto answer question about some things in class. To answer the question,the student used code switching by "*have long hair*" to give the right answer.

15) **Have tall body**, badan mu juga tinggi.

Have tall body, your bosy is tall too.

The code switching occurred in "*have tall body*". It happened when the student answered the question from the teacher in English learning process about what is the meaning mempunyai badan tingggi in English.

16) Have medium nose, **bener gak**? Hidungmu kan gak mancung juga gak pesek.

Have medium nose. Is it right? Your nose is not flat and not pointed.

The code switching occurred in clause by " bener gak". It has the meaning in English language as "is it right?". It happened when the student feel confused because the student did know which one meaning is right. Then, he used code switching by " bener gak?".

B. The students' response toward using code switching in their speaking during English learning.

The result of the interview showed that the students used code switching in the classroom. Code switching is one strategy that emphasis on understanding. Based on the interviews,the researcher found five conclusions about the students' response toward using code switching in their speaking during English learning.

The first is the teacher and the students often used code switching in teaching English because students can understand the expression phrase in English so that students are more active in communicating in the class because they know the meaning of the intended language.

The second is the students often used code switching in the classroom because it facilitates her in understanding in the lessons and communications so that she is more active in class during English lesson.

The third is the students have confidence to communication in during English learning because they understand with the massage from communication. By way of code switching the students more confident in speaking.

The fourth is the students use code switching it facilitates to understanding massage from talking with a friends and with the teacher. Because with code switching the student get the good understanding in English learning.

The last is the students make it easier to get information from the teacher and they more easily carry out conversation with friends. It made they comfortable in English learning.

In addition to using interview researchers also used questionnaire to strengthen the data. By giving the questioner, it can be known the responses of using code switching for the seventh grade students during English learning.

11) Are you interested in studying English when using two languages English and Indonesian in turns in the learning process?

Code switching can make students interested in learning English.

The first item was dealing with the students' interest in learning English using code switching. In this first part, researcher found that all of the students said that they interested in learning English using code switching.

12) Do you often use two languages namely English and Indonesian when English lesson?

The students were using code switching in English learning.

The second item was dealing about the 30 students who were using code switching in English learning.

13) Is the use of two languages alternately in English and Indonesian by teachers and friends at the time of learning English makes you more active in communicating English?

The students were active in communicating in English language.

The third item was dealing about the students who were more active in communicating in English language. In this item the researcher found 28 students were active in communicating in English language and 2 students were not active in communicating in English language.

14) Can you understand the English material that the teacher conveyed during the learning of English using two languages namely English and Indonesian?

The students understood the materials using code switching in English learning process.

29 students understood the materials using code switching in English learning process. In addition, just 1 student did not understand the materials using code switching in English learning process.

15) Is the use of two languages alternately in English and Indonesian by teachers and your friends during the English language helps you understand the instructions that have been delivered?

The students used code switching helped to understand instruction in English. In this item all of the students used code switching helped to understand instruction in English.

16) Is the use of two languages in turn that is English and Indonesia discussed by the other person when the English lesson can help you understand new or difficult words?

The students often used code switching in learning English to comprehend the difficult word.

These 27 students often used code switching in learning English to comprehend the difficult word and 3 students did not used code switching in learning English to comprehend the difficult word.

17) Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident in the classroom?

The students feel confidence used code switching in learning English.

In other word, 29 students feel confidence used code switching in learning English. In addition, 1 student was not confidence to use code switching in learning English.

18) Is the reason you use two languages in turn that is Indonesian English because you feel less able to speak English?

The students using code switching in learning English because they less able to speak English.

The Most of students using code switching in learning English because they less able to speak English.

19) Is the use of two languages alternately by your teacher and friends when the English lesson can help in understanding the grammar (rules for forming phrases or sentences) in English?

The students understood grammatical to make phrase or sentence in English language.

In this item was dealing that 28 students understood grammatical to make phrase or sentence in English language. In addition, just 2 students did not understand grammatical to make phrase or sentence in English language.

20) Is the use of two languages alternately by your teacher and friends during English learning can help you in carrying out the task in the form of English text?

The students used code switching help carry out the task.

