CHAPTER I

INTRODUCTION

This chapter discusses background of the researcher, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivations for learning it come in to play. "English is no longer viewed as the property of the English speaking world but is an international commodity sometimes referred to as world English or English as international language" (Richards, 2002:3). So many countries that use English as the first language. Hewings (2007:10) states that "The use of English has spread far for beyond those countries where it is used as first language". In some countries English is an important second language for many speakers, and has often become the language used in official contexts such as courts, parliament and higher education. So, English is important language that should be learned by every people around the world including Indonesia.

English is one of language that is recognized in Indonesia. Indonesians consider English as the foreign language for them. Consequently, English is taught at the school from elementary level to high educational level. It is intended for the development of science, technology, art, culture and also the development of nation relationship.

In multilingual society including Indonesia society, the use of two or more languages in communication practices become a common phenomenon because a participant are familiar with more than one language, for example regional languages (Java and Sudanese), first language (Indonesia and English). "When fluent speakers of several languages converse with each other, they often use words or sentences from different languages in a single discourse, and or shift from one language to the other" (Susanto, 2008:1). This linguistic phenomenon is called code switching. Code switching in the literature broadly refers to the systematic use of two or more languages or varieties of the same language during oral or written discourse.

In educational setting, the use of code switching becomes a trend of English Teachers when they are involved in English teaching and learning process. It happens because they are familiar with at least three languages, namely Indonesia, English, and Javanese. Bahasa Indonesia in Indonesia serves as the tool of instruction of any subjects including English. English has twofold functions, namely as the target language which is learned and as a means of instruction in dealing with English language teaching. Javanese is one of the regional languages which are also used by some English teachers to meet some functions. The teacher

using some language in explaining one material in one topic. Not only in part of explaining material, switching and mixing code can used in doing communication in class between teacher and students too. As we know that the students of Junior High School have few vocabulary then students of Senior High School. Sometimes they are difficult to understand the material that explained by the teacher when the teacher explain in fully English. So using code switching in teaching and learning English process especially in Junior High School is important. The teacher can use English first and then switch to Indonesian to explain more about the material or using code mixing to change difficult word in explaining material. This way may be able to make the students to get more understanding about what the teacher say or what the ideas of some materials. It is very important to for educational backround especially in Indonesia. In this study the researcher choose the medium level school as an sample because so many school where are in medium level.

As we know, there are copies of research studies arguing that the strategy of code switching can be useful tool in English language teaching and learning process. Code switching help the sender transfer the information to the receiver effectively. Based on above argument code switching could be a strategy used by the teachers to help learners. Various positive functions of code switching, such as explaining new vocabulary, grammar, new concepts, and relaxing learners would improve the learner comprehensible input during the learner process.

Based on explanation above, the researcher chooses the tittle *"analysis of code switching used by the teacher for teaching-learning English in first grade*

of SMPN 2 Sumbergempol in the academic year 2013/2014". Using code switching in teaching-learning process it can help the students to understand about the teacher explanation. So, they can get good achievement.

B. Statement the Research Problems

Based on the background that has been discussed, the researcher formulates the problem in this research in the following research questions:

1. What are the types of code switching used by the English teacher in first grade of SMPN 2 Sumbergempol?
2. Why does English teacher in first grade of SMPN 2 Sumbergempol uses code switching in teaching and learning process?

C. Objectives the Research

This study is generally aimed at describing code switching practices in English language teaching and learning process used by the teacher in first grade of SMPN 2 Sumbergempol. The specific objectives of this research include,

1. To find the types of code switching which is used by the teacher in English teaching and learning process in first grade of SMPN 2 Sumbergempol.
2. To describe the reasons of the teacher when uses code switching in his/her teaching and learning process in first grade of SMPN 2 Sumbergempol.

D. Significance the Research

1. Reader

This research will give information and more knowledge about teaching and learning English by using code switching.

2. English Teacher

It can be as references to improve their students' achievement in English by practices code switching in their teaching and learning process.

3. Other Researcher

This study will contributes to other researcher in conducting further research of similar topic. It will help them to have more addition knowledge.

E. Scope and Limitation of the Research

This research is focus on the use of code switching in English teaching made by the teacher in teaching and learning process. Meanwhile, the research is limited to the discussions kinds of code switching spoken by teacher in English teaching learning class in first grade of SMPN 2 Sumbergempol. This research study about what the reason of the teacher in using code switching in their English teaching and learning process in first grade of SMPN 2 Sumbergempol.

F. Definition of Key Terms

1. Language

The term "language" can be used to refer to a variety of concepts/ thing such as the particular form of words and speech used by the people of country, area or social group or the method of human communication using spoken or written words.

2. Linguistics

English linguistics as a discipline that concern itself with the study of all aspects of present day English (PDE) from a variety of different angels, both descriptive and theoretical, but with a methodological outlook firmly based on the working practices developed in modern contemporary linguistics (Aarts and McMahon 2006:19).

3. Bilingualism

Bilinguals is defined as having or using two languages especially as spoken with the fluency characteristic of native speaker; a person using two languages especially habitually and with control like that of a native speakers and bilingualism as the constant oral use of two languages.

4. Code Switching

Code switching is a linguistics phenomenon commonly occurring in bi-and multilingual speech communities. The term, which also appears as 'code

switching' and code switching in literature, broadly refers to the systematic use of two or more languages or varieties of the language during oral or written discourse (mahootain, 2006:2).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses the theories that are related to: Definition of language, sociolinguistics, bilingualism, diglosia, code, code switching, types of code switching, code switching in the classroom, and preview studies.

A. Definition of Language

Language plays s great part in our life. Perhaps because of its familiarity, we rarely observe it, taking it for granted, as we do breathing and walking. The effects of language are remarkable, and include much of what distinguishes man from the animals, but language has no place in our educational program or in the speculations of our philosopher.

Language is purely human non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. So, language is symbol made by human to communicate with each other. They must be deal with those symbols, so they have not misunderstanding with each other. "When two or more people communicate with each other in speech, we can call

the system of communication that they employ a code. In most cases that code will be something we may also want to call a language" (Wardhaugh, 2006:17).

B. Sociolinguistic

Sociolinguistics means social and linguistics like Rahardi statement,

Rahardi (2001:12) states as follow:

Sociolinguistics examines the language by taking into account the relationship between the languages of the people, especially the speakers of that language. So it is clear that the sociolinguistic consider the relationship between two things, namely the linguistic terms for languages and the sociology of the social aspect.

So, in sociolinguistics there are two aspects that are language and society. It is about relationship between language and society. Its study about how the way people use language in society.

Sociolinguistics is the study of language in operation; its purpose is to investigate how the conventions of the language use relate to other aspect of social behavior. Sociolinguistics is a developing subfield of linguistics which takes speech variation as its focus, viewing variation or it social context. Sociolinguistics is concerned with the correlation between such social factors and linguistics variation. From the definition above, sociolinguistics is a subfield of linguistics that is interdisciplinary in sociology, with the object of study the relationship between the languages of social factors within speech community. Or more operational again as said Fishman (1972:19) "… The study of who speak what language to whom and when".

Sociolinguistics accounts for the influence of these factors, such as age, social class or sex, on the way we speak or write, on the linguistic structures we use and on how individuals or groups deviate from what may be called the standard use of language. Sociolinguistics those accepts and evaluates the fact that language is part of speakers' identities and how those identity and in-group aspects influence language, just as specific contexts do.

Krabe (2009:45) states as follows:

Sociolinguistics is the study of variation in speaker groups and variation in language use. Social factors (variable) and their influence on language use are at the core of sociolinguistic research. When connecting the study of sociolinguistics to that of language change, an influence of social factors on languages' structures may also be traced.

Sociolinguistics distinguishes a set of types of variation that covers most factors for language variation. The most general distinction is that between variation in the individual, so-called idiolects, variation related to social factors, socialists, regional variation, dialects and variation due to functional aspects, so-called registers or styles. The latter distinction is often times evaluated according to degrees for formality; also the distinction between spoken and written code and register is common. There are however, alternative approaches to that pair and more often than they are not used synonymously.

C. Bilingualism

Bilingualism has known since the development of American structural linguistics, particularly during the linguistic Bloomfield. Bloomfield (1973:21)

argued that bilingualism refers to the symptoms of second language acquisition with the same degree of mastery of the language like a native speaker. Such understanding requires extremely difficult to be met for a person to be called bilingual. Therefore, restrictions on bilingualism Bloomfield is heavily modified people. For example, Robert Lado in Bloomfield book says that bilingualism is " the ability to use language by someone with equally good or nearly as good, which is based in two languages however knowledge level ". Thus, according to Lado mastery of both languages need not as good, it also can be known two or more languages means bilingual. a bilingual does not need to actively use both languages , but enough to understand that bias alone. Learning a second language, let alone a foreign language, not by itself will give effect to the original language". Anyway someone who studied a foreign language, the foreign language skills will always be in a position below the native speakers of that language. Mackey, as quoted by Fishman (1972:6), gives an overview of the phenomenon of bilingualism as a narrative. He argues bilingualism cannot be considered as a system. Bilingualism is a characteristic that is individualized disclosure. Bilingualism is defined as the use of two languages by a speaker in their society with others in turn. To be able to use two languages course, one must master both languages . First, his own mother tongue or first language, and the second are another language into second language it is stated by (Chaer, 2004:84).

Bilinguals are often broadly defined as individuals or groups of people who obtain the knowledge and use of more than one language. However, "bilingualism is a complex psychological and socio-cultural linguistic behavior

and has multi-dimensional aspects" (Butler and Hakuta, 2006:1). So, it's not just two languages, but can be more than two languages.

As is often believed, bilinguals could be defined as individuals who have "native-like control of two languages" (Bloomfield, 1973:56). However, this strict view of bilingualism limits the number of individuals and groups that could be classified as bilingual, not to mention the fact that such a definition makes it difficult to operationalize "native-like fluencies." On the other hand, bilinguals as individuals who are fluent in one language but who can produce complete meaningful utterances in the other language. Many researchers employ this broader view of bilinguals and include in their definition of bilinguals those individuals who have various degrees of proficiency in both languages. Broader definitions of bilingualism have an advantage in that they incorporate the developmental processes of second language acquisition into the scope of studies of bilingualism (Butler and Hakuta, 2006:1). For instance, focuses on the daily use of two languages among bilinguals, and distinguishes bilinguals who use more than two languages in daily life from "dormant bilinguals" who retain knowledge of different languages but no longer use them in daily life.

D. Diglosia

Often each language or variety in a multilingual community serves a specialized function and is used for particular purpose. This situation is known as 'diglosia' it is stated by Romaine (2000:46). An example can be taken from

Arabic-speaking countries such as Egypt in which the language used at home may be a local version of Arabic it is called low (L), while they will use high (H) language (formal language like as Quran) for in formal situation like lecture, reading, writing or broadcasting.

Diglossia is a term that was first raised by Fergusson (1959), which refers to the diversity of languages each have roles and functions vary in a speech community. Bilingualism is a mastery of at least 2 languages, namely first language and second language.

The word comes from the French diglossia diglossie, which was once used by Marcais, a French linguist. Ferguson used the term diglossia to declare a state of society where there are two variations of the languages that coexist and each has a specific role. Ferguson about diglossia original formulation is as follows:

It is stated in Chair's book (2004:92)

Diglosia is a relatively stable language situation, in which in addition to the primary dialects of the language, which may include a standard or regional standard, there is a very divergent, highly codified, often grammatically more complex, superposed variety, the vehicle of the large and respected body or written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

This diglossia described by Ferguson to summon the nine topics, namely the function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, and phonology. Here we talk briefly.

1. Function

Function is a very important criterion diglossia. According to Ferguson's diglossia in society, there are two variations of a language that is high Dialect (H), and low dialects (L). Example in Arabic, a H dialect is classical Arabic, the language of the Qur'an called 'al-fusha'. And its R dialect is a variety of forms used by the Arabic language, which is commonly called 'addariji'. The function of H only on official or formal situations, being a function of L only in situations informal and relaxed.

2. Prestige

In a society diglossia speakers typically considered more prestigious dialect T, more superior, more respected, and is a logical language. While the L dialect is considered inferior, even there is no denying its existence.

3. Literacy heritage

Literary works should be in the range of T.

4. Acquisition

Variety of H obtained by studying the formal education, while the range of L is obtained from the association of the families and their peers. Therefore, those who have never entered the world of formal education would not be at all familiar with a wide.

5. Standardization

Due to a wide range of H is seen as prestigious, it is not surprising that the range of H standardization done through formal codification. Dictionaries, grammar, pronunciation guidance, and books for the use of the correct rules written for a variety of H. contrary, diversity L was never taken care of.

6. Stability

Stability in the community usually has long diglossia where there is a variation of language in society that exists maintained. Examples borrowing lexical items into a wide variety of H are regular. However, the use of lexical items in a wide variety of L is less usual, because only used if it is forced.

7. Grammar

Ferguson believes that a wide range of H and L in diglossia are forms of the same language; however, in grammar a turn out there is a difference.

8. Lexicon

The most striking feature is the existence of diglossia vocabulary pairs, one for H and one for a wide range of L, which is usually to the concepts of the most common. For example, in the Greek language 'rumah' pada variety H is' ikos' while in the range of L' spiti '.

9. Phonology

Ferguson said the sound system of a wide range of H and L is actually a single system; however, phonological H is a basic system, while phonological L, diverse, a subsystem. Diglosia exist not only in multilingual societies which officially recognize several 'language', and not only in societies which employ separate dialects, registers, or functionally differentiated language, varieties of whatever kind.

E. Code

The code can be defined as a system that application said element has a characteristic language in accordance with the background speakers, relations with the speaker and the speaker said that the situation there. Codes are usually shaped as a variant of the language used to communicate real members of a language community. Code is a kind of system that is used by two or more people to communicate.

It is possible to refer to a language or a variety of a language as a code. The term is useful because it is neutral. Terms like dialect, language, style, standard language, pidgin, and inclined to arouse emotions. "In contrast, the 'neutral' term code, taken from information theory, can be used to refer to any kind of system that two or more people employ for communication" (Wardhaugh, 2006:88).

F. Code Switching

The term 'switching codes' was first used in linguistics in the theory of information proposed by Jacobson *et al* in the early 1950s (Alvarez-caccamo. 1998:30-32). According to Jacobson, different languages or different styles of the same language may have different codes. A code, as Jacobson defines it is the speakers' system of speech that has to be deciphered by the listener. In early studies, the term 'switch' was used to describe the change between languages made by bilinguals according to changes in a speech situations. "The motivation to switch was seen to be triggered by the change of the speech situation, or in other words it did not occur in an unchanged speech situation, and certainly not within a single sentence" (Weinreich 1953:73).

Haugen's skepticism about code switching in Rahardi's book (2001:1), was influenced by four factors: (1) the trend of linguistic investigation at that time was mainly focused on the (bilingual) language system (*language*), so that researcher paid little attention to language use (parole), as a result; (2) grammatical system investigation was preferred, thus code switching and code mixing were regarded as a potential disturbance; (3) the recording equipment was still limited to traditional methods for gathering data from naturalistic bilingual conversation; and (4) the study of immigrant communities, undergoing rapid language shift towards the dominant language, may initially have been less favorable for discovering an analyzing the phenomenon of switching.

Code switching is a general term to refer to the change or transition use two or more languages, multiple variations of a language, or even several styles

from a variety. He also mentions what is called the internal code switching that occurs across languages in a mother language area, between dialects within a language area, or between several varieties and styles contained in a dialect. As for the external code switching is when that happens is the native language with the language code is stranger. Code use interchangeably two or maybe more languages, language variations in the same language or language may styles in a bilingual speech community. Rahardi (2001:21) defines code switching as transitional phenomenon due to the changing situations of language use.

In contrast to the Appel said that code switching occurs between languages. Code switching occurs not only between languages, but can also occur between a wide-variety or style that contained in a single language. The full Hymes said "*code switching has become a common term for alternate us of two or more language, varieties of language, or even speech styles*". All of those stated in Chaer (2004:108).

In various linguistic literatures in general caused of using that code switching is mentioned below,

1. The Speaker

Speakers often do over the code to profit or benefit from they are doing.

2. Listener

Listener or the opponent says, interlocutors or opponents said could cause the transfer of the code, such as the speaker wants to offset the opponent's ability to speak the speech.

3. Changes in the situation because of the presence of a third person

The presence of a third person or another person who is not the same language background to the language being used by the speakers and opponents said could lead to the transfer of the code.

4. A change of formal or informal and vice versa

Changes in speech situations can cause code switching. For example, before the lecture begins situation is not formal, but when school starts, which means the situation becomes formal, and then there was a shift code.

5. The topic of conversation

The topic of conversation changes may also lead to the occurrence of code switching. For example, a conversation between the employer and the secretary, when the topic of the official letter, the conversation took place in Indonesian. But, when the topic shifted to the person who sent the letter, to pass over the code of Indonesian language to Java.

Gumperz defines code-switching as "the position within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". It is stated in Shin's book (2011:3). Code switching may happen when two people have different language or grammatical system. Simply put, code-switching can be defined as the alternation of languages. However, not all cases of alternation of languages are cases of code-switching.

Code switching refer to the mixing, by bilinguals (or multi-linguals), of two or more languages in discourse, often with no change of the interlocutor or topic. "Such mixing may take place at any level of linguistic structure, but it

occurrence within the confines of a single sentence, constituent or even word, has attracted most linguistic attention" (Poplack, 1980:1).

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 unilingualism. People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching. "Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within single speaker's turn. In the latter case it can occur between sentences (intersententially) or within a single sentence (intra-sententially)" (wardhaugh, 2006:101). 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. Code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.

G. Types of Code Switching

The classification of code switching used in the present study follows. The view that code switching can be classified into three types: tag-switching, intersentential code switching and intrasentential code switching (Romaine 2000:122-123). This division is based on the scope of switching or the nature of juncture in which the language alternation take place.

1. Tag-switching

Tag-switching involves the insertion of tag from one language into an utterance which is otherwise entirely in the other language, for example, 'you know', 'I mean'. Tag-switching is subject to minimal syntactic restrictions therefore, tags may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules. While researchers like Romaine have identified tags as a locus of code switching, none of the previous studies of Indonesian-Javanese code switching looks at tags. Using tag-phrase is not uncommon in Javanese society. It is widely used in everyday interactions, for example, oh ya, saya tau. Di sebelah selatan sana tu, ya? (Oh yes, I know. On the south side over there, isn't it?). The most Indonesian tag questions are, iya kan?; begitu bukan?. While in English, 'isn't it?' (Susanto, 2008:48).

2. Intersentential switching

The switch involves movement from one language to the other between sentences or clause, or between turns. In the data this type of code switching is used in both secondary and upper secondary school, for example, translating or explaining something (grammar, exercise etc). Both the teachers and the pupils use intersentential code switching. Furthermore, this type of code switching is used quite a lot in both secondary and upper secondary school. The switch involves movement from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one language to the other language(s) in the conversation. Intersentential code switching, according to Romaine (2000:123), requires

speakers to have greater fluency in both language than, say, merely to have an ability to tag-switch, because the major portion of the utterance has to conform to the rules of both languages. Example,

Mrs. N bayi ibu Muhtar gemuk saya lihat tadi.

'Mrs. Muhtar's baby is healthy, I saw earlier.'

Mrs. S saya belum sempat nengok…

' I havenn't had time to do so.'

Mrs. H nanti deh kapan kapan kita kesana, kalau ada hajat cukuran.

Basa di ibu **T oge geuning, meni haneuteun**"

' later sometime we'll visit when it is a time for the baby to have her hair cut.

When visited Mrs. **T the situation was so friendly, wasn't it?'**

S and H were sundanese, while N was from Minangkabau. H switched into Sundanese after uttering a sentence which was expressed in Indonesian. In short, her switch occurs at a sentence boundary (intersentential code switching).

3. Intrasentential switching

Intrasentential code switching concerns language alternation that occurs within sentence or a clause boundary (Susanto, 2008:49). Sometimes it includes mixing within word boundaries. Because, this type of code switching involves the greatest syntactic risk, a less competent bilingual. Example,

Dari jan sepuluh empat lima *tekan jam sewelas seprapat kan.*

'From ten forty five to eleven fifteen, isn't it?.

Blom and Gumperz (1972) distinguish two types of code switching, 'situational code switching' and 'metaphorical code switching'. Situational code-switching is related to a change in situation, for instance, when a new participant joins the activity, or a change in the conversation topic or setting. On the other hand, metaphorical code-switching is often used as a conversational strategy to enhance or mitigate conversational acts such as requests, denials, topic shifts, elaborations or clarifications (Shin, 2011:3).

Myers-Scotton (1993:15) focuses on the social motivation of code-switching and distinguishes between 'unmarked' (conventional) and 'marked' (unexpected) uses of language. Codeswitching can be considered as the unmarked choice when linguistic choices are expected in the speech community and determined by the social context and situational factors outside the content of particular communication. Using in-group languages in inter-ethnic communication as in switching from English to Spanish between Chicanos in Los Angeles is an example of this type of unmarked code-switching. On the other hand, speakers switch languages unexpectedly ignoring social factors or other institutional constraints affecting linguistic choices.

Equating in this instance code with language, we can describe two kinds of code-switching: situational and metaphorical. Situational code-switching occurs when the languages used change according to the situations in which the conversant find themselves: they speak one language in one situation and another in a different one. No topic change is involved. When a change of topic requires a change in the language used we have metaphorical code-switching. The

interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. The choice encodes certain social values. Linguists have found it very difficult to explain precisely when, linguistically and socially, code-switching occurs, i.e., what all the constraints are. However, there is broad agreement about the general principles that are involved. "Metaphorical code-switching has an affective dimension to it: you change the code as you redefine the situation – formal to informal, official to personal, serious to humorous, and politeness to solidarity" (wardhaugh, 2006:104).

H. Code Switching in the Clasroom

Code switching in the classroom is switching from one language to another languages use in the teaching and learning process in the classroom. The teachers that use code switching in their teaching and learning have some functions. "The researcher fined the research that related to it. The focus of this chapter will be to report different functional categories that are found in the data. This is because in that way I hope to get a more varied insight to the different functions code switching have in the EFL classrooms" (Yletyinen, 2004). They are,

1. Explanation

Explanation occurs when (usually) the teacher wants or sees a need to repeat what has been previously said in another language in order to help the pupils understand him/her. In an EFL classroom this explaining generally happens

in L1, the mother tongue of the pupils. Since the pupils are less competent in the foreign language and may need an explanation to help them understand the lesson better.

2. Requesting help

When pupils are faced with a problem or question during the lesson, they usually resort to code switching to find an answer to their problems. One common function of codes witching in the present data is, in fact, requesting help. This function is employed by the pupils; they use it when they want to ask for help.

3. Pupils helping each other

The previous function dealt with pupil - teacher communication, where a pupil requests help from the teacher who provides an answer to the asked question. In secondary school there are also a few instances where pupils help each other when doing an activity which involves the whole class. Usually this kind of code switching occurs when the teacher asks a pupil something in English that (s)he cannot understand and the other pupils help by translating the teacher's question into Finnish.

4. Self-corrections

The pupils employ self - correction in their utterance by beginning it in English but inserting one word or a couple of words in Finnish in the middle of the utterance. When self- correction occurs, a pupil is usually producing an answer to the teacher's question and when (s)he realizes that a mistake he occurred in the answer (s)he corrects it by inserting a Finnish word and then continuing the answer, but now with a more correct answer.

5. Moving from one activity to another

The function of moving from one activity to another is employed by the teachers and both teachers in the data use code switching to mark a shift in the lesson; furthermore, they employ