

CHAPTER IV

RESEARCH FINDING

This chapter presents research findings of this research based on the result of observation and interview. It covers the types and the reasons of code switching used by English teacher in second grade of Mtsn 3 Tulungagung.

In this part, the researcher presents the findings of the research. The followings are the findings of the research :

1. Finding on the types of code switching used by the English teacher on second grade of Mtsn 3 Tulungagung

This section exposes the findings found in the field. It is related to the types of code switching used by the english teacher in second grade of Mtsn 3 Tulungagung. This research was done at Mtsn 3 Tulungagung. Based on the result of the observations that had been done two times, the the findings can be obtained as follows :

There was an English teacher in second grade of Mtsn 3 Tulungagung. He as the subject of this research. The researcher write down the symbol (t) as the teacher and (s) as the students. The researcher observed them at school through recorded them with video recorder. Before the reseaher observed them, the researcher preared the video recorder used to record the teaching and learning english process in second grade of mtsn 3 tulungagung. The researcher asked to the students and the teacher to act naturally like usual they conduct teaching and learning english process. Moreover, that day were

different because there was a video recorder in the class to record the teaching and learning process in the class.

After conducted the observation, the researcher made a transcript from the video that had been recorded. Then, the researcher tried to clasified the sentence based on the types of code switching. The researcher clasified all of the teacher’s uttarance that related to the types of code switching. During the teaching and learning English in second grade of Mtsn 3 Tulungagung, the teacher often used code switching. He switched his language from English to Indonesia, even from Arabic to English and vice versa. He choosed to switch his language to make the students understand with all of his said, his explanation, or his uttarances. Code switching could not be avoid because the teacher and the students were bilingual. They could speak 4 language, those were Javanese, Indonesia, English and Arabic. Because the background of Mtsn 3 Tulungagung is islamic junior high school, that is whay the students can speak Arabic eventhough little bit.

Based on the observation, the researcher found that the teacher often switched his language from English to Indonesia. Simply, the teacher used code switching in teaching and learning English in second grade of mtsn 3 tulungagung. Here the researcher explained the findings one by as follows :

Table of 4.1 The Summary of the Types of Code Swithing Used by The English Teacher for Teaching – Learning in Second Grade of Mtsn 3 Tulungagung

No	Types of Code Switching	Example of Uttarances
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1	Intra – sentential Switches	<i>And watch the yatch go under water alias sink</i>
2	Inter – sentential Switches	<i>Find the verb! The second verb in the paragraphone. Temukan kata kerja kedua di paragraph satu.</i>
3	Establishing Continuity	T : <i>What do you think if they did not brig any food and fishing line?</i> S : <i>They will die</i>
4	Emblematic Swiches	<i>Come on ! five minutes you must finish.</i>

a. Intra – Sentential Switches

First, the researcher found that the teacher used intra-sentential switches. This type of code switching appeared 60 times during the teaching and learning process. The teacher mostly often switched his language from English to Indonesia within a clause or sentence boundary. It means that the teacher switched his language from English to Indonesia in a single utterances or sentence. So in one sentece consist of two languages, those are English and Indonesia. It can be seen in this excerpt “ *and watch the yatch go under water alias sink*” (see appendix for completed utterances of trancript of video two for the excerpt). In the excerpt, it was categorized to the intra-sentential switches. The teacher switched his language from english to indonesia in one sentence, one utterance. It happened in the middle of sentence. Generally, intra-sentential switches had something in common. Intra-

sentential could happen in the first word, middle or in the end of a clause, a phrase, or sentence boundary.

b. Inter – Sential Switches

Second, the researcher found that the teacher used inter-sentential switches. This type of code switching appeared 43 times. The teacher often switched his language from English to Indonesia between a clause or sentence boundary when one clause being in one language, the other clause in the other language. It means that there were two clauses or two sentence where one sentences or one clause in english, and the other clause or other sentence in indonesia. It can be seen in this excerpt “*find the verb! The second verb in the paragraph one. Temukan kata kerja kedua yang ada di paragraph satu.*” (see appendix for completed utterances of transcript of video two for the excerpt). It was catergorized to the inter-sentential switches. The teacher switched his language from English to Indonesian not in one sentence. It happened in the other sentences. One clause or one sentence being in English, and the other clause or other sentence in Indonesia.

