

**AN ANALYSIS OF CODE SWITCHING IN TEACHING
ENGLISH SPEAKING SKILL USED BY THE TEACHER
AND THE STUDENTS AT THE EIGHTH GRADE OF
SMPN 1 SAMBIT PONOROGO**

THESIS



By

TRI RAHAYU

NIM. 210915068

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
(IAIN) PONOROGO**

2019

ABSTRACT

Rahayu, Tri. 2019. *An Analysis of Code Switching in Teaching English Speaking*

Skill Used by the Teacher and the Students at the Eighth Grade of SMPN 1

Sambit Ponorogo. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Wiwin Widyawati, M.Hum.

Key Words: Code Switching, Speaking Skill, Teaching Learning Process.

Teaching English has been an important issue in countries where English is not their first language. In English language classroom, code switching can be used as a tool to maintain classroom management in the sense that it serves as a powerful approach to execute orders as well as means to emphasize important key terms. Code switching in the classroom is mainly practiced as a tool for communication, both offering opportunities for students to understand the taught concepts well, and enhancing a smooth continuity of the classroom instruction. This implies that the practice of code switching in the classroom helps to fill the bridge of miscommunication between the teacher and the students particularly as regards to giving instruction.

This research was conducted in order to know: 1. The types of code switching used by the teacher and the eighth grade students at SMPN 1 Sambit, 2. The functions of code switching used by the teacher and the eighth grade students at SMPN 1 Sambit, 3. The student's perceptions toward the

use of code switching in teaching English speaking skill at the eighth grade of SMPN 1 Sambit.

The research approach was qualitative and the design was case study. The objects of this research were 72 students. The data collection was done by applying observation, interview, giving questionnaire, and documentation. The researcher also analyzed data reduction, data display, and drawing conclusion.

The result of research showed that there were 3 types, 3 functions of code switching and 10 student's perceptions toward code switching used by the teacher and the eighth grade students at SMPN 1 Sambit Ponorogo. They are 15 tag code switching, 17 intra-sentential code switching, and 29 inter-sentential code switching. The Functions of code switching are 1 participant, 5 solidarity, and 2 topic switch. Meanwhile 10 of student's perceptions toward used code switching are; make students discipline in the class, help students to understand the materials, make students active in the teaching learning, help students to comprehend the difficult or new word, make students confident, help students to comprehend about the teacher's instructions, make students interested to join English class, make easy to communicate with the teacher and friends during the English lesson, make easy to do the assignment, help students to share their ideas and opinions.

Finally, the researcher concludes that there are 69 utterances of code switching used by the teacher and the eighth grade students in teaching learning process. Then, there are 10 student's perceptions toward code switching

that occurred in conversation between the teacher and the students in teaching learning process.



APPROVAL SHEET

This is certify that *Sarjana's* thesis of:

Name : Tri Rahayu
 Student Number : 210915068
 Faculty : Tarbiyah and Teachers Training
 Department : English Education
 Title : An Analysis of Code Switching in Teaching English Speaking Skill Used by the Tteacher and the Students t the Eighth Grade of SMPN 1 Sambit

has been approved by the advisor and is recommended for approval and acceptance.

Advisor

May, 15th 2019



Wiwin Widyawati, M.Hum
 NIP. 197505212009122002

Acknowledged by

Head of English Education Department of
 Tarbiyah and Teachers Training Faculty
 State Institute of Islamic Studies Ponorogo




Priya Rochmahwati, M.Pd.
 NIP. 198103162011012003



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name : Tri Rahayu
 Student Number : 210915068
 Faculty : Tarbiyah and Teacher Training
 Department : English Education
 Title : An Analysis of Code Switching in Teaching English Speaking Skill Used by the Teacher and the Students at the Eighth Grade of SMPN 1 Sambit

Has been approved by the board of examiners on

Day : Thursday, 20th June 2019
 Date : 20th June 2019

And has been accepted as the requirement for the degree the sarjana in English Education on :

Day : Monday
 Date : 1st July 2019
 Ponorogo, 1st July 2019

Certified by

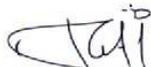
Dean of Tarbiyah and Teacher Training
 State Institute of Islamic Studies Ponorogo



Dr. W. Widi, M.Ag
 NIP. 196512171997031003

Board of Examiners

1. Chairman : Nurul Khasanah, M.Pd
2. Examiner I : Pryla Rochmahwati, M.Pd
3. Examiner II : Wiwin Widyawati, M.Hum

()
 ()
 ()

SURAT PERSETUJUAN PUBLIKASI

Yang Bertanda tangan di bawah ini:

Nama : Tri Rahayu

NIM : 210915068

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi/ Thesis : An Analysis of Code Switching in Teaching English Speaking Skill Used by the Teacher and the Students at the Eighth Grade of SMPN 1 Sambit Ponorogo.

Menyatakan bahwa naskah skripsi/ thesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id**. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 01 Juli 2019

Penulis



Tri Rahayu

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Tri Rahayu
NIM : 210915068
Jurusan : Tadris Bahasa Inggris
Fakultas : Tabiyah dan Ilmu Keguruan IAIN Ponorogo
Judul Skripsi : An Analysis of Code Switching in Teaching English Speaking Skill Used by the Teacher and the Students at the Eighth Grade of SMPN 1 Sambit Ponorogo.

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 15th May 2019

Yang Membuat Pernyataan



Tri Rahayu

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communal possession, but at the same times an abstract entity. Individuals have access to it and constantly show that they do so by using it properly. As we will see, a wide range of skills and activities is subsumed under this concept of proper use.¹ Language is formed as sound or written text that has meaning. There are many languages in the world and one of the main languages in the world is English. English is an International language, usually used in conference

¹ Ronald Wardhaugh, *An Introduction to Sociolinguistics Sixth Edition* (Wiley-Blackwell Publisher Ltd,2010),2.

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

Kannan stated that English plays an important role like a channel of communication. Learning English improve the individual's status and opportunities in education, technology, global trades, and business. Accordingly teaching English has been an important issue in countries where English is not their first language so learning second language or foreign language are difficult for learners because they cannot use English in real life situations, they

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

should learn sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language.³

In English language classroom, code switching can be used as a tool to maintain classroom management in the sense that it serves as a powerful approach to execute orders as well as a means to emphasize important key terms. Code-switching is crucial for language development as it allows effective transfer of ideas from the teacher to the students and vice versa. It is with this notion that code-switching should be exposed to students at the early stages of learning as this exposure endows

³ Ali Derakhshan, Marjan Shirmohammadli, "The Difficulties of Teaching English Language: The Relationship between Research and Teaching" *Education*, 1 (March, 2015), 103.

students to have motivation towards effective and successful learning and progressively become proficient speakers of a target language. For effective and efficient English language teaching and learning, for instance, advises teachers to use code-switching not only as a means to point out main learning themes and other key tasks but also to point out students' errors and to give immediate correction. This practice does not only enhance students' learning of the English language, as discover, but it also does improve students' engagement in answering questions which subsequently leads to an enhanced teaching and learning of the English language. Equally important, teachers' use of code switching in the target language instruction can assist the students in understanding the materials due to their lack of

target language proficiency.⁴ From the statements above code switching has become a tool that can be use in order to assist the English language teaching and learning process.

In language teaching learners often talk about the four language skills, speaking, listening, reading, and writing in terms of their direction and modality. Language generated by the learners (in either speech or writing) is considered productive, and language directed at the learners (in reading or listening) is known as receptive language. Modality refers to the medium of the language (whenever it is aural/oral or written). Thus, speaking is the productive, oral skill. Speaking is an interactive process of constructing

⁴ Severinus Sakaria, Joko Priyana, "Code-Switching: A Pedagogical Strategy in Bilingual Classrooms" *Education*, 3 (March,2018),178.

meaning that involves producing, receiving and processing information.⁵ It means that speaking English is not easy as the people described, it can be defined that speaking learning process needs drill or practice on some exercises.

During observation in SMPN 1 Sambit, for the eighth grade 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.

Switching from English to Indonesian or any other language can also be employed as

⁵ Kathleen M. Bailey, *Practical English Language Teaching Speaking*, (Mc Graw Hill: 2005),2 .

communication strategy in English classroom instruction. Code switching in the classrooms is mainly practiced as a tool for communication, both offering opportunities for students to understand the taught concepts well, and enhancing a smooth continuity of the classroom instruction. This implies that the practice of code switching in the classroom helps to fill the bridge of miscommunication between the teacher and the students particularly as regards to giving instruction.⁶ Therefore code switching can help students to express their ideas, to communicate with the teacher and their friends in English speaking class.

⁶*Ibid.*, 177.

When two or more people communicate which each other in speech, we can call the system they used a code. We should also note that two speakers who are bilingual, that is, who have access to two codes, and who for one reason or another shift back and forth between the two languages as they converse by code switching.⁷ Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. As Gal in (Wardhaugh) says, code switching is a conversational strategy used to establish, cross or destroy group boundaries; to

⁷ Ronald Wardhaugh, *An Introduction to Sociolinguistics Sixth Edition* (Wiley-Blackwell Publisher Ltd,2010),1.

create, evoke or change interpersonal relations with their rights and obligations.⁸

From the statements above, it can be assumed that code switching as the alternative use by bilinguals or multilinguals of two or more languages in the same conversation.

SMPN 1 Sambit is one of the schools in Ponorogo that has interesting English learning process. The teacher and the students use code switching in speaking class because English lesson is a foreign language for them. The teacher and the students used English only when they are in the English lesson. In the eighth class the teacher and students doing code switching, because code

⁸*Ibid.*, 98.

switching helps the teacher and the students. By using code switching the teacher can easily give instruction and explanation about the materials, furthermore to the students, they will be easy to understand the material, teacher's instructions and to express their ideas.⁹ So the researcher concludes that code switching can support the teaching learning activity especially in speaking class and give good influence in communication between teacher and students.

Thus, because of the point of view about code switching utility in speaking class, the researcher is interested to do the research with the title "An Analysis of Code Switching in Teaching English Speaking Skill Used by the Teacher and the

⁹Marsam, The Result of Interview with English Teacher SMPN 1 Sambit, Accessed on Wednesday, March 6th 2019.

Students at the Eighth Grade of SMPN 1 Sambit Ponorogo.

B. Focus of the Study

This research focuses on an analysis of code switching in teaching English speaking skill used by the teacher and the students of the eighth grade of SMPN 1 Sambit Ponorogo in academic year 2018/2019.

C. Statements of the Problem

Based on the background of the study, the writer formulates the statements of the problem bellow:

1. What are the types of code switching used by the teacher and the eighth students in teaching English speaking skill of SMPN 1 Sambit?
2. What are the functions of code switching used by teacher and the eighth students in teaching English speaking skill of SMPN 1 Sambit?
3. How are the students' perceptions toward code switching in teaching English speaking skill?

D. Objectives of the Study

1. To identify the types of code switching in teaching English speaking skill used by the teacher and the students at the eighth grade of SMPN 1 Sambit.

2. To analyze the functions of code switching in teaching English speaking skill used by the teacher and the students at the eighth grade of SMPN 1 Sambit.
3. To know the students' perceptions toward code switching in teaching English speaking skill used by the teacher and the students at the eighth grade of SMPN 1 Sambit.

E. Significances of the Study

1. Teacher

This study is expected to be able to give solutions to the teacher in solve the student's problem in teaching English speaking skill and it can encourage learning process more effectively.

2. Students

This study is expected to be able increase student's understanding about the materials and to improve student's speaking ability.

3. Readers

This study is expected to be able to give a contribution to readers, particularly the students of English Education Department of Institute of Islamic Studies Ponorogo.

4. Future

This study is expected able to be a reference for the next researcher would like to continue this research about code switching in teaching English.

F. Organization of the Thesis

Chapter I is Introduction. In this chapter, consist of background of the study, focus of the study, statements of the problems, objectives of the study, significant of the study, and organization of the thesis.

Chapter II is literature review. It involves of previous research finding and theoretical discussion of review that related with research; definition of sociolinguistics, scope of sociolinguistics, language variation, definition of bilingualism, definition of code switching, types of code switching, functions of code switching, code switching in teaching classroom.

Chapter III is research methodology. It include of research design, research role, research location, data sources, technique of collecting data, technique of analysis data, checking validity, and research procedure.

Chapter IV is research finding. It include of general data and specific data.

Chapter V is discussion. It consist of types of code switching, functions of code switching in teaching English speaking skill used by the teacher and the students at the eighth grade and students' perceptions toward code switching used in teaching English speaking skill .

Chapter VI is conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

To do this research, the researcher has found the previous research findings that has given inspiration to observe code switching used by the teacher and the students in teaching English speaking skill. There are two studies chosen as previous research findings which have contribution in doing this research.

The first study is conducted by Siti Halimah, students from IAIN Ponorogo the title is *“Grammatical Code Switching as a Bridge in*

Speaking Skill among the Seventh Grade Students of SMPN 2 Ngariboyo”. The problem statements are:

1. What are types of grammatical code switching used 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.

The conclusions of this research are:

Based on the findings, it is found that there were three types of code switching used in learning process. They are 25 tag code switching, 38 intra-sentential code switching, and 8 inter-sentential code switching.

The findings also found five conclusions about the student’s responses toward using code

switching in their speaking during English learning.

Those are:

- a. 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 doing communication in the class because they know the meaning of the intended language.
- b. The second is the students often used code switching in the classroom because it facilitates them in understanding in the lessons and communications so that students is more active in class during English lesson.
- c. The third is the students have confidence to communication in during English learning

because they understand with the message from communication. By using of code switching the students are more confident in speaking.

- d. The fourth is the students use code switching to get understanding message from talking with a friend and with the teacher. Because by using code switching the student get better understanding in English learning.
- e. The last is the students found easier to get information from the teacher and they are more easily to carry out conversation with friends. It made them comfortable in learning English.¹⁰

The differences between Siti Halimah's study and this study are Siti Halimah discussed about grammatical code switching as a bridge in speaking

¹⁰ Siti Halimah. Code switching as a Bridge Speaking Skill Among Seventh Grade Students of SMPN 2 Ngariboyo (Thesis IAIN Ponorogo,2017)

skill among 7th grade students and focused on types of code switching and students' responses. Meanwhile this study focused on types, functions and students' perception of code switching in teaching English speaking skill used by the teacher and the students at the 8th grade. Then the similarities of Siti Halimas's study and this study is same analysis sociolinguistics study which focuses on code switching as a tool in teaching English speaking skill.

The second is research from Ratna Puji Astutik, graduated from IAIN Ponorogo, the title is "*Code Switching and Code Mixing Used by Expert in the Concern of Rising Star Indonesia on RCTP*".

The problems statements are:

1. What are the types of code switching and code mixing used by Rising Star Indonesia's expert?
2. What are the functions of code switching and code mixing used by expert of Rising Star Indonesia on RCTI?

The conclusions are:

1. The first research problem is to know the types of code switching and code mixing used by expert Millane Fernandez in the concert of Rising Star on RCTI. The researcher found three types of code switching and two types of code mixing. There are the types of code switching: 20 inter-sentential, 36 intra-sentential and 1 emblematic code switching, and two types of code mixing: 89 intra-sentential and 33 intra lexical code mixing used by expert Millane

Fernandez in the concert of Rising Star Indonesia on RCTI.

2. The second research problem is to answer the functions of code switching and code mixing used by expert Millane Fernandez. The researcher found five functions of code switching and three functions of code mixing. The functions of code switching are express solidarity, topic switch, covering inability in speaking a certain language, reducing and avoiding face, and making amusing situation by using humor. Then the functions of code mixing

are lexical need, incompetence, and expressing self emotion.¹¹

The differences Ratna's study with this study is this study focused on code switching in teaching English while ratna's study focus on code switching and code mixing used by the expert Millane Fernandes in concert of Rising Star Indonesia on RCTI. The similarities between Ratna's study and this study are in same analysis sociolinguistic study and in problems of the statements in number 1 and 2. Number 1 is the types and the number 2 is about the functions.

The third is research from Ike Dyah Sintianingtyas, students from IAIN Surakarta, the title is "*Code Switching Analysis Used by English*

¹¹ Ratnas Puji Astutik, Code Switching and Code Mixing Used by Expert in the Concern of Rising Star Indonesia on RCTI. (Thesis IAIN Ponorogo, 2017)

Teacher of Eleventh Grade Students of Man Sukoharjo". The problem statements are:

1. What are the types of code switching used by English teacher of the eleventh grade students of MAN Sukoharjo in the Academic year of 2016/2017?
2. What are the functions of code switching used by English teacher of the eleventh grade students of MAN Sukoharjo in the Academic year of 2016/2017?

The conclusions of this research are:

1. The first research problems are to know the type of code switching used by English teacher in teaching and learning process. The researcher found three types of code switching used by the

English teacher. They are 59 inter-sentential code switching, 41 intra sentential code switching, and 25 tag code switching.

2. The second research problem is to answer the functions of code switching used by English teacher in teaching and learning process. The researcher found six functions of code switching used by English teacher. They are 35 reiterations, 29 message qualification, 22 personalization or objectification, 18 addressee specification and interjection, and 3 functions of quotation.¹²

The differences Ike Dyah Sintianingtyas study's and this study is Ike Dyah discussed about analysis code switching used by English teacher in senior high school at the eleventh grade students.

¹² Ike Dyah Sintianingtyas. Code Switching Analysis Used by English Teacher of Eleventh Grade Students of MAN Sukaharjo (Thesis IAIN Surakarta,2017).

Meanwhile this study discussed code switching used by English teacher in junior high school at the eighth students. Then the similarity of Ike Dyah Sintianingtyas's study and this study is same analysis code switching in teaching learning process.

B. Theoretical Background

1. Sociolinguistics

a. Definition of Sociolinguistics

Sociolinguistics is the study of language in relation to society. According to R.A.Hudson, sociolinguistics is part of the study of language. Thus, the value of sociolinguistics is the light which it throws on the nature of language in general, or on the characteristics of some

particular language.¹³ Then, Janet Holmes says that sociolinguistics is study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of languages and the ways it is used to convey social meaning.¹⁴

According Ronald Wardhaugh, Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the

¹³R.A Hudson, *Sociolinguistic*, Second Edition,(Cambridge University Press ,2011),4

¹⁴Janet Holmes, *An Introduction to Sociolinguistic Fourth Edition*,(London and NewYork:Routledge,2013),1.

structure of language and of how languages function in communication.¹⁵

Meanwhile Gumperz quoted by Donal Wardhaugh has observed that sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur.¹⁶ And Chambers say that 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.

From definitions above, the researcher can conclude that sociolinguistics is concerned

¹⁵Ronald Wardhaugh, *An Introduction to Sociolinguistics Sixth Edition*,(Wiley-Blackwell Publisher Ltd, 2010),12

¹⁶ *Ibid.*,10.

with the relationship between language and the context in which it is used.

b. Scope of Sociolinguistics

According to Ronald Wardhaugh, Sociolinguistics is divided into two studies: they are micro-sociolinguistics and macro-sociolinguistics. Coulmas says that micro-sociolinguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age. Macro-sociolinguistics, on the other hand, studies what societies do with their languages, that is, attitudes and attachments that account for the functional distribution of speech forms in society, language shift, maintenance, and

replacement, the delimitation and interaction of speech communities.¹⁷

c. Language Variation

If one thinks of language as a phenomenon including all the languages of the world, the term “variety of language” can be used to refer to different manifestations of it, in just the same ways as one might take “music” as a general phenomenon and then distinguish different ‘varieties of music’.

R.A.Hudson defines a variety of language as ‘a set of linguistic items with similar distribution,’ a definition that allows us to say that all of the following are varieties: Canadian

¹⁷ *Ibid.*,13

English, London English, the English of football commentaries, and so on. According to R.A.Hudson, this definition also allows us to treat all the languages of some multilingual speaker, or community, as a single variety, since all the linguistic items concerned have a similar social distribution. A variety can therefore be something greater than a single language as well as something less, less even than something traditionally referred to as a dialect.¹⁸

Ferguson was quote by Donald Wardhaugh offers another definition of variety: anybody of human speech patterns which is sufficiently homogeneous to be analyzed by available techniques of synchronic description

¹⁸ R,A Hudson, *Sociolinguistics Second Edition*,(Cambridge University Press ,2011),21.

and which has a sufficiently large repertory of elements and their arrangements or processes with broad enough semantic scope to function in all formal contexts of communication.¹⁹

Based on statements above, the researcher concludes that language variation is a form of a language as various social interactions that are used by the people.

d. Bilingualism

The acquisition of two languages from birth on is also an important topic in the studies of bilingualism. When we talk about an individual's ability to use more than one

¹⁹ Ronald Wardhaugh, *An Introduction to Sociolinguistics Sixth Edition*, (Wiley-Blackwell Publisher Ltd, 2010),23.

language, we are talking about bilingualism.²⁰ The other definitions of bilingualism from Grosjean, he says bilinguals are people who need and use two (or more) languages in their everyday lives.

According to Weinreich, there are three types of bilingualism, naming them compound, coordinate, and sub-coordinate. Basically, the way one learns a language is said to have an impact on how concepts are encoded and stored in the brain. Compound bilingualism stands for an individual who learns the two languages in the same context and situation, so that two words (one in each language) have one common meaning and representation in the brain, thus

²⁰ Katja F. Cantone, *Code Switching in Bilingual Children*, (University of Bremen, Germany: Springer),2.

creating an interdependence of the two languages. In contrast, coordinate bilingualism state an independency between the two languages. Sub-coordinate is the individual learns the two languages in different contexts, so that each word has its own specific meaning.²¹

Therefore bilingual is individual speaks more than one language occurs in many societies. Bilingual can be defined in to three types such as compound, coordinate, and sub-coordinate.

²¹ *Ibid.*, 5

2. Code Switching

a. Definition of Code Switching

Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than bilingualism. People, then, 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 known as code-switching.²² Penelope and Chloros also stated that such varied combinations of two or more linguistic varieties occur in countless

²² Ronald Wardhaugh, *An Introduction to Sociolinguistics* Sixth Edition, (Wiley-Blackwell Publisher Ltd, 2010), 98

bilingual societies and communities, and are known as code switching. It refers to the use of several languages or dialects in the same conversation or sentence by bilingual people.²³

Myers-Scotton in Kajja defined code switching is the selection by bilinguals or multilingual of forms from an embedded language (or languages) in utterances of a matrix language during the same conversation. Meisel also defined code switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with

²³ Penelope Gardner-Choloros, Code Switching,(Cambridge University Press,2009),4.

sociolinguistic rules and without violating specific grammatical constraints.²⁴ Meisel defined the term code switching by pointing out the competence of the speaker in both pragmatic and grammatical aspects of the languages involved.

Code Switching is one of the possible outcomes of contact between two (or more) varieties, often co-existing and overlapping with other outcomes. Code Switching is rule-breaking behavior, which should be seen not in relation to static norms but in terms of language change and convergence²⁵.

²⁴ Katja F. Cantone, *Code Switching in Bilingual Children*, (University of Bremen, Germany: Springer),57

²⁵ Penelope Gardner-Choloros, *Code Switching*,(Cambridge University Press,2009),41.

Another's definitions from Hymes, he stated code switching as a common term for alternative use of two more languages, varieties of a language or even speech styles. While Bokamba defines code switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event.²⁶

Based on some definitions above, the researcher can conclude that code switching is the alternative by bilingual or multilingual use two or more language or movement between varieties that occur during a conversation, from sentence to sentence, or within a sentence.

²⁶ Fitrah Auliya Ansar, "Code Swiching and Code Mixing in Teaching-Learning Process,"1(2017),31

b. Types of Code Switching

Some authors have discussed different types of code-switching. Ronald Wardhaugh describes two kinds of the code-switching as bellow:

1. Situational code-switching occurs when the languages used change according to the situations in which the conversant find them: they speak one language in one situation and another in a different one.
2. Metaphorical code-switching occurs when a change of topic requires a change in the language used. You change the code as you redefine the situation like formal to informal,

official to personal, and politeness to solidarity.²⁷

Meanwhile, Kajja describes there are three types of the code-switching:

1. Tag code-switching

Tag code switching refers to a mix involving an utterance and interjection (or tag). In which tags and certain set phrases in one language are inserted in to an utterance otherwise in another.²⁸

For example:

Teacher: “benar, that’s a good answer”!

²⁷ Ronald Wardhaugh, *An Introduction to Sociolinguistics Sixth Edition*,(Wiley-Blackwell Publisher Ltd, 2010),101.

²⁸ Katja F. Cantone, *Code Switching in Bilingual Children*, (University of Bremen, Germany: Springer),57.

Tabipun, Now we come to the sociolinguistics class.

“Bagus, good job Santi”!

Write geh, do not only read!

The words “that’s a good answer” can be considered a tag.²⁹

2. Intra-sentential code-switching

Intra-sentential code switching in which occur within a clause or sentence boundary. It can take the form such as, code changing, code mixing, insertion and congruent lexicalizations.

For example:

Menurutku that’s a good idea!

²⁹ Fitrah Auliya Ansar, “Code Swiching and Code Mixing in Teaching-Learning Process,”1(2017),33.

“Open your matrik book and kerjakan page 10”

Can you please tell me kalimat apa ini?

I’ll give you a gift kalau kalian bisa jawab³⁰

3. Inter-sentential code-switching

Inter-sentential code-switching in which a change of language occurs at sentences levels, where each clause or sentence is in one language or the other.

For example:

T : “Have you done your homework, Aul”?

S : Sudah, Miss!

T : May I see?

S : ini Miss!³¹

³⁰ *Ibid.*, 33.

From example above inter-sentential code switches was to relate speech that had already occurred in other conversations in English. And it more frequent than intra-sentential.

Between Ronald Wardhaugh and Kajja's theories have discussed above, the researcher used Kajja's theory to analyzed the types of code switching in teaching English speaking skill used by the teacher and the eighth grade students of SMPN 1 Sambit.

³¹ *Ibid.*, 34.

c. Functions of Code Switching

Janet Holmes explained the functions of code-switching as follows: Participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing.

a) Participants

When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch.

b) Solidarity

A speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee.

c) Status

Speakers alternative the formal or informal standards of a language based on the status of their addressees. For example, an employee would use formal standard when conversing with his superior, but changes to a friendlier informal standard with his co-workers.³²

d) Topic

Speakers sometimes used code-switching in order to quote a certain saying in a culture which meaning cannot be entirely translated to another language.

e) Switching for affective functions

³²Janet Holmes, *An Introduction to Sociolinguistic Fourth Edition*,(London and NewYork:Routledge,2013),34.

Code switching used to express affective rather than referential meaning. The teacher didn't need to understand the words he simply needed to get the affective message.

f) Metaphorical Switching

Code switching functions' is drawing on the associations of both codes. Each of the codes represents or symbolizes a set of social meanings and the speaker draws on the associations of each, just as people use metaphors to represent complex meanings. Skilful code-switching operates like metaphor to enrich the communication.

g) Lexical Borrowing

When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of vocabulary.

People may also borrow words from another language to express a concept or describe an object for which there is no obvious word available in the language they are using.

Borrowing of this kind generally involves single words mainly nouns and it is motivated by lexical need. It is very different from switching where speakers have a

genuine choice about which words or phrases they will use in which language.³³

d. Code Switching in the Classroom

Code switching is a common phenomenon in language classrooms. The language classroom setting resembles that of a bilingual community. It is a known fact that no matter what type the class is EFL, ESL or “English as an Academic Language” (EAL), the language of instruction is often supplemented with L1 or the TL. In the classroom context, code-switching appears to be used both by learners and teachers because it is considered to

³³*Ibid.*, 43.

be a natural and purposeful phenomenon, which facilitates both communication and learning.³⁴

Code-switching fulfills important functions in L2 classroom interactions and is widely employed not only by teachers but also learners of a foreign language. Code-switching is also regarded as a “sign of laziness or mental sloppiness and inadequate command of the language” that is, from the teacher’s perspective, learners, who persistently resort to L1, are simply viewed as underperforming. In general, learners tend to choose their L1 over L2 to communicate with other learners.³⁵

Sert also observes that the use of code-switching by teachers is not always done

³⁴ Eda Ustunel, *EFL Classroom Code Switching* (Macmillan Publishers Ltd,2016),33.

³⁵ *Ibid.*, 39.

consciously so the teacher is not always conscious of the functions and outcomes of code-switching. While Simon avers that code-switching in the classroom may be influenced by the teacher's desire to make use of all the possible available means to facilitate learning.³⁶

Then Macaro suggests that there are two types of classrooms in terms of code switching functions: classrooms where code switching is merely used for language comparison or explanation of lexical and grammatical structures of the target language and communicative classrooms, where code switching is used for

³⁶ Ira, "Teachers' code-switching in English as a Second Language (ESL) instruction: Perceptions of selected secondary school learners in Zimbabwe" *International Journal of Management & Social Science*,4 (2016),111.

some communicative purpose, such as topic switch, socializing or expressing emotions. Macaro also argues that examining code switching in foreign language classrooms is worth only if there is balanced information in L1 and L2, if the predominant language of the classroom interaction is the L2, if the pedagogical goal of the lesson is that of teaching target language communication and, finally, if focus on form is present only to aid the flow of communication.³⁷

Code-switching is a strategy that a bilingual uses to transmit her/his content effectively. Brown argues that speakers use code-switching to compensate for their lack of

³⁷ Degi Zsuzsanna, "Codeswitching in the Foreign Language Classroom," (September 2018), 734

ability in the TL by using their L1 to keep a low during the communication. On the other hand, Heredia and Brown define code-switching as a strategic tool that speakers use to overcome gaps and laws in conversations. According to Tarone, a language switch is a communicative strategy, just like literal translation, appealing for assistance, mime, paraphrase, or avoidance. Brown claims that code-switching is a “complex strategy” because it gives opportunity to bilinguals to transmit their messages beyond its referential meaning. Also Mayer-Scotton and Jake stated that switching between languages can

mean that speakers have immediate access to both languages effectively.³⁸

According Likewise, Ellis and Shintani, teachers often justify their use of code switching as a response to the demands in the classroom, and not because teacher believe in its cognitive values in language learning. Teachers often feel guilty when they include the first language in target language classrooms.³⁹

Lee discovered that a majority of the Malaysian ESL teachers in his study have positive opinions of code switching use in the classroom. Teachers believe that code switching should be used in the classroom and that it helps

³⁸ Eda Ustunel, *EFL Classroom Code Switching* (Macmillan Publishers Ltd,2016),40.

³⁹ Nur Shazwani Binti Ja'afar, Nooreiny Binti Maarof," Teachers' Beliefs of Code Switching in the ESL Classroom"4(April,2016),215

students to learn English. However, at the same time, teachers also believe that it should only be used when necessary, which suggests that the teachers prefer to minimize code switching use.⁴⁰

From the statements above, the researcher can conclude that code switching is an effective teaching strategy to increase communication in classroom activity. Code switching has some useful to the teacher in teaching learning. Besides that code switching also gives positive effect for the students, it is because code switching can help them to understand teacher's instruction, and materials easier.

⁴⁰ *Ibid.*, 215

3. Speaking Ability

a. Definiton of Speaking

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving” but it is not completely unpredictable. Speaking is such a fundamental human behavior that we don’t stop to analyze it unless there is something noticeable about it.⁴¹

Speaking is the production skill that is included in two main categories: accuracy and fluently. Accuracy consists of using vocabulary,

⁴¹ Kathleen M. Bailey, *Practical English Languange Teaching Speaking*, (Mc Graw Hill: 2005),2 .

grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking spontaneously.

Bygate identified two elements production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learner to improve their speaking ability easier. Stuart also proposed that learners should plan and adjust their talk, and effective speakers should be proficient by practicing.⁴² It shows that speaking

⁴² Ali Derakhshan, Atefeh Nadi Khalili, Fatima Beheshti, “Developing EFL Learner’s Speaking Ability, Accuracy and Fluency” *Education*, 2 (May,2016),178.

is high risk activity that creates anxiety and causes learners worry about losing face.

b. Componentst of Speaking

Hymes in Ali Derakhsan and friends believes that L2 learners are required to know both the linguistics knowledge and the culturally appropriate ways to interact with others in diverse situations. According to Hymes, communicative competence is composed of grammatical, psycholinguistic, sociolinguistics, and language components. Communicative competence went under some other modifications by Canale and Swain who posit that communicative competence encompasses grammatical competence, discourse competence, sociolinguistics competence, and strategic competence which perse demonstrate the use of

linguistic system and the functional aspects of communication.⁴³

1. Grammatical Competence

Scarcella & Oxford propound that grammatical competence is an overarching component that consists of knowledge of grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation, and stress. To understand meaning, EFL learners need to have enough knowledge of words and sentences: that is, they must figure out how words are broken into different sounds, and how sentences are stressed in particular ways.

⁴³ *Ibid.*, 180

2. Discourse Competence

According to Richards and Renandya EFL learners should develop discourse competence through international relationships. The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way. In order to communicate well, speakers are required to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentences and following sentences. Then Scarcella and Oxford stated thus, effective speakers need to gain a large repertoire of structures and discourse makers to express

ideas, indicate relationships of time, and show cause, contrast, and emphasis.

3. Sociolinguistic Competence

Richards and Renandya stated that to know the knowledge of language is not enough for EFL learners to speak effectively and appropriately. Learners should be familiar with the culture of the native speakers to enable to use target language which is socially and culturally acceptable by native users. To achieve this goal, it is imperative to figure out the sociolinguistic side of language which enables learners distinguish appropriate comments, how to ask questions during interaction, and how to

respond nonverbally according to the aim of the talk. Therefore, as Brown asserts, adult second language learners need to learn stylistic adaptability so as to be able to encode and decode the discourse around them appropriately.

4. Strategic Competence

Richards and Renandya explained strategic competence means the ability of appropriate use of language. It can refer to the ability to know when and how to initiate, maintain, and terminate the conversation and how to clear up communication break downs and comprehension problems. In addition Brown said that strategic competence is “the way learners manipulate language in order to meet communicative goals”. Further Berns

assume that it can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.⁴⁴

c. Strategies for Speaking

Canale and Swain in Glenn Fulcher define strategic competence as ‘coping’ when a speaker has difficulty communicating because of a deficiency in grammatical or sociolinguistic competence. Bachman changed the definition of strategic competence to ‘a general ability, which enables an individual to make the most effective use of available abilities to carry out a given task’. It is the mechanism by which other components of a model of Communicative

⁴⁴ *Ibid.*, 181.

Language Ability are utilised in a specific speech event. In other words, it was no longer seen as a way of coping with problems, but as a more general cognitive capacity to manage communication. In Bachman and Palmer strategic competence is broadened to include metacognitive strategies, such as setting goals in communication, assessing what is said, and planning utterances.⁴⁵

Learners also use achievement strategies when wish to express themselves but have problems because learners lack the knowledge of the language (grammar or vocabulary) to communicate. The learner tries to overcome this lack of knowledge by finding ways around the

⁴⁵ Glenn Fulcher, *Testing Second Language Speaking*, (London and Newyork: Routledge,2014)31.

problem. The following list represents the most common achievement strategies:

1. Overgeneralisation or morphological creativity: When learners need to use lexical items or expressions over which they do not have full control, it is likely that they will transfer knowledge of the language system onto these items.
2. Approximation: Primarily a lexical strategy, learners may replace an unknown word with one that is more general (using ‘went’ for ‘drove’), or use exemplification (‘tables’ and ‘chairs’ for ‘furniture’).
3. Paraphrase: If a learner cannot remember vocabulary immediately, it is common to

paraphrase by using a lexical item that is a near synonym for the word needed. Alternatively, a learner may sometimes use circumlocution by trying to explain what is meant, or describe the concept for which the words are not known.

4. Word coinage: Varadi in Glenn Fulcher define sometimes, learners invent a new word for an unknown word, as in the common example of using 'air ball' for 'balloon'.
5. Restructuring: After a learner has said something and realises that it has not been understood, it is common to begin again and try to communicate the same message using different words. The new attempt usually follows a different grammatical pattern.

6. Cooperative strategies: In face-to-face communication it is possible for a learner who is having difficulty communicating to get help from the listener. Getting help can take the form of asking someone if they have understood, appealing directly for help in saying something, or providing an unknown word.
7. Code switching: If a learner is speaking to someone with whom he or she has a language in common, a word or phrase taken from the common language may be used to overcome a communication difficulty.
8. Non-linguistic strategies: Speakers usually share a common physical environment,

unless they are communicating over the telephone. The learner can use gestures or mime, or point to objects in the surroundings in order to elicit language or help with communication.⁴⁶



⁴⁶ *Ibid.*,32.

CHAPTER III

RESEARCH METHOD

A. Research Design

To conduct this research, the researcher will use qualitative approach. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This meant that qualitative

researchers study things in their natural setting, attempting to make sense of interpret, phenomena in terms of the meanings people bring to them.⁴⁷

In this research the researcher focus on code switching used by the teacher and the students in teaching English speaking skill. It means that the data in this research is related to teacher and student's conversation in term of code switching. Because of that this research applied descriptive qualitative design in gathering the data. Qualitative descriptive studies are the least “theoretical” of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or

⁴⁷ John W Creswell, *Qualitative Inquiry & Research Design* (London: Sage Publications Ltd, 2007),36.

philosophical commitment. By comparison, qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Than the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

Based on statements above descriptive design is suitable with the main objective of the study that is to describe Code Switching Used by the Teacher and the Students in Teaching English Speaking Skill at the Eighth Grade of SMPN 1 Sambit Ponorogo.

B. Research Role

The researcher's role is to gain a "holistic" (systemic, encompassing, integrated) overview of the context under study: its logic, its arrangement, its explicit and implicit rules.⁴⁸

In this research the researcher as key instrument, as the full observer and as the data collective.

C. Research Location

The research will be conducted at the Eighth Grade Students at SMPN 1 Sambit. It is located at Pajajaran Street, Campusari, Sambit, Ponorogo postal code 63474 and the telephone number is (0352) 311 211.

⁴⁸ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994), 6

The researcher takes the school as a place of the study because there is phenomenon of code switching used by the teacher and the students in teaching English speaking skill. Teacher switches Indonesian into English, as a target language. Teacher used Indonesian language to help students easier to understand about the materials and teacher's instructions.

The researcher takes the eighth grade students because level of using English language during English learning process in the eighth grade more than in the seventh grade. Therefore how often code switching used by the teacher and the students in conversation during speaking class.

D. Data Sources

Gathering data can be accomplished through a primary source and secondary source. According Mesly primary source means the researcher is the first person to obtain the data.⁴⁹ In this research the primary source is the result from observation in class, those is a transcript video about code switching in teaching English speaking skill used by the teacher and the students at the eighth grade of SMPN 1 Sambit. The objects in this research were 72 students.

Meanwhile the secondary data source is the researcher obtains the data has already been

⁴⁹ Oluwatosin Victor Ajayi, "Distinguish Between Primary Sources of Data and Secondary Sources of Data," *Edukasi* (September 2017), 2.

collected by other sources⁵⁰. In this research the secondary data includes interview, questionnaire, documents, field notes, journal, and books.

E. Technique of Collecting Data

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.⁵¹ This research uses observation, interview, questionnaire and documentation as data collections methods.

⁵⁰ Oluwatosin Victor Ajayi, "Distinguish Between Primary Sources of Data and Secondary Sources of Data," *Edukasi* (September 2017), 3.

⁵¹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln, 2012), 9.

a. Observation

Hammersley & Atkinson was quote by Cresswell define observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children).⁵² In this research, the researcher as an observer. Researcher just focuses on code switching used by teacher and students as subject matter.

⁵² John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln,2012),213.

By doing observation the researcher will know the process of code switching used by teacher and students, they are: types, functions, and perceptions of students about code switching. Then in this method can be helped by video recording and field note. Using video recording in observation can support data that haven't written.

b. Interview

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis. An open-ended response to a question allows the

participant to create the options for responding.⁵³

In this research, the researcher will be use the interview with teacher and students as participants. From the teacher researcher can get information about code switching that teacher used in teaching English and from students researcher can get information about the influence of used code switching in English class.

c. Documentation

Cresswell state that a valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings,

⁵³ *Ibid.*, 217

personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.⁵⁴ In this research, the researcher will be collect the documentation data from: video recorder, picture in teaching English process, field notes and list interview that have contribute with code switching in teaching English speaking skill.

d. Questionnaire

A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and

⁵⁴ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln,2012),222.

understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself.⁵⁵ In this research, the researcher used questionnaire to know the students' perceptions about code switching used in teaching English.

F. Technique of Data Analysis

According to Miles and Huberman analysis as consisting of three concurrent flows of activities; data reduction, data display, and conclusion drawing or verification.⁵⁶

1. Data Reduction

⁵⁵ C.R.Kathori, *Research Methodology: Method and Technique*, 96.

⁵⁶ Mathew B. Miles and A.Michael Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994),10.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written up field notes or transcription. The data reduction or transforming process continues after fieldwork, until a final report is completed.⁵⁷ In this research focused on analysis code switching used in teaching English speaking skill.

2. 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

⁵⁷ *Ibid.*,10.

action, base on that understanding.⁵⁸ In this research the data will be written in detail and orderly, so the data will be easy to understand and to get the description about teacher and students used of code switching in teaching English speaking skill.

3. Conclusion and verification

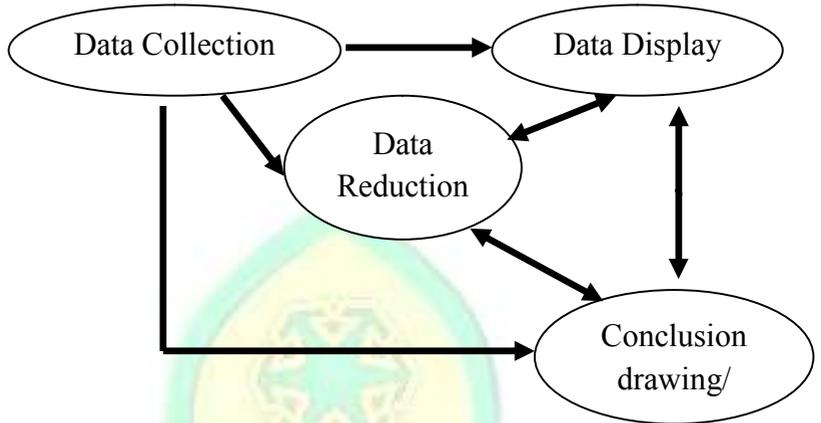
In this implication, the researcher made a conclusion. “Final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes, the coding, storage, and retrieval methods used, the sophistication of the researcher, and the demands of the funding agency, but often have been prefigured from the beginning, even when a

⁵⁸ *Ibid.*,11.

researcher claims to have been proceeding “inductively”.

Conclusion is also verified as the analyses proceeds. Verification may be as brief as a fleeting second thought crossing the analyst’s mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “inter subjective consensus,” or with extensive efforts to replicate a finding in another data set.⁵⁹ It has presented these there streams, data reduction, data display, and conclusion/verification.

⁵⁹ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United State: SAGE Publications, 1994), 12.



G. The Validity of the Findings

Validity and reliability are concerns that can be approached through careful attention to a study conceptualization and the way in which the data are collected, analyzed, and interpreted, and the way in which the findings are presented. Firestone explores how the quantitative and qualitative paradigms employ different rhetoric to persuade consumers of their trustworthiness. The qualitative study provides

the reader with a depiction in enough detail to show that the author's conclusion makes sense. Though qualitative researchers can never capture an objective truth or reality, there are a number of strategies that can use to increase the credibility of the findings, or as Wolcott writes, increase the correspondence between research and the real world.⁶⁰

The most well known strategy to shore up the internal validity of a study is what is known as triangulation.

1. Triangulation

In qualitative research, triangulation adds depth to the data that is collected. This rich, in-

⁶⁰ Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation*(San Francisco: Published by Jossey-Bass, 2009), 213.

depth data supports a direct link between triangulation and data saturation. Denzin stated that triangulation is one method by which the researcher analyzes data and then presents the results to others to understand the experience of a common phenomenon. Triangulation is an important concept regarding data analysis for an empirical study. To be sure, multiple external analysis methods are concerning the same events and the validity of the process can be handed by triangulation.⁶¹

Denzin built on the notion of triangulating multiple sources of data and developed four types of triangulation that qualitative researchers can use to enhance the

⁶¹ Denzin, "Paradigm Shift: Revisiting Triangulation in Qualitative Research" (2018),21-22

enhance objectivity, truth, and validity (dependability and credibility) of social research:

1. Data triangulation for correlating people, time, and space.
2. Investigator triangulation for correlating the findings from multiple researchers in a study.
3. Theory triangulation for using and correlating multiple theoretical strategies.
4. Methodological triangulation for correlating data from multiple data collection methods.

H. Research Procedures

In this research, there are some procedures of research which must be done. They are planning,

application, the procedure of data analysis and reporting.

1. Planning

This procedure includes arranging the plan, choosing the research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research equipment.

2. Application

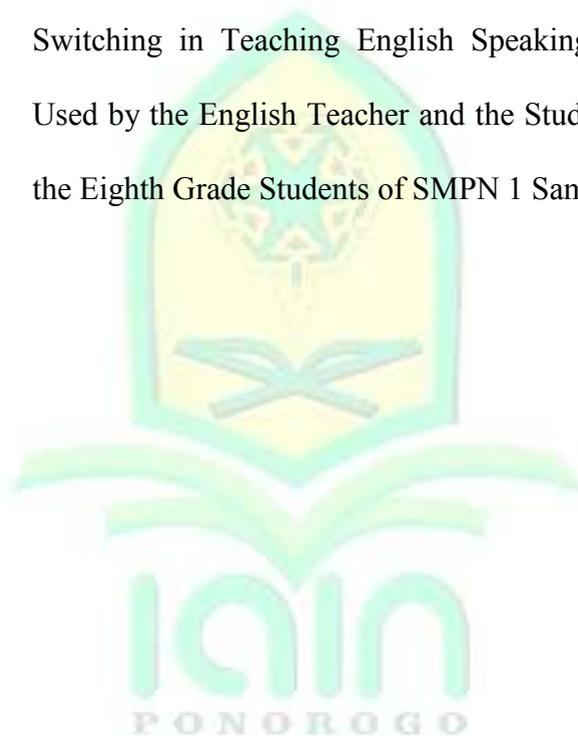
This procedure involves understanding background of research and join in the research to collecting the data.

3. Analyzing

It includes analyzing data, observation Code Switching in Teaching English Speaking Skill used by the Teacher and the Students at the Eighth Grade Students of SMPN 1 Sambit.

4. Reporting

The researcher has written a research report in form of thesis about “An Analysis of Code Switching in Teaching English Speaking Skill Used by the English Teacher and the Students at the Eighth Grade Students of SMPN 1 Sambit”.



CHAPTER IV

RESEARCH FINDING

A. General Data

1. History of School Establishment

SMPN 1 Sambit was established on 1982 year. In the beginning, SMPN 1 is named Filial School SMPN 4 Ponorogo. After passing through the process, the school changed to SMPN 1 Sambit because the position of junior high school was located at Campursari, Sambit, Ponorogo.

The list of chronological principal leadership at SMPN 1 Sambit from 1984 until 2018 can be seen as follow:

Table 4.1
Personal Data of the Leadership of SMPN 1
Sambit,Ponorogo.

NO	NAME	PERIODE
1	Mr. Solekan	1984-1989
2	Mr. Wakim	1989-1994
3	Mr. Sajuti Ichwan	1995-2000
4	Mr. Haryono	2000-2006
5	Mrs. Didik Yudi Astuti	2006-2011
6	Mr. Darul Khoiri	2011-2018
7	Mr. Effendi Eko Cahyono	2018-Now

2. Geographical Location of SMPN 1 Sambit Ponorogo.

SMPN 1 Sambit is located at Pajajaran Street, Campusari village, Sambit Ponorogo postal code and the telephone number is (0352) 311211. It is South East side from Ponorogo City.

3. Vision, Missions and Goal of SMPN 1 Sambit Ponorogo.

a. The Vision of SMPN 1 Sambit

Smart, skillful, and competitive based on science and technology and also good meet.

b. The Missions of SMPN 1 Sambit

1. Developing diversified KTSP oriented on improvement of students service according to potency, growth, need and students interest: and also environment demand.

2. Optimizing the learning process using nonconventional approach such as CTL, PAKEM (active, creative, effective, and fun learning)
3. Improving National Examination's GSA (Gain Sore Achievement).
4. Improving human resources (SDM) such as teacher and educational personnel.
5. Developing the education facilities (technology).
6. Developing the education management.
7. Developing the stakeholder participant to school.
8. Developing the learning media.
9. Developing the assessment process and strategy.
10. Improving carry and practice of religion.

c. The Goal of SMPN 1 Sambit

1. Improving KTSP completed with syllabus on each subject, lesson plan, students task, and assessment system.
2. Realizing learning practice using Contextual Teaching and Learning approach (CTL), active, creative, effective, and fun (PAKEM).
3. Improving academic achievement with NUN score according to minimal pass standard.
4. Realizing the performance of teacher and educational personnel with determined qualification.
5. Improving the domination of basic technology.
6. Improving the performance of standard school management with management based school.
7. Realizing the participant of stakeholder in the school.

8. Developing multimedia and multi strategies learning.
9. Developing assessment system for all subjects according to national standard.
10. Make students carry out the religion and practice it through pray together, reading and writing the holy Qur'an and the other religious activities.

4. Teacher and Students Data of SMPN 1 Sambit Ponorogo.

- a. The number of teacher is 31 teachers. They are 21 the teachers and 10 staffs. The personal data of the teacher and the staff of SMPN 1 Sambit can be seen in this following table:

Table 4.2

Personal Data of the Teacher and the Staff of SMPN

1 Sambit, Ponorogo

NO	NAME	POSITION
1.	H. Effendi Eko Cahyono,S.Pd.M.Si.	Headmaster
2.	Dra. B.Y Pudji Wahyuni	Teacher
3.	Drs. H. Djoko Sugiharto	Teacher
4.	Dra. Mutoharini	Teacher
5.	Endang Harjuti, S.Pd.	Teacher
6.	Suyahmir, S.Pd.	Teacher
7.	Wiyarti, S.Pd.	Teacher
8.	Rukeni, S.Pd.	Teacher
9	Retno Rukmini, S.Pd.	Teacher
10.	Daryatmo, S.Pd.	Teacher
11.	Marsam, S.Pd.	Teacher
12.	Sugeng Prihandoko	Teacher
13.	Suroyo, S.Pd.	Teacher
14.	Sumirah, S.Pd.	Teacher
15.	Sukamto, S.Pd.	Teacher

16.	Nurfahimah H, S.Pd.	Teacher
17.	Djoko Tjahjo P, S.Pd.	Teacher
18.	Supiyatun, S.Pd.	Teacher
19.	Tutik W, S.Pd.	Teacher
20.	Sri Amanati, S.Pd.	Teacher
21.	Enok Nurcahyani, S.Pd.	Teacher
22.	Yatim	Staff
23.	Supardi	Staff
24.	Ruchotin	Staff
25.	Aris Rachmanto, S.E.	Staff
26.	Agung Trinugroho, S.Pd	Staff
27.	Aviv Eka Fajarian S, ST.	Staff
28.	Pamuji Gesang P	Staff
29.	Mardi	Staff
30.	Suharsono	Staff
31.	Devy Shandy R	Staff

- b. There are 263 students of SMPN 1 Sambit in academic year 2018/2019. It is divided in to

three grades; seventh grade, eighth grade, and ninth grade. The total number of seventh grade students is 92, the eighth grade students are 83, and the ninth students are 88. The personal data of the students of SMPN 1 Sambit can be seen in this following table:

Table 4.3

NO.	CLASS	AMOUNT
1.	VII	92
2.	VIII	83
3.	IX	88
TOTAL		263

5. Facilities of SMPN 1 Sambit Ponorogo.

To support the quality of education and explore educative of students in SMPN 1 Sambit Ponorogo it

is needed the existence of educate education of facilities.

As for facilities in SMPN 1 Sambit Ponorogo is presented in the form of table. It is conducted to make the effective data.

Table 4.3

Medium and infrastructure of SMPN 1 Sambit
Ponorogo

NO	ROOM'S NAME	NUMBER
1.	Headmaster's room	1
2.	Classroom	15
3.	Science Laboratory	2
4.	Toilet	15
5.	Library	1
6.	Teacher's Room	1
7.	Administrator Office	1

8.	Canteen	1
9.	Computer Laboratory	1
10.	Guest Office	1

6. Organizational Structure of SMPN 1 Sambit Ponorogo

School organization of SMPN 1 Sambit Ponorogo consists of Headmaster, Administrator, Administrator, Vice of Curriculum, Vice of Students, Librarian, Public Relation, Storage Environment, Computer Laboratory, Science Laboratory, Media Technician, Teachers, Counsellor, and Class of Guardian.

B. Specific Data

The researcher did observation about code switching in the teaching English speaking skill in SMPN 1 Sambit. The way of observation was run well. The students enjoyable and enthusiastic to learn English. In addition, the teacher's explanation and instructions are easy to understand by the students.

1. Types of Code Switching

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

a. Tag Code Switching

1. **Ya**, Table, chair, pencil, then? **ya**, what that?
2. Two km **Pak**.
3. **No**, belum Pak.
4. Ibu mempunyai empat kg gula, my aunt, **apa aunt?**
5. Ya, write down, eh read the answer.
Dibaca saja.
6. Number three, **avo siapa?**
7. **Ya**, how many books in your bag?
8. Ya, **can you get it?**
9. Ya, kalau **rich?**
10. **Cars**, mobil Pak?
11. **Iya kava.** Look the white board, rich, richer, the richest. Can you get it?
12. Yes, **kantong**. You know bag?
13. Ya, kalau **much?**

14. Banyak, kalau **little**?

15. Apa Pak **pocket**?

b. Intra Sentential code switching.

1. Oke untuk mengungkapkan benda yang tidak dapat dihitung apabila jumlahnya sedikit maka digunakan atau pakai **a little**, kalo yang dapat dihitung pakai apa? **A few**, tingkat lebihnya menjadi fewer dan tingkat palingnya menjadi **the fewest**.
2. Sekarang yang ketiga ini **far**, artinya itu jauh. Nah ini tingkat lebihnya ada dua bisa menggunakan **further**, furthest dan tingkat superlativenya **the furthest**.

3. Apa bedanya **have** sama **has** ini? Kalau saya pakai **have**, kalau Johni **has** karena sebagai orang ketiga (**she, he, it**).
4. Kalau dibalik, **Johni has fewer brothers than me**. Johni memiliki lebih sedikit saudara laki-laki dari pada saya.
5. Loh Pak kok jadi **me** padahal ini **I**.
6. Maka kalau dibandingkan menjadi, **My teacher has more books than me**.
7. **For number one, two, until five**, nah di sana ada rumpang yang kosong maka perlu kamu lengkappi berdasarkan latihan yang ada di halaman 133.
8. Max **berkata** I have ten books.
9. **Twenty books**. Siapa yang punya buku lebih banyak?

10. **So you can compare**, kalau dibandingkan bagaimana?
11. Kata **less** berasal dari kata apa kemarin?
12. **Saya Pak.** Yuni saying in the library there are ten students in the morning and there are five students in the library in the afternoon.
13. So the sentence. Sentence itu **kalimat**.
14. Mengapa roti tawar ini kok pakai **there is** kok tidak **there are**?
15. Kalau **I have**, kalau **teacher** pakai **has**.
16. **There are more**. Kamu kan disuruuh membandingkan.
17. **Tas saya memiliki lebih sedikit saku dan** Andre's bag has more pockets.

c. Inter-sentential Code Switching.

1) **We are still talking about comparison.**

Kita masih bicara tentang perbandingan, yang kemarin mungkin kamu ada yang belum memahami.

2) Ya, kalo **uncountable**. **The example of uncountable.** Contoh yang tak dapat dihitung?

3) **Apa bedanya?** We use further and furthest when we use for the distance. What is the meaning of the distance?

4) Contoh, Muh, **where do you live?** Tinggalnya dimana?

5) Kalau dijabarkan dengan comparative, maka **I have more brothers than Johni**, saya memiliki lebih banyak saudara laki-laki dari pada Johni.

- 6) **Bibi has three kg of sugar.** Gulanya ibu empat kg, gulanya bibi tiga kg. Banyak mana?
- 7) Continue for number two. Mother has four kg of sugar. **Ibu mempunyai empat kg gula,** my aunt, apa aunt?
- 8) Atau, **my aunt has less sugar than my mother.** Maka setelah more harus di KB, maksudnya di KB apa?
- 9) Now open your book on page 133. One hundred double three. Have you found it? **Sudah ketemu?**
- 10) I have fewer books than my teacher. Can you get it the meaning of the sentence? **Nomor satu mengerti artinya?**

- 11) **Oke, let's go on the next page.** Halaman berikutnya. Tolong dilihat dalam kotak. Ini ada lanjutan dari hal 133, nomor 1.
- 12) Well, now I give you chance, I give you time for 15 minutes. **Saya beri waktu 15 menit untuk mengerjakan.**
- 13) Oke, sebelum kita akhiri, **before we close for the lesson.** Bagaimana untuk belajar bahasa inggris hari ini?
- 14) **So according to the statements,** berdasarkan kalimat itu, maka itu bisa disebutkan, **my teacher has more books than me.**
- 15) Widya has five books, Meily has eight books. No well we will compare. **Sekarang kalau kita bandingkan,** yang pertama, Widya, ayo bagaimana?

16), Zulfikar: My uncle is richer my father, he has more money than my father. My father has less money than my uncle. Do you know the meaning of the sentence?

Kamu mengerti artinya kalimat ini?

17) Ya, **number four now**. Bisa saya lanjutkan?

18) **Eight pockets on Andre's bag**. Tasnya Andre kantongnya delapan. Banyak kantongnya siapa?

19) Agus berkata. Bread is not very sweet. **Roti tawar tidak manis**. Banana cake is very sweet?

20) Oke, write the answer only. Can you get it? **Yang sudah selesai bisa kamu**

menjawab, menulis jawabanmu di papan tulis,

- 21) Ya, if you don't have any questions now read, listen to me and repeat. **Semua dilihat bukunya.** Max is saying that his teacher has more books than him and he has fewer books than his teacher.
- 22) **I have ten books.** Tirukan saya, tirukan kalimat yang ada dalam kotak. Katanya sudah siap biasakan diam.
- 23) Well now we come back for the book number one. **Kembali dibuku, nomor satu.**
- 24) **Who has gone to the library?** Siapa yang sering atau pernah ke perpustakaan? Semuanya ya?

- 25) **My father has less money than my uncle.** Karena uang termasuk benda yang tak dapatdihitung, lebih sedikit menggunakan kata less.
- 26) Ya, maka disitu, **there is more sugar in Banana cake.** Lebih manis kue pisang dan lebih apa less sugar?
- 27) **Number one is example.** Contoh nomor satu. Nanti nomor dua sampai lima kerjakan.
- 28) Well, let's discuss together. Who can answer number two? Hand up please.
Oke nomor dua A, jawabanya apa?
- 29) Close all the windows please. **Tolong jendelanya ditutup kalau sudah.**

2. Functions of Code Switching

From the observation, the researcher find 3 functions of code switching that the teacher and the students used in teaching learning process, there are participants, solidarity, and topic switch.

a) Participants

1. Teacher : So, now let's practice. I want to ask you. How many books do you have
Wid?
 - Widya : Apa Pak?
 - Meily : **Kamu bawa buku berapa?**
 - Teacher : Ya, how many books in your bag?
 - Widya : Five Pak.

b) Solidarity

1. Assalamualaikum Wr.Wb. **Good morning students?**
2. **How are you today?**
3. **I'm fine, and you?**

4. Well time is up and we are going to close,
good bye and see you to tomorrow.
5. **Ya betul.** Well, any questions?

c) Topic

1. Now, for number three. Zulfikar, ya do you remember or **do you familiar with the song of Zulfikar?**
 2. Ya, and five million dollar. **So I am rich man.** Apa rich jadinya?
- 3. The students' perceptions toward code switching in teaching English speaking skill.**

The third data were collected to know about students' perceptions toward code switching used in teaching English speaking skill. The

researcher used interview and questionnaire to collect the data. The researcher will collect the data with the interview as follow;

a. Interview

The researcher concluded the result of interviews with English teacher and students about students' perceptions toward code switching in English learning. There is the opinion of English teacher.

He often used to always use code switching in teaching English, because students' ability to learn and speak English still low, moreover we are not native speaker. Code switching used full for students, because they can understand the material during the lesson, especially about structure. And the response of students, they are more enjoy, fun and active in the class, because they know the meaning of the language in the direction.⁶²

⁶² Marsam, The result of Interview with English Teacher SMPN 1 Sambit, Accessed on Wednesday, March 6th 2019.

Based on Mr. Marsam's opinion on the result of interviews about the students' perceptions toward code switching in English learning are: He often used code switching in teaching English because students can understand the teacher's explanations and the materials. So, students are more active in communicating in the class because they know the meaning of the intended language. According to Widya Putri and Meily about students' perceptions toward code switching in teaching English speaking skill are following:

They often used code switching in the English classroom. They argue that code switching can help to understand the materials and teachers' instructions, then

to know the new word. They also feel interested in learn English.⁶³

From the opinion above, it can be concluded that the students' perceptions toward using code switching in teaching English speaking skill; They often used code switching in the classroom because it can help them to understanding the lesson and more active in class during English lesson because they are more interested in learn English.

According to Bintang about students' perceptions toward code switching used on teaching English speaking skill are follow:

Code switching helps him to understand the material during English learning. He feels interesting learning English by using code switching because he knows the meaning of difficult and new words. He is also more confident during the lesson

⁶³ Widya, Meily, The Result of Interview with the Eighth Grade Students SMPN 1 Sambit, Accessed on Friday, February 15th 2019.

and easily to communication with his friend and teacher.⁶⁴

From the opinion above, it can concluded that the students' perceptions toward code switching in teaching English speaking skill are the students have confidence to communicate during English learning because they understand with the message from communication.

b. Questionnaire

In addition to using interview researcher also used questionnaire to strength the data. By giving questioner, it can be known the students' perception of using code switching for the eighth grade students during English

⁶⁴ Bintang, The Result of Interview with the Eighth Grade Syudents SMPN 1 Sambit, Accessed on Friday, February 15th 2019.

learning. Here are the responses of the eighth grade students of SMPN 1 Sambit. The researcher distributes the questioner on 15th February 2019.

Table 4.4
The Data of Questioner by the Eighth Grade
Students of SMPN 1 Sambit Ponorogo in English
Learning Process.

No	Students Questions	Subject Number					
		A			B		
		Class			Class		
		A	B	C	A	B	C
1	Do you often use two languages namely English and Indonesian when English lesson?	26	22	22	-	2	-

2	Can you understand the English material that the teacher conveyed during the learning of English using two languages namely English and Indonesian?	26	22	22	-	2	-
3	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?	26	22	21	-	2	1
4	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?	21	21	20	5	3	1
5	Are you interested in studying English	21	20	20	5	4	1

	when using two languages English and Indonesian in turns in the learning process?						
6	Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident to asking the materials?	25	22	21	1	2	1
7	Is the use of two languages alternately in English and Indonesian during the English lesson to help you communicating with your teacher and your friends?	26	24	22	-	-	-
8	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 difficult phrase, clause, and new sentence?	25	24	21	1	-	1

9	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?	26	23	22	-	1	-
10	Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident to share your ideas and opinions?	24	22	18	2	2	4

The conclusion questionnaire taken from the students;

1. Based on the answers given by the students the most students answers which choice is A, it means 70 students has choose it. In addition, the

students answer which choose is B, it means 2 students has choose it. It showed that students were using code switching in learning English.

2. Based on the answers given by the students the most students answer which choice is A, it means 70 students has chosen it. In addition, the students answer which choice is B, it means 2 students has choose it. It showed that the students understood the materials using code switching in learning English.

3. Based on the answer given by the students the most students answer which choose is A, it means 69 students has choose it. In addition, the students answer which choose is B, it means 3 students has choose it. It showed that using code switching in learning English process can help students understand teacher's instructions.

4. Based on the answers given by the students the most students answer which choose is A, it means 62 students has choose it. In additions, the students answer which choose is B, it means 10 students has choose it. It showed that several students were active in communicating in learning English.
5. Based on the answer give by the students the most students answer which choose is A, it means 61 students has choose it. In addition, the students which choose is B, it means 11 students has choose it. It showed that code switching can make several students interested in learning English.

6. Based on the answer given by the students the most students answer which choose is A, it means 68 students has choose it. In additions, the students answer which choose is B, it means 4 students has choose it. It showed that there are several students feel confidents when asking the materials by using code switching during the English lesson.
7. Based on the answer given by the students the most students answer which choose is A, it means 72 students has choose it. It showed that code switching can make the students are easier to communicate with the teacher and friends during the English lesson.
8. Based on the answer given by the students the most students answer which choose is A, it means 70 students has choose it. In addition, the

students answer which choose is B, it means 2 students has choose it. It shows that the students often used code switching in learning English to comprehend the difficult word, clause and sentence.

9. Based on the answer given by the students the most students answer which choose is A, it means 71 students has choose it. In addition, the students answer which choose is B, it means 1 student has choose it. It showed that by using code switching the students can help to carry out the task.
10. Based on the answer given by the students the most students answer which choose is A, it means 64 students has choose it. In addition, the

students answer which choose is B, it means 8 students has choose it. It showed that there are several students feel confidence when they share their ideas and opinions using code switching during learning English.



CHAPTER V

DATA ANALYSIS

In this chapter, the researcher analyzed data that has been collected from observation before. Here, the researcher answers the problem statements. In the following discussion, the researcher analyzed deeply the first question; What are the types of code switching used by the teacher and the eighth grade students in teaching English speaking skill at SMPN 1 Sambit, the second is what are the functions of code switching used by the teacher and the eighth grade students in teaching English speaking skill at SMPN 1 Sambit, and the third is how are the students perceptions toward code switching used by

the teacher and the eighth grade students in teaching English speaking skill at SMPN 1 Sambit.

A. The types of code switching used by the teacher and the students in teaching English speaking skill at the eighth grade students of SMPN 1 Sambit.

1. Tag Code Switching

Here the researcher found 15 utterances about tag code switching that teacher and students used in teaching English learning process.

1. **Ya**, Table, chair, pencil, then? **ya**, what that?

Yes, table, chair, pencil, then? Yes, what that?

The tag code switching occurred when the teacher answered the student's

question about the examples of countable nouns. In here the students mention 2 examples of countable noun and the teacher add the other examples of countable nouns.

2. Two km **Pak**.

Two km Sir.

The tag code switching by “Pak” happened when the students answered the teacher’s question. The students used it because they habit to call their teacher with ”Pak”.

3. **No**, belum Pak.

No, not yet Sir.

The tag code switching occurred when the students answered the teacher's question about his explanation for number one. In here the students used code switching from English to Indonesia.

4. Ibu mempunyai empat kg gula, my aunt, **apa aunt?**

Mother has 4 kg sugar, my aunt, what is the meaning of aunt?

The tag code switching occurred when the teacher discussed the meaning of "mother has four kg of sugar" then teacher asked students the meaning of aunt before discuss the next sentence.

5. Ya, write down, eh read the answer.

Dibaca saja.

Yes, write down, read the answer. Only read the answer.

The tag code switching happened when the teacher asked the student to read the answer from the task in book. In here the teacher used code switching from English to Indonesia to clarify his instruction.

6. Number three, **ayo siapa?**

Number three, who want to answer number three?

The tag code switching occurred when the teacher asked one of students to answer the task number there by saying “ayo siapa”.

7. **Ya,** how many books in your bag?

Yes, how many books in your bag?

The tag code switching happened when Meily gave explanation to the Widya about the teacher's question for her and the teacher support Meilys's answer by said "Ya".

8. Ya, **can you get it?**

Yes, can you get it?

The tag code switching occurred when the teacher gave clarification to the students' answer. He used tag code switch by "Can you get it" because he wanted to check the student's comprehension about the explanations.

9. Ya, kalau **rich?**

Yes, if rich?

Tag code switching occurred when the teacher asked the students the meaning of rich. He wants the students know the meaning of new word so they will be easy to understand the sentences.

10. **Cars**, mobil Pak?

Cars, car in Indonesian “mobil” Sir?

The tag code switching happened when the student asked to the teacher the Indonesia of “Car” is “Mobil”. In here the students used code switching from English to Indonesia.

11. **Iya kaya.** Look the white board, rich, richer, the richest. Can you get it?

Yes rich. Look the white board, rich, richer, the richest. Can you get it?

The tag code switching occurred when the teacher answered the student's question the meaning of rich. So the teacher said "Iya, kaya".

12. Yes, **kantong**. You know bag?

Yes, pockets. You know bag?

The tag switching happened when the teacher answered the student's question the Indonesia of pocket. So the teacher said "Yes, kantong".

13. Ya, kalau **much**?

Yes, if much?

The tag code switching occurred when the teacher asked to the students the

meaning of much. In here the teacher wants to check student's vocabulary.

14. Banyak, kalau **little**?

Many, if little?

The tag code switching occurred when the teacher asked the students the Indonesian of little. The teacher wants to check student's vocabulary and he wants the students know the meaning of new word so they did not difficult to understand the sentences.

15. Apa Pak **pocket**?

What is the Indonesia of pocket Sir?

The tag code switching occurred when the students asked to the teacher about the

meaning of pocket. The students found the new word, so in here the students asked to the teacher by said “Apa Pak pocket?”

2. Intra-sentential Code Switching

In here the researcher divided data into 3 parts; code switching by words, code switching by phrase and code switching by clause. The researcher found the Intra-Sentential Code Switching by words consists of 8 utterances, phrase consists of 5 utterances, and clause consists of 4 utterances.

a. Code Switching by Words.

The researcher found the Intra-Sentential Code Switching by Words consists of 8 utterances.

1. Oke untuk mengungkapkan benda yang tidak dapat dihitung apabila jumlahnya sedikit maka digunakan atau pakai **a little**, kalo yang dapat dihitung pakai apa? **A few**, tingkat lebihnya menjadi fewer dan tingkat palingnya menjadi **the fewest**.

Oke, for uncountable noun if the amount is few used a little, if the noun is countable noun, what is the word we can use? a few, than the comparative degree is fewer, and the superlative degree is the fewest.

The code switching occurred when the teacher explained about comparison to

the students. He mentions words which used to express uncountable nouns if the amount is “sedikit” use a little and than for the countable nouns use few, fewer for comparative degree and the fewest for superlative degree.

2. Sekarang yang ketiga ini **far**, artinya itu jauh. Nah ini tingkat lebihnya ada dua bisa menggunakan **farther**, **further** dan tingkat superlativenya **the furthest**.

Now for the third is far, it means in Indonesia is jauh. There are two words to express the comparative degree, you can use farther or further and then the superlative is furthest.

The code switching occurred when the teacher explained comparison by mentions words to compare the distance.

3. Apa bedanya **have** sama **has** ini? Kalau saya pakai **have**, kalau Johni **has** karena sebagai orang ketiga (**she, he, it**).

What is the difference have and has? If I use have, if Johni use has because Joni as third person (She, he, it).

The code switching occurred when the teacher asked the students the differences in using have and has in the sentence “I have 8 brothers, Johni has 4 brothers”.

The teacher also explained the differences

in using have and has in order to make students more understand.

4. Loh Pak kok jadi **me** padahal ini **I**?

Why it is become me even though it is I, sir?

The code switching occurred when the students felt confused in changing the word I became me, so the students asked the teacher by saying “Loh Pak kok jadi me padahal ini I?”

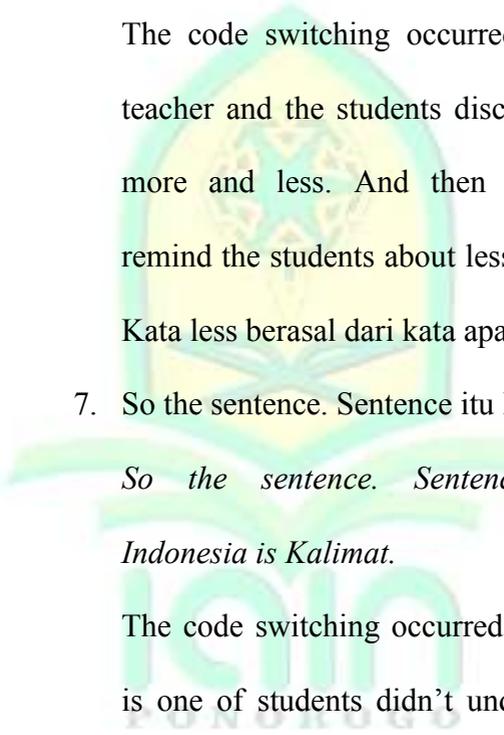
5. Max **berkata** I have ten books.

Max saying I have ten books.

The code switching happened when the teacher clarification the sign (:) in the sentence “Max: I have ten books”, has meaning saying. In here the teacher said “berkata” to make students understand.

6. Kata **less** berasal dari kata apa kemarin?

Yesterday we discussed it, the word less come from word?

The code switching occurred when the teacher and the students discussed about more and less. And then the teacher remind the students about less by asked “Kata less berasal dari kata apa kemarin?”.


7. So the sentence. Sentence itu **kalimat**.

So the sentence. Sentence in the Indonesia is Kalimat.

The code switching occurred when there is one of students didn't understand the meaning of sentence, so the teacher clarify by saying “Sentence itu kalimat”.

8. Kalau **I have**, kalau **teacher** pakai **has**.

If I used have, if teacher used has.

The code switching occurred when the teacher explained to the students about in using have and has. Then, he used code switching by “ Kalau I have, kalau teacher pakai has.”

b. Code Switching by Phrase

The researcher found Intra-Sentential Code Switching by Phrase consists of 5 utterances.

1. **For number one, two, until five**, nah di sana ada rumpang yang kosong maka perlu kamu lengkapi berdasarkan latihan yang ada di halaman 133.

For number one, two, until five, there are blank space so you must complete based on the task in page 133.

The code switching occurred in phrase by “For number one, two, until five”. It happened when the teacher asked the students to do the task in page 134, and they can look the example in page 133.

2. **Twenty books.** Siapa yang punya buku lebih banyak?

Twenty books. Who has more books?

The code switching occurred in phrase by “Twenty books”. It happened when the teacher gave clarification to the students about his questions.

3. **Saya Pak.** Yuni saying in the library there are ten students in the morning and there are five students in the library in the afternoon.

I'm Sir. Yuni is saying in the library there are ten students in the morning and there are five students in the library in the afternoon.

The code switching occurred in phrase by “Saya Pak”. It has the meaning in English language is “I’m sir”. It happened when the teacher offer to the students who wants to read the answer of number two and one of students raise her hand by saying “Saya Pak”.

4. Mengapa roti tawar ini kok pakai **there is** kok tidak **there are**?

Why bread used there is not there are?

The code switching occurred in phrase by “There is, there are”. It happened when the teacher asked the students about in using there are and there is. In here the teacher wants to check the student’s comprehension.

5. **There are more.** Kamu kan disuruh membandingkan.

There are more. Your task is to compare.

The code switching occurred in phrase by “There are more”. It happened when the teacher justified the students’ answer.

c. Code Switching by Clause

The researcher found Intra-Sentential Code Switching by Clause consists of 4 utterances.

1. Kalau dibalik, **Johni has fewer brothers than me**. Johni memiliki lebih sedikit saudara laki-laki dari pada saya.

If reversed, Johni has fewer brothers than me.

The code switching occurred in clause by “Johni has fewer brothers than me”. It happened when the teacher discussed the example of comparative sentence in the book and he gave example of sentence which used fewer.

2. Maka kalau dibandingkan menjadi, **My teacher has more books than me**.

So if we compare, My teacher has more books than me.

The code switching occurred in clause by “my teacher has more books than me”. It happened when the teacher gave example of comparative sentence which used more. So that the teacher used code switching by “My teacher has more books than me”.

3. **So you can compare,** kalau dibandingkan bagaimana?

So you can compare, how compared?

The code switching occurred in clause by “So you can compare”. It happened when

the teacher asked the students how to compare the sentence.

4. **Tas saya memiliki lebih sedikit saku dan** Andre's bag has more pockets.

My bag has fewer pockets and Andre's bag has more pockets.

The code switching occurred in clause by "Tas saya memiliki lebih sedikit saku dan". It happened when the teacher discussed the example of comparative sentence in the book and he wants the students understand the meaning of sentence.

3. Inter-sentential Code Switching.

The researcher found 29 utterances in this research that show the inter-sentential code switching.

1. **We are still talking about comparison.**

Kita masih bicara tentang perbandingan, yang kemarin mungkin kamu ada yang belum memahami.

We are still talking about comparison. In Indonesia mean kita masih bicara tentang perbandingan, maybe tomorrow one of you there are still confused.

The code switching occurred in sentence by “we are still taking about comparison”. It happened when the

teacher starts the lesson and he delivered the topic in the class today. Then he used code switching by “We are still talking about comparison” as the utterance to remain the students about the topic of learning.

2. Ya, kalo uncountable. **The example of uncountable.** Contoh yang tak dapat dihitung?

Of course, if uncountable. The example of uncountable. In Indonesia means contoh yang tak dapat dihitung.

The code switching occurred in sentence by “The example of uncountable”. It happened when the teacher asked students to mention the example of uncountable noun. Then teacher used

code switching by “the example of uncountable” as the instruction to students to mention uncountable nouns.

3. **Apa bedanya?** We use further and furthest when we use for the distance.

What is the meaning of the distance?

What are the differences? We use further and furthest when we use for the distance.

What is the meaning of the distance?

The code switching occurred in sentence by “Apa bedanya?”. It has the meaning “What are the differences?”. It happened when the teacher finished in giving the explanation and tries to stimulate students to answer his question about the

differences in using further and furthest.

Then he used code switching by “Apa bedanya” as the question to check student’s comprehensions.

4. Contoh, Muh, **where do you live?**

Tinggalnya di mana?

The example, Muh where do you live? In Indonesia means tinggalnya di mana?

The code switching occurred in sentence by “where do you live?”. It happened when the teacher giving example to the students by asked the student’s addressee. Then, he used code switching by “Where do you live?”.

5. Kalau dijabarkan dengan comparative, maka **I have more brothers than Johni,**

saya memiliki lebih banyak saudara laki-laki dari pada Johni.

If make in comparative sentence, so I have more brothers than Johni .it means in Indonesia is saya memiliki lebih banyak saudara laki-laki dari pada Johni.

The code switching occurred in sentence by “I have more brothers than Johni”. It happened when the teacher finished in giving explanation and then he give example of comparison sentence. Then, he used code switching by “I have more brothers than Johni” as utterance to give correct answer for the students.

6. Continue for number two. Mother has four kg of sugar. **Ibu mempunyai empat kg gula**, my aunt, apa aunt?

Continue for number two. Mother has 4 kg of sugar. In Indonesia is ibu mempunyai 4 kg gula, my aunt, what is the Indonesia of aunt?

The code switching occurred in sentence by “Ibu mempunyai 4 kg gula”. In English language it has the meaning “Mother has 4 kg of sugar”. It happened when the teacher gave explanation the meaning of the sentence by translated the sentence.. Then, the teacher used code switching by “Ibu mempunyai 4 kg gula” as the utterance to make students

understand the sentence by giving the meaning.

7. **Bibi has three kg of sugar.** Gulanya ibu empat kg, gulanya bibi tiga kg. Banyak mana?

Aunt has three kg of sugar. Mother has 4 kg sugar, Aunt has 3 kg sugar. Who has more sugar?

The code switching occurred in sentence by “Bibi has three kg of sugar”. It happened when the teacher continued to read of the example in number two. Then, he used code switching by “Bibi has three kg of sugar” as the utterance to stimulate students to compare this sentence.

8. Atau, **my aunt has less sugar than my mother**. Maka setelah more harus di KB, maksudnya di KB apa?

Or, my aunt has less sugar than my mother. So after more must be KB, do you know the aim of di KB

The code switching occurred in sentence by “my aunt has less sugar than my mother”. It happened when the teacher finished in giving explanation, after that he give students the example of comparison sentence. Then, he used code switching by “my aunt has less sugar than my mother” as the teacher’s utterance to make students understand the material.

9. Now open your book on page 133. One hundred double three. Have you found it?

Sudah ketemu?

Now open your book on page 133. One hundred double three. Have you found it?

The meaning in Indonesia is sudah ketemu?

The code switching occurred in sentence by “sudah ketemu?”. It has the meaning in English “have you found it?”. It happened when the teacher would discuss the material in page 133. Then, he used code switching by “sudah ketemu?” as the question by teacher to know does student have found the page or not.

10. I have fewer books than my teacher. Can you get it the meaning of the sentence?

Nomor satu mengerti artinya?

I have fewer books than my teacher. Can you get it the meaning of the sentence?

The meaning in Indonesia is nomor satu mengerti artinya?

The code switching occurred in sentence by “nomor satu mengerti artinya?”. It has the meaning in English “Can you get it the meaning of number one?”. It happened when the teacher finished in giving explanation for number one, then he wants to check the student’s understand about the meaning of number one. Therefore he used code switching by “nomor satu mengerti artinya?” as the

repetition question to clarify the teacher utterance.

11. **Oke, let's go on the next page.** Halaman berikutnya. Tolong dilihat dalam kotak. Ini ada lanjutan dari hal 133, nomor 1.

Oke let's go on the next page. In Indonesia means halaman berikutnya. Please look in the box. This is continued from page 133, oke number one.

The code switching occurred in sentence by “Oke, let's go on the next page”. It happened when teacher asked students to open the next page and look the sentences in the box. Then, he used code switching by “Oke, let's go on the next page” as

command to students to open the page and discuss together.

12. Well, now I give you chance, I give you time for 15 minutes. **Saya beri waktu 15 menit untuk mengerjakan.**

Well, now I give you chance, I give you time for 15 minutes. In Indonesia means saya beri waktu 15 menit untuk mengerjakan.

The code switching occurred in sentence by “Saya beri waktu 15 menit untuk mengerjakan”. It has meaning in English “I will give you 15 minutes to do this”. It happened when the students asked the teacher about time to do the task and the teacher give 15 minutes to do their task by saying “I give you time for 15

minutes”. Then he used code switching by saying “saya beri waktu 15 menit untuk mengerjakan” as the command to do their task.

13. Oke, sebelum kita akhiri, **before we close for the lesson**. Bagaimana untuk belajar bahasa inggris hari ini?

Oke, before we close for the lesson. How do you feel in learning English today?

The code switching occurred in sentence by “Before we close for the lesson”. It happened when the learning process was finished. Then the teacher used code switching by “before we close for the

lesson” as the repetition the teacher’s statement.

14. So according to the statements, **berdasarkan kalimat itu, maka itu bisa disebutkan**, my teacher has more books than me.

So according to the statements, in Indonesia means berdasarkan kalimat itu, so it can say, my teacher has more books than me.

The code switching occurred in sentence by “berdasarkan kalimat itu, maka itu bisa disebutkan”. It happened when the teacher finished in giving explanation about comparison sentence used many, more and the most. And then the teacher used code switching by “berdasarkan

kalimat itu, maka itu bisa disebutkan” as the repetition teacher explanation, to make students easy to understand his utterance.

15. Widya has five books, Meily has eight books. Now well we will compare. **Sekarang kalau kita bandingkan**, yang pertama, Widya, ayo bagaimana?

Widya has five books, Meyli has eight books. Now well we will compare. In Indonesia means Sekarang kalau kita bandingkan, the first is Widya, how to compare it?

The code switching occurred in sentence by “*sekarang kalau kita bandingkan*”. It

has meaning in English “Now if we will compare”. It happened when the teacher and students discussed the example of comparison sentence. Then he used code switching by “sekarang kalau kita bandingkan” as the command to compare the sentence.

16. Zulfikar: My uncle is richer my father, he has more money than my father. My father has less money than my uncle. Do you know the meaning of the sentence?

Kamu mengerti artinya kalimat ini?

Zulfikar: My uncle is richer my father, he has more money than my father. My father has less money than my uncle. Do you know the meaning of the sentence? In

Indonesia means kamu mengerti artinya kalimat ini?

The code switching occurred in sentence by “kamu mengerti artinya kalimat ini?”. It has meaning in English do you know the meaning of the sentence?. It happened when the teacher reads one of the examples in the book and he asked the students about the meaning of the sentence. Then he used code switching by “ kamu mengerti artinya kalimat ini?” as the repetition question to clarify the teacher utterance. So the students will easy to understand the question.

17. Ya, **number four now**. Bisa saya lanjutkan?

Of Course, number four now. Can I continue the lesson?

The code switching occurred when the teacher and the students finished discuss about the example of number 3 and he wants to continue to discuss number 4. Then he used code switching by “number four now” as the teacher’s utterance to inform the students to discuss the next sentence.

18. **Eight pockets on Andre’s bag**. Tasnya Andre kantongnya delapan. Banyak kantongnya siapa?

Eight pockets on Andre’s bag. In Indonesia means tasnya andre

kantongnya delapan. Who has more pockets?

The code switching occurred in sentence by “eight pockets on Andre’s bag”. It happened when the teacher gave explanation to the students about materials. Then the teacher used code switching by saying “eight pockets on Andre’s bag” as the teacher’s explanation about the material.

19. Agus berkata. Bread is not very sweet.

Roti tawar tidak manis. Banana cake is very sweet?

Agus says. Bread is not very sweet. In Indonesia means Roti tawar tidak manis. Banana cake is very sweet?

Th code switching occurred in sentence by “Roti tawar tidak manis”. It has meaning in English “Bred is not very sweet”. It happened when the teacher explained the material and he translated the sentence to make students easy to understand the sentence. Then the teacher used code switching by “Roti tawar tidak manis” as the repetition the teacher explanation. So the students will easy to understand the meaning of the sentence.

20. Oke, write the answer only. Can you get it? **Yang sudah selesai bisa kamu**

menjawab, menulis jawabanmu di papan tulis.

Oke, write the answer only. Can you get it? If you finish, you can answer, write your answer in the white board.

The code switching occurred in sentence by “Yang sudah selesai bisa kamu menjawab, menulis jawabanmu di papan tulis”. It has meaning in English “if you finish, you can answer, please write your answer in the white board”. It happened when the teacher asked the students to write their answer in the white board. Then he used code switching by “Yang sudah selesai bisa kamu menjawab,

menulis jawabanmu di papan tulis” as the teacher’s command to the students writes their answer.

21. Ya, if you don’t have any questions now read, listen to me and repeat. **Semua dilihat bukunya.** Max is saying that his teacher has more books than him and he has fewer books than his teacher.

Of course, if you don’t have any questions now read, listen to me and repeat. All of you look at your book. Max is saying that his teacher has more books than him and he has fewer books than his teacher.

The code switching occurred in sentence by “semua dilihat bukunya”. It has meaning in English “all of you look at

your book”. It happened when the teacher asked the students to look their books. Then he uses code switching by “semua dilihat bukunya” as the command to the students to look their books.

22. **I have ten books.** Tirukan saya, tirukan kalimat yang ada dalam kotak.

I have ten books. Repeat after me, repeat the sentence in the box.

The code switching occurred in sentence by “I have ten books”. It happened when the teacher read the example of the sentence in the book. Then he used code switching by “I have ten books”.

23. Well now we come back for the book number one. **Kembali dibuka, nomor satu.**

Well now we comeback for the book number one. In Indonesia means kembali dibuka, nomor satu.

The code switching occurred in sentence by “kembali di buku nomor satu”. It has meaning in English “come back for the book number one”. It happened when the teacher asked the students to look back the sentence number one. Then he used code switching by “kembali di buku, nomor satu” as the repetition of teacher’s instruction.

24. **Who has gone to the library?** Siapa yang sering atau pernah ke perpustakaan? Semuanya ya?

Who has gone to the library? In Indonesia means Siapa yang sering atau pernah ke perpustakaan? All of you, right?

The code switching occurred in sentence by “who has gone to the library?”. It happened when the teacher asked students after he read the example of sentence. Then he used code switching by “who has gone to the library?”.

25. **My father has less money than my uncle.** Karena uang termasuk benda yang

tak dapat dihitung, lebih sedikit menggunakan kata less.

My father has less money than my uncle.

Because money is uncountable noun, so lebih sedikit used less.

The code switching occurred in sentence by “my father has less money than my uncle”. It happened when the teacher explained about the comparison sentence for uncountable noun. Then the teacher used code switching by “my father has less money than my uncle” as teachers utterance to explain about the material.

26. Ya, maka disitu, **there is more sugar in Banana cake**. Lebih manis kue pisang dan lebih apa less sugar?

Of course, so there is more sugar in Banana cake. Banana cake more sweet and more? What is less sugar?

The code switching occurred in sentence by “there is more sugar in banana cake”. It happened when the teacher and the students discussed about the comparison sentence to compare bread and banana cake. Then he used code switching by “there is more sugar in Banana cake” as the teacher’s utterance to give the correct answer.

27. **Number one is example.** Contoh nomor satu. Nanti no dua sampai lima kerjakan.

Number one is example. The Indonesia is contoh nomor satu. Than do the task number two until five.

The code switching occurred in sentence by “number one is example”. It happened when the teacher gave example to the students before they do the assignment. Then he used code switching by “number one is example” as the teacher’s utterance to give inform students that number one is example.

28. Well, let’s discuss together. Who can answer number two? Hand up please.
Oke nomor dua A, jawabanya apa?

Well, let’s discuss together. Who can answer number two? Hand up please.

Oke for number two A, what is the answer?

The code switching occurred in sentence by “Oke nomor dua A, jawabannya apa?”. It has the meaning in English “oke for number two A, what is the answer?”. It happened when the teacher beginning to discuss the assignments from the book and he asked students to mention the answer. Then he used code switching by “Oke number dua A, jawabannya apa?” as the question by teacher to check the students comprehension from learning today.

29. Close all the windows please. **Tolong jendelanya ditutup kalau sudah.**

Close all the windows please. In Indonesia means tolong jendelanya ditutup kalau sudah.

The code switching occurred in sentence by “tolong jendelanya ditutup kalau sudah”. It has meaning in English “please close the window”. It happened when the teacher would close the teaching learning.

Then he used code switching by “tolong jendelanya ditutup kalau sudah” as the command to students closed the window before they go home.

B. The Functions of code switching used by the teacher and the students in teaching English speaking skill at the eighth grade students of SMPN 1 Sambit.

1. Participants

1. Teacher : So, now let's we practice. I want to ask you. How many books do you have Wid?
- Widya : Apa Pak?
- Meily : Kamu bawa buku berapa?**
- Teacher : Ya, how many books in your bag?
- Widya : Five Pak.

The code switching occurred when the teacher asked to Widya but Widya does not understand about the teacher's question, after that Meily join the conversation between teacher and Widya. Then she used code switching by "Kamu bawa buku berapa" as Meily's

explanation the meaning of teacher's question to Widya. Meily joined the conversation it has functions participant.

2. Solidarity

1. Assalamualaikum Wr.Wb. Good morning students?

The switching occurred when the teacher start the lesson. Then he used code switching by "good morning students" as express teacher greeting to the students.

2. How are you today?

The switching occurred when teacher wants to know the students condition before continue the lesson. He used code switching by "How are you today?" to express his sympathy to the students.

3. I'm fine, and you?

The switching happened when the students answer the teacher's questions. Then students used code switching by "I'm fine" because they felt their teacher care to them.

4. Well time is up and we are going to close, **good bye and see you to tomorrow.**

The switching occurred when the time is up and the teacher wants to close the lesson. Then he used code switching by "good bye and see you tomorrow" as express his greeting to students before they are go home.

5. **Ya betul.** Well, any questions?

The switching occurred when the teacher felt solidarity to the students, because the student's answer was correct. Then he used

code switching by “Ya betul” to give feedback the correct answer about the student’s answer.

3. Topic

1. Now, for number three. Zulfikar, ya do you remember or **do you familiar with the song of Zulfikar?**

The code switching occurred when the teacher read the sentence in number 4 and there are name Zulfikar in the sentence so the teacher asked students about the song of zulfikar by “do you familiar with the song of Zulfikar?”. It has function as topic because “Zulfikar” is one of song titles and it could not be said in another language.

3. Ya, and five million dollar. **So I am rich man.** Apa rich jadinya?

The code switching occurred when the teacher discussed the sentence and the students asked the meaning of rich. Then, the teacher used code switching by “So I am rich man” because it was a particular topic discussion and to help the students more easier understand the meaning of rich.

C. The students’ perceptions toward code switching used by the teacher and the students in teaching English speaking skill at the eighth grade students of SMPN 1 Sambit.

The result of interview showed that the teacher and students used code switching in the classroom. Code switching is one strategy that

emphasis on understanding. The teacher agrees that code switching can be used in the learning because code switching help full the students to understand the materials, especially about the structure. The teacher also expressed the student's respond during he used code switching in the class, they are more enjoy, fun and active, because they know the meaning of difficult or new words. So that, the teacher expected that code switching as the one of strategies to increase students ability in interaction in the class and made the alternative as the way to get the maximal result of the learning English.

Meanwhile, the result of student's interview show that they often used code switching in the classroom because it can help them to understanding the lesson and teacher's

instruction. Code switching also made them more active, they felt confident to communicate with teacher and friends during the lesson and they felt interesting to learn English. Therefore code switching helps them to solve their problems in learning English.

In addition to using interviews researcher also used questionnaire to strength the data. By giving the questionnaire, it can be known the perceptions of using code switching for the eighth grade students during learning English.

1. Do you often use two languages namely English and Indonesian when English lesson?

The result of questionnaire showed that the students were using code switching in

learning English. These 70 students often used code switching in learning English and 2 students did not use code switching in learning English.

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

The result of questionnaire showed that the students understood about the material using code switching learning English. These 70 students understood the materials using code switching and 2 students did not understand the materials using code switching in learning English.

3. 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 result of questionnaire showed that code switching helped the students to understand the instructions during learning English. These 69 students understand the instruction by using code switching and 3 students did not understand the instruction even though used code switching.

4. Is the use of two languages alternately in English and Indonesian by teacher and friends at the time of learning English make you more active in communicating English?

The result of questionnaire showed that code switching make some students active in communicating during the English lesson.

The researcher found 69 students were active in communicating during the lesson and 10 students were not active in communicating in class.

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

The result of questionnaire showed that some students agree that code switching make them interested to follow the English lesson.

The researcher found 61 students agree that code switching made them interested to follow the lesson and 11 students also agree

that code switching were not made them interested to follow the English lesson.

6. Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident to asking the materials?

The result of questionnaire showed that code switching made students felt confident to asking the material. These 68 students agree that code switching made them felt confident when asked the materials to the teacher, and 4 students agree that code switching were not made them confident during the English lesson.

7. Is the use of two languages alternately in English and Indonesian during the English lesson to help you communicating with your teacher and your friends?

The result of questionnaire showed that all students were helped to communicate with the teacher and friends during the English lesson.

8. Is the use of two languages in turn that is English and Indonesian discussed by the other person when the English lesson can help you understand difficult phrase, clause, and new sentence?

The result of questionnaire showed that the students often used code switching in learning English to comprehend the new and difficult words. The researcher found 70

students often used code switching in learning English to comprehend the new or difficult word and 2 students did not use code switching in learning English to comprehend the new or difficult words.

9. 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?

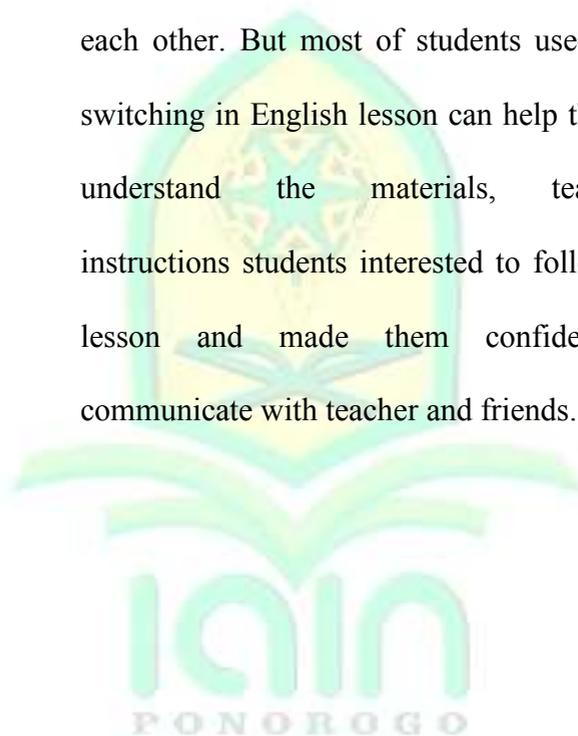
The result of questionnaire showed that students used code switching helped them to carry out the task. These 71 students agree that code switching can help them to carry out the task and 1 student said using code

switching did not help carry out the task in the classroom.

10. Is the use of two languages alternately in English and Indonesian by teachers and friends during the English lesson to help you feel confident to share your ideas and opinions?

The result of the questionnaire showed that some students agree that code switching helped them to share, express their ideas and opinions in the class. The researcher found 64 students, assume that code switching help them felt confident to share their ideas and opinions during English lesson, and 8 students also agree that code switching were not helped them to felt confident in shared their ideas and opinions.

Based on the result of questionnaire above the researcher concluded that student's perception about code switching difference each other. But most of students used code switching in English lesson can help them to understand the materials, teacher's instructions students interested to follow the lesson and made them confident to communicate with teacher and friends.



CHAPTER VI

CLOSING

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

A. Conclusion

Based on the statement of the problem and data analysis, the researcher concluded that:

1. The types of code switching which used by the teacher and the students at the eighth grade of SMPN 1 Sambit Ponorogo, the researcher concludes that there are 3 types of code switching. They are 15 utterances of tag code switching, 17 utterances of intra-sentential code

switching, and 29 utterances of inter-sentential code switching.

2. The functions of code switching that used by the teacher and the students at the eighth grade of SMPN 1 Sambit Ponorogo, the researcher concludes that there are 3 functions of code switching. They are 1 utterance of participants, 5 utterances of solidarity, and 2 utterances of topic.
3. There are found 10 the perceptions of students toward used code switching in teaching English speaking skill. There are, the students more discipline, active, confident, and interested in learning English. They understand the materials, they can comprehend about the teacher's instructions, easy to communicate with the

teacher and friends during the English lesson, easy to do the assignment, to comprehend the difficult or new word, can help students to share their ideas and opinions.

B. Suggestions

From this research the researcher suggest to the teacher, the student, and the readers.

1. For the teacher

This research is expected to give English teacher an insight about the types and the functions of code switching should be used when they are teaching English. Code switching also can use for conveying materials and interaction between the teacher and the students in teaching English.

2. For the students

The result of this research can give the students knowledge about the types and the function of code switching in teaching learning process. The students can avoid misunderstanding and miscommunication in interpreting the English teacher's intended messages by understanding the types and the functions of code switching.

3. For the next researchers

This thesis can be a reference for those who would like to continue this research or conduct research with different method of analysis to get more accurate finding.

BIBLIOGRAPHY

- Ali Derakhshan, Marjan Shirmohammadli. The Difficulties of Teaching English Language: The Relationship Between Research and Teaching. Tahun 2015. <https://www.researchgate.net/publication/277633211>. (diakses 6 December 2018)
- Ali Derakhshan, Atefeh Nadi Khalili, Fatima Beheshti. Developing EFL Learner's Speaking Ability. Tahun 2016, <https://www.cssenet.org/ells>. (diakses 6 December 2018)
- B. Merriam, Sharan. *Qualitative Research: A Guide to Design and Implementation*. San Francisco: Published by Jossey-Bass.2009.
- Cantone, Katja F. *Code Switching in Bilingual Children*. Germany: Springer, 2007.
- Creswell, John W. *Qualitative Inquiry & Research Design*. London: Sage Publications, 2007.
- Degi Zsuzsanna. Code switching in the Foreign Language Classroom. Tahun 2018. <https://www.researchgate.net/261586361>, (diakses 6 December 2018).
- Denzin. Paradigm Shift: Revisiting Triangulation in Qualitative Research. Tahun 2018.

<https://www.researchgate.net/261586361>, (diakses 9 December 2018).

Denzin. *Paradigm Shift: Revisiting Triangulation in Qualitative Research*.

Fitrah Auliya Ansar. Code Swiching and Code Mixing in Teaching-Learning Process. "English Education: Jurnal Tadris Bahasa Inggris, No 1 Tahun 2017.

<https://ejournal.radenintan.ac.id/index.php/ENGEDU> (diakses 6 December 2018).

Fulcher, Glenn. *Testing Second Language Speaking*. London and New York: Routledge, 2014.

Gardner-Choloros, Penelope. *Code Switching*. Cambridge University Press, 2009.

Halimah, Siti. *Code switching as a Bridge Speaking Skill Among Seventh Grade Students of SMPN 2 Ngariboyo*. Thesis IAIN Ponorogo Tahun 2017.

Holmes, Janet. *An Introduction to Sociolinguistics Fourth Edition*. London and New York: Routledge, 2013.

Hudson, R.A. *Sociolinguistic Second Edition*. London: Cambridge University Press, 2011.

- Ike Dyah Sintianingtyas. *Code Switching Analysis Used by English Teacher of Eleventh Grade Students of MAN Sukaharjo*. Thesis IAIN Surakarta 2017.
- Ira. Teachers' code-switching in English as a Second Language (ESL) instruction: Perceptions of selected secondary school learners in Zimbabwe. Tahun 2016. <http://research-advances.org/index.php/RAJMSS>, (diakses 01 April 2019).
- Keller, George H. Code Switching in Teaching English to Speakers of Other Languages. Tahun 2016. <https://repository.usfca.edu/capstone/>, (diakses 09 December 2018)
- Lucas, Ceil. *The Sociolinguistics of Sign Languages*. Uk: Cambridge University Press: 2004.
- M. Bailey, Kathleen. *Practical English Language Teaching Speaking*. Mc Graw Hill: 2005.
- Marsam, The Result of Interview with English Teacher SMPN 1 Sambit, Accessed on Wednesday, March 6th 2019.
- Miles, Mathew B. & Huberman, A. Michael. *Qualitative Data Analysis*. United State: SAGE Publications, 1994.
- Nur Shazwani Binti Ja'afar, Nooreiny Binti Maarof. Teachers' Beliefs of Code Switching in the ESL Classroom. Tahun 2016. <http://www.scirp.org/journal/jss>

<http://dx.doi.org/10.4236/jss.2016.44030>, (diakses 01 April 2019).

Oluwatosin Victor Ajayi. Distinguish Between Primary Sources of Data and Secondary Sources of Data. <https://www.researchgate.net/261586361>, (diakses 9 desember 2018).

Puji Astutik, Astutik. Code Switching and Code Mixing Used by Expert in the Concern of Rising Star Indonesia on RCTI. Thesis IAIN Ponorogo Tahun 2017.

Severinus Sakaria, Joko Priyana. Code-Switching: A Pedagogical Strategy in Bilingual Classrooms. Tahun 2018. <http://pubs.sciepub.com/education/6/3/3>, (diakses 14 March 2019).

Ustunel, Eda. *EFL Classroom Code Switching*. Macmillan Publishers Ltd. 2016.

Creswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. London: University of Nebraska-Lincoln. 2012.

Wardhaugh, Ronald. *An Introduction to Sociolinguistics Sixth Edition*. Singapore: Wiley-Blackwell Publisher Ltd, 2010