The last item was dealing that 29 students said using code switching help carry out the task, and 1 student said using code switching did not help carry out the task in the classroom.
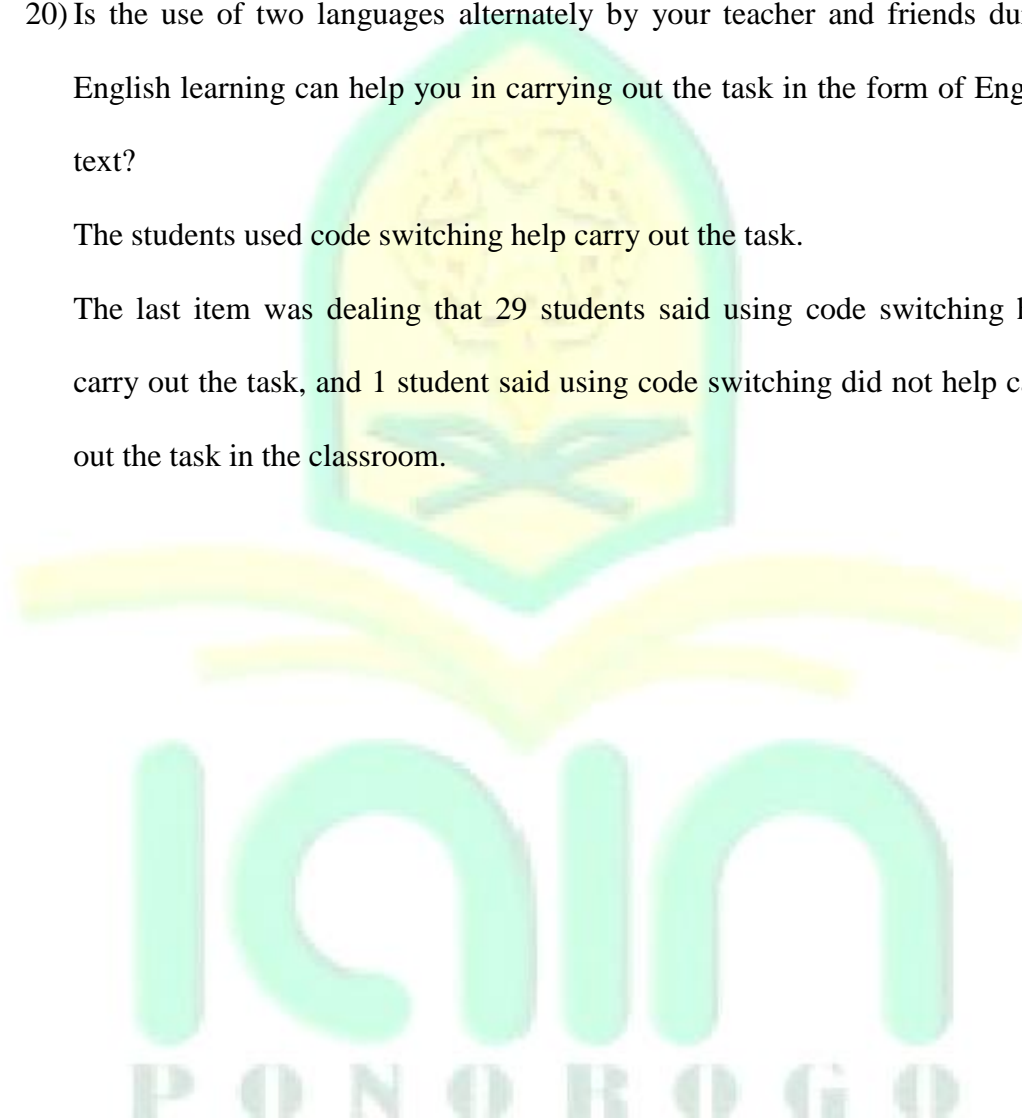
CHAPTER VI

CONCLUSION

In this chapter, the researcher gives some conclusions and suggestions from the data that has beenanalyzed. The conclusions and suggestions are:

A. Conclusion

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

1. The types of grammatical code switching which are used by the seventh-grade students at SMPN 2 Ngariboyo, the researcher concludes that there are 3 types of grammatical code switching. They are code switching in the type of tag code switching, intra-sentential code switchingand inter-sentential code switching.

2. There are found 8 the responses of students usegrammatical code switching in their speaking during English learning. Those are, the students interested in learning English, more active in communicating in English language, more get understanding the materials, to comprehend the difficult word, feel confidence in the class, can help to understand grammatical to make phrase or sentence in English language, to help the students carry out the task, and comfortable in English learning.

B. Suggestion

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

1. For teachers

   Code switching is one way to make easier in study language so it will useful for teacher to use conveying material and communication with their students as a drill of four English skillin 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 nextresearchers

   This thesis can be a reference for those who would like to continue this research or conduct research especially those which have the relation with sociolinguistic stress. With the different teaching method or strategy hopefully can improve the English teaching and learning process in our country

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