c. Establishing Continuity

Third, the reseacher found that the teacher used establishing continuity. This type of code switching appeared 18 times. The teacher was not the native english speaker, but he taught English. So the teacher had to speak in English, asked to the students in English. This types of code switching happened when the teacher spoke and asked to the students in English and the students tried to respond it in English also. It can be seen in this excerpt. The teacher asked “*what do you think if they did not bring any food and fishing line?*” And the students responded it in English also, they responded “*they will die*” (see appendix

for completed utterances of transcript of video one for the excerpt). It was categorized to establishing continuity. Because of this class is language class, so the teacher asked to the students in English. Then the students tried to respond it in English also.

d. Emblematic Switches

For the last, the researcher found that teacher also used emblematic switching. This type of code switching appeared 5 times. The used tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another. It can be seen in this excerpt *“come on ! Five minutes you must finish”* the teacher used exclamation mark and he spoke in English. So, it was categorized to emblematic switching.

2. Finding on the reason of code switching used by the English teacher in second grade of Mtsn 3 Tulungagung

This section exposes the findings found in the field. It is related to the reason of code switching used by the English in second grade of Mtsn 3 Tulungagung. This research was done at Mtsn 3 Tulungagung. Based on the result of the observation that had been done two times and interview, then the data can be obtained as follows :

To find the result of the reason of code switching used by the English teacher, firstly the researcher conducted observation that had been done two times. The researcher record the teaching and learning English in the class. Before conducted the observation, the researcher prepared video recorder. Then, after the researcher got the record of teaching and learning English in second grade of Mtsn 3 Tulungagung, the researcher made a transcript of the video of teaching and learning English. Then, the researcher analyzed the context of the

dialouge of the video to find what the reason the English teaching using code switching in teaching and learning English process in second grade of Mtsn 3 Tulungagung. The researcher found some reasons the English teacher using code switching in second grade of Mtsn 3 Tulungagung. Then the researcher explain it one by one as follows :

Table 4.2 The Summary of the Reason of Code Switching used by The English Teacher for Teaching – Learning in Second Grade of Mtsn 3 Tulungagung

No	Types of Code Switching	Reason of Code Switching Used	Example of Utarnces
1	Intra – sentential Switches Inter – sentential Switches	Talking about particular.	T : <i>Raft like perahu. Dalam bahasa Indonesia sekoci. Perahu apa?</i> S : <i>Perahu Karet</i> T : <i>No, no, no. If you watch titanic, Jack Dawson jump out onto the life raft. Apa itu? Sekoci itu perahu untuk menyelamatkan.</i>
2	Intra – sentential Switches	Quoting Somebody else	T : <i>Cobak silent reading. Dibaca dalam hati. Kalau reading aloud apa? Dalam bahasa Ingris harus ada</i>

	Inter – sentential Switches		<i>reading aloud. Baca dengan suara yang keras. Karna juga untuk melatih pronunciation. Coba moco Inggris koyok moco Qur'an oleh ganjaran. Semua itu tergantung niat, Innama a'malu binniat. Sesungguhnya semua pebuatan tergantung pada niat.</i>
3	Inter – sentential Switches	Being emphatic about something	T : <i>Thank you for the motivtion. Hari ini kamu mempunyai motovasi yang kuat, because you have new situation to study</i>
4	Inter – sentential Switches	Interjection	T : <i>Come on ! five minutes you must finish. Jadi belajar tidak harus menghadap kedepan.</i>
5	Inter – sentential Switches		T : <i>Twenty days after left Panama in their yatcht. 21 hari setelah meniggalkan</i>

	Intra – sentential Switches	Repetition used for clarification	<p><i>Panama di kapal mereka. named siboney, they met some wholes which started to hit the side of the yatch. they heard water, mereka mendengar air. they jumped into the life raft, melompat ke kapal karet. and watch the yatch go under water alias sink</i></p>
6	Inter – sentential Switches	Intention of clarifying the speech content for interlocutors.	<p>T : <i>Okay, before starting the our lesson i would like you to make a group of four. make a group of four.</i> <i>Membuat kelompok. bangkune diadepno nganan, dipepetno. Silahkan!</i></p>
7	Inter – sentential Switches	To strengthen and to soften request or command	<p>T : <i>now the second group. yang sebelah sana. second group, group kedua. find the verb! the second verb in the paragraph.</i> <i>temukan kata kerja kedua yang ada di</i></p>

			<i>paragraph satu</i>
8	Intra - sentential Switches	Express group identity	T : <i>kalau sholat jenazah itu fardhu ain apa fardhu kifayah? kalau fardhu ain itu must, kalau fardhu kifayah itu should</i>
9	Intra - sentential Switches	Need real lexical	T : Have to sama dengan must . <i>kalau sholat jamaah itu fardhu ain apa fardhu kifayah? kalau fardhu ain itu must, kalau fardhu kifayah itu should</i>

a. Talking about particular

First, the researcher found that the teacher used code switching because he wanted to talk about particular thing through analyzing the context of dialouge. When the observation one, the researcher found the excerpt contained that the teacher want to talk about particular thing, so the teacher switched his language from English to Indonesia. In the obsevation one, the teacher discussed about recount text, and they tried to answer the question in the module, and tried to understand through translating all of the recount text in the modul. There was a text that talked about recount text. Then, in the text there was a word “yatch”. The teacher tried to explain what the yatch is. But the students still confused what the yatch was. So the teacher switched his language from English to Indonesia to talk

about what the yacht was like. It can be seen in this excerpt ***“no, no, no, if you watch titanic. Jack dawson jumped out from the ship onto the life raft. Apa itu sekoci? Perahu kecil untuk menyelamatkan”***. (see appendix for completed utterances of the dialouge for the excerpt) . In the excerpt, it is proved that the teacher used code switching to talk about particular. He switched his language from English to Indonesia to make the students easy understand with his explanation about what yacht itself.

b. Quoting somebody else

Second, the researcher found that the teacher used code switching to quote somebody else. In the observation one, the researcher found a moment when the teacher asked the students to read aloud the text. Then, he imagined that when read an English text same with read Al-quran. Because if someone reads Qur'an loudly, he/she will get a reward. So here, the teacher quoted one hadith from Salih Bukhari. It can be seen in this excerpt ***“innama a'malu binniat”*** (see appendix for completed utterances of the dialouge for the excerpt). These hadith had a meaning that action are but by intention. It means that every action that you done is depends on intention. It is proved that the teacher using code switching to quote somebody else, especially his students. He talked that every action that they done is depend on intention. So, maybe with read aloud an English text, they will get a reward from the god, as long as their intetion is good and try to find a knowledge because of God.

c. Being emphatic about something (express solidarity)

Third, the researcher found that the teacher used code switching to be emphatic about something. When the time was up, in the end of class the teacher gave some appreciate to the students because the students had a strong motivation to study. They had new situation

to study, they moved their position and made groups so it gave new situation in studying english. When the teacher expressed his appreciate to the students, he switched his language from English to Indonesia to make his students understand what he said. It can be see in this excerpt *“thank you for the motivation. Hari ini kamu mempunyai motivasi yang kuat, because you have new situation to study”*. It is proved that the teacher used code swiching to be emphatic about something. Not only gave appreciate to the students, the teacher also gave suggestion to the students to stay in group like the English class he taught in the next lesson with the next teacher, Mr. Lutfi.

d. Interjection

Fourth, the reseacher found that the teacher used code switching to make an interjection. In the beginning of the class, the asked to the students to make a group that consist of four students. But, the students moved smoothly. The teacher wanted the students to move quickly and make a group soon. So the teacher said an utterance that command the to move quickly it can be seen in this excerpt *“come on ! Five minutes you must finish”* (see appendixt for the completed uttarances of the dialouge for the excerpt). It is proved that the teacher used code switching because of interjection. He want to gain attention from the students and asked them to move their seat to make a group consist of four person.

e. Repetition used for clarification

Fifth, the researcher found that the teacher used code switching to make a repetition that used for clarification. In the class, the students and teacher learned about recount text. They learned about recount text through answering the question that related to recount text. In the questions, there were so many recount text, then the teacher and the students should

translate it if they wanted to answer the question its bellow. When the teacher tried to translate the text, the teacher often switched his language. He switched his language from English to Indonesia to make an clarification about the text. It can be seen from this excerpt ***“twenty days after left panama in their yatcht. 21 hari setelah meninggalkan panama di kapal mereka. Named siboney, they met some wholes which started to hit the side of the yatch. They heard water, mereka mendengar air. They jumped into the life raft, melompat ke kapal karet. And watch the yatch go under water alias sink”*** (see appendix for the completed uttarances of the dialouge for the excerpt). It is proved that the teacher used code switching to make a repetition used for clarification. Clarification in here it means that the teacher want to translate the meaning of those sentences. He did it to make the students understand with the text is.

f. Intention of clarifying the speech content for interlocutors

Sixth, the reseacher found that the teacher used code switching because of intention of calrifying the speech content for intelocutors. In the beginning of the class, the teacher asked to move their seat and make a group consist of four person. The teacher used code switching. It can be seen in this excerpt ***“okay, before starting the our lesson i would like you to make a group of four. Make a group of four. Membuat kelompok. Bangkune diadepno nganan, dipepetno. Silahkan!”*** It is proved that the teacher used code switching because of intention of clarifying the speech content for interlocutors. Intention in here it means that the teacher did switching language so many time to clarify his speech to the students. The teacher wanted to clarify his command and wanted the students accept his speech.

g. To soften and stregthen request or command

Seventh, the researcher found that the teacher used code switching to soften and strengthen request or command. When the teacher and the students learned about recount text. The teacher and the students learned recount text through answering the question in the bellow of the recount text. Then, the teacher asked to the students to find verb in the paragraph. He switched his language from english to indonesia to command his students. It can be seen in this excerpt *"now the second group. Yang sebelah sana. Second group, group kedua. Find the verb! The second verb in the paragraph. Temukan kata kerja kedua yang ada di paragraph satu"*. (see appendix for the completed utterances of the dialouge of the excerpt). It is proved that he teacher used code switching to soften and strengthen request or command. Here, the teacher asked to the students of second group to find second verb in paragraph one. The teacher switched his language from english to indonesia to make the students understand with his command and his request.

h. Express group identity

Eighth, the researcher found that the teacher used code switching to express group identity. It can be seen in this excerpt *"kalau sholat jenazah itu fardhu ain apa fardhu kifayah? Kalau fardhu ain itu must, kalau fardhu kifayah itu should"*. (see appendix for the completed utterances of the dialuge for the excerpt). It is proved that the teacher used code switching to express group identity. He switched his language from English to Arabic and Indonesia. The group identity was seen when he talked in Arabic. He talked about the law of pray of death body and all of the law that the teacher said is included in Muslim religion.

i. Need real lexical

Ninth, the researcher found that the teacher used code switching because of the need real lexical. When the teacher explain the differencies between must and should, he gave

the example of word that has the same meaning with must and have. He switched his language from English to Indonesia and Arabic. When the teacher the words in Arabic, he could not change those word in English, because those is from the excerpt of hadith and Qur'an. So the teacher used real lexical of those words. It can be seen in this excerpt *“have to sama dengan must. Kalau sholat jenaah itu fardhu ain apa fardhu kifayah? Kalau fardhu ain itu must, kalau fardhu kifayah itu should”*. (see appendix for the completed utterances of the dialouge for the excerpt). It is proved that the teacher used code switching because of the need real lexical. Because the words “fardhu ain” and “fardhu kifayah” are from the excerpt of holy qu'an and hadith.

Besides conducted observation and through analyzed the context of the dialouge, the teacher also conducted an interview to find some additional reasons of code switching used by the teacher in teaching and learning English in second grade of Mtsn 3 Tulungagung. The researcher conducted the interview with the English teacher in second grade of Mtsn 3 Tulungagung. The researcher interviewed the English teacher at the school. The interview had been done in one time. From the interview, the researcher got the information some additional reasons of code switching used by the English teacher in teaching and learning English in second grade of Mtsn 3 Tulungagung. The researcher explained it one by one as follows :

- a. To make the students understand with the material deeply

First, based on the interview the researcher got the information that the researcher used code swithing to make the students understand with the materisl deeply. This answer related to the question from the interviewer when the interviewer asked about whether the teacher is possible or not to use fully english when teaching and learning English.

Basically, the English has to speak in a target language. Because the purpose of the teaching and learning English is to make the students can master the target language, that is English. So, the teacher has to speak fully in English. Besides can master the target language, by using English the students can memorize and master all of the vocabulary especially the daily vocabulary that they used in the class. It is same with the statement that teacher said. However, the students ability in mastering English and understanding English also have to be with ability in mastering Indonesia. It means that the students can master English if its followed with the meaning of those word in Indonesia. So, the teacher could not longer used fully in English. They had to switch his language, from English to their native language, it could be Indonesia, Javaness. It has a purpose to ease the students understand the material deeply. It is same with the statement that teacher said : (*see appendix for the completed utterance of the dialouge for the excerpt bellow*)

“sebenarnya untuk pengajaran bahasa Inggris yang sebenarnya itu seharusnya seorang guru harus menggunakan full bahasa Inggris. Karena apa, dengan menggunakan bahasa Inggris anak akan terbiasa menyerap terutama pada vocab yang ada dikelas yang setiap harinya ada. Namun, berhubung kemampuan anak dalam menyerap bahasa Inggris harus dibarengi dengan kemampuan bahasa Indonesia. Tujuannya adalah untuk memudahkan anak dalam memahami materi lebih dalam”

“actually in teaching English, the teacher have to speak fully English. Why? By using English, the students will easy to memorize a vocabulary that they use everyday in the class. However, the ability of the students in mastering English have to be with the ability in mastering Indonesia. The aim is to ease the students in understanding the material deeply.”

It was same with the statement from the students. The students said that switching the language from English to Indonesia was the interesting thing. We could add more vocabularies from the teacher. If teacher did not switched his language, it would be the students felt bored with the English lesson. The student would bored because sometimes

the students did not know the meaning of the utterances from the teacher. So, if the students already knew the meaning of the new word, it could make the students understand with the material the teacher taught deeply. *See appendix for completed utterances of the dialuge for this excerpt*

“Menurut saya mencampur bahasa Inggris dan Indonesia adalah hal menarik. Walau terkadang tak mengerti apa yang diucapkan beliau, tapi kita bisa mengerti dengan kata selanjutnya yang bisa saja menambah vocabulary. Selain itu, kesana kelas Bahasa Inggrisnya keluar. Beberapa anak mungkin akan dongkol jika kelas bahasa Inggris gurunya hanya berbahasa Indonesia, right?”

“ In my opinion, mixing English and Indnesia is the interesting thing. Eventhough sometimes we did not know what he said in English, we would know the meaning of the word soon after the teacher swith his language and it could make us increase our vocabulary. Besides, an English environment was spread. Many of the students would feel bored if the teacher always spoke in Indonesia, right?”

b. To help the students master English well

Second, based on the interview the researcher got the information that teacher used code switching to help the students to master English. This answer related to the question from the interviewer when the interviewer asked about what the teacher’s reason in using inter-sentential switches. The interviewer asked about it because when the observation, the researcher found that the teacher used inter-sentential switches in teaching and learning English in second grade. Basically, when the students learned English they have to understand with all of the utterances, phrases that the teacher said in English. It means that the students have to understand with all of the teacher said in English, not only in words, but also can be in phrases or utterances. So, the teacher have to switch his language from the English to the native speaker of the students.

There are so many languages in Indonesia. There are Indonesia, Javaness, Sundaness and etc. Yet, the students in Mtsn 3 Tulungagung are from Tulungagung. So, their native speaker is Javaness, their second language is Indonesia, and English as their foreign language. So, when the teacher taught English in this class, they have to switch his language from English to the students' native language, it can be Indonesia or Javaness. So, the students' ability to master English is fast and they would understand with the material that the teacher taught. It is same with the statement that the teacher said : (*see appendix for the completed utterances of the dialouge for the excerpt bellow*)

“Alasannya ya kadang dari sekian siswa itu dalam memahami sebuah vocab atau sebuah ujaran atau sebuah frasa itu kan semuanya harus paham. Sehingga kami terpaksa sering menggunakan bahasa native speakernya anak-anak. Kalau di Indonesia itu kan native speakernya kan bahasa Jawa, kemudian bahasa Indonesianya dalah bahasa secondnya anak”. Kemudian bahasa Inggrisnya adalah bahasa asing. Sehingga kembali lagi, kalau kita menggunakan bahasa Inggris terus daya serap anak untuk menguasai bahasa Inggris itu juga cepat untuk memahami itu.

“the reason is sometimes in undertanding a vocabulary or an utterances or a pharse, all of the students have to understand about it. So, we need to use their native languages. In Indonesia, the native language of the students is Javaness, then Indonesia is their second language, then English as their foreign language. So, we need to keep using English to make the student master English fast”

It was same with the statement from the students. The students said that they were good enough in English. They could good enough in English because the teacher always switched his language when he taught English. It means that the teacher always explained the meaning of the word or utterance that he has said. So, it could make the students master the English fast and they could understand with the material that the teacher explained in the class. (*See appendix for completed utterances of the dialougue for this excerpt*)

“Iya, selama ini kami cukup baik dalam kelas bahasa Inggris. Karena setiap Pak Mujiono berkata dalam bahasa Inggris, beliau akan selalu menjelaskan maksud dari kata itu kemudian dari itu kami akan menguasai hal dalam bahasa Inggris dengan baik dan mengerti pelajaran yang diajarkan beliau.”

“Yeah, we have been good in English class. Because, everytime Mr. Jhon spoke in English, he always explained the meaning of the word he said before. So, we could know the meaning of those word, and we could master everything about English well and understand with all of the material that explained.”

c. Spontaneity

Third, based on the interview the researcher got the information that the teacher used code switching because of spontaneity. This answer is related to the question when the interviewer asked about what the teacher’s reason in using Intra-sentential switches in teaching and learning English. When the observation the researcher found that the teacher used intra-sentential switches in teaching and learning English. Sometimes the teacher switched his language spontaneously. Basically, the teacher is not aim to use code switching within a sentences. Baccuse here the teacher tried to speak Emglish well and translate it well. On the other side. So, when teacher used code switching in Intra-sentental switches, actually it happened spontaneously. It is the same with the teacher statements that teacher said : *(see appendix for the completed uttarances of he dialuge for the excerpt bellow)*

“ya sebenarnya itu tidak selalu kami pakai. Kemarin waktu kita ketemu dikelas, sesuatu yang yang tidak terjadi itu. Kalau open ya open, menggunakan bahasa Inggris. Karena memang spontanitas kita campur-campur seoerti itu”

“actually, it is not always we use. Yesterday when when met in the class, it is something that never happened. If we say open, it means open. Because of spontanety, we swicthed our language”

d. To make the students familiar with the uttarances in English

Fourth, based on the interview the researcher got the information that the teacher used code switching to make the students familiar with the utterances in English. This answer related to the question from the interviewer when the interviewer asked about what the teacher's reason in using establishing continuity. When the observation, the researcher found that the teacher used establishing continuity. It means that the teacher always asked to the students in English and the students responded it in English also. The teacher in this class tried to ask to the students in English. Before the teacher asked to the students, the teacher made sure that all of the utterance that he said to the students are familiar with the students' ear. So, the students could understand and responded the teacher in English also. However, if he found when the students still confused with the teacher's utterance, the teacher will provoke the students in Indonesian also. It is same with the statement that teacher said : *(see appendix for the completed utterances of the excerpt below)*

“kalau saya menanyakan kepada anak dengan unsur kebahasaan yaitu bahasa Inggris, itu saya asumsikan bahwa kalimat yang saya gunakan dalam bahasa Inggris itu anak sudah menguasai tentang kalimat-kalimat yang pada waktu kami tanyakan. Sehingga kalau menemui kata-kata atau kalimat-kalimat yang agak sulit yang anak-anak belum -paham. Itu akan kami pancing dulu dengan menggunakan bahasa Indonesia”

“if i asked to the students in the language component of English, it means that i assume that the sentences that i use in English, the students are already know and master about the sentence that i asked to them, so, the students found word that they don't know and difficult enough, i will provoke them in Indonesia”

It was same with the statement from the student. The student said that the teacher always asked and spoke to the students in English. Besides to make the students familiar with the utterances in English that they always used everyday, it could make the students to pronounce it well. When the students responded to teacher in English, he also corrected their pronunciation. So, it was a plus point for them when they communicated in English

each other. (*See appendix for the completed utterances of the dialouge for the excerpt bellow*)

“Iya, biasanya jika kami sulit atau belum bisa mengucapkan kalimat dengan baik beliau selalu meminta kami untuk belajar melafalkan secara langsung dan pada saat itu juga kami bisa melafalkan secara baik menurutnya”

“That is right. Usually if we difficult to pronpunce the sentece wel, he always asked to me to pronounce it directly and he will help us to pronounce it well in that time. So, we can pronounce it well directly in that time also.

e. To make the students can differenciate the kind of sentences

The last, based on the interview the researcher got the information that the teacher used code switching to make the students can differenciate the kind of sentences. This answer is related to the question from the interviewer when the interviewer asked about what the teacher’s reason in using emblematic switches. The reseacher found that the teacher used emlematic switches. It means that the teacher inserted a tags, exclamation and certain set pharases in one language into an uttarances other wise. Sometimes the students in this class used exclamation sentences in English. Because in teaching and learning English were not only using positive or negative sentences, but also using affirmative sentences or exclamation. By using exclamation in English, the students can differenciate what the teaher said, whether it is negative sentences, positive sentences or affirmative sentences. It is the same with the statement that teacher said : (*see appendix for the completed uttarances of the dialouge fot the excerpt bellow*)

“ya karena didalam proses teaching and learning itu kan tidak hanya menggunakan kalimat-kalimat yang positif, negatif dan juga kalimat perintah. Dimana dengan kalimat-kalimat perintah itu anak akan bisa membedakan apakah itu kalimat perintah, apakah itu kalinat positif, affirmative”

“in the teaching and learning English process is not only use positive sentences, we also use negative sentences, affirmative sentences. Where by using those sentences the students can differentiate whether it is positive sentences, or negative sentences, or affirmative sentences.

It was same with same with the statement from the students. The student said that when the teacher used exclamation sentence in English to gain attention from the students, they know that the sentences the teacher was strong emotion and following with exclamation mark. So the students could differentiate the kind of the sentence of the utterances based on the intonation. So, with proper intonation from the teacher, the students could differentiate the kind of the sentences whether it was positive sentences or negative sentences or affirmative sentences or etc. *(See appendix for completed utterances of the dialogue for this excerpt)*

“Iya, Kadang ada beberapa anak yang belum bisa membedakan kalimat seperti itu. Tapi untuk membedakan kalimat seruan bisa mendengarkan lewat nada bicara”

“it is true, sometimes there several students that cannot differentiate the sentences like that. But, to differentiate the exclamation sentences, we can hear it from the intonation that the teacher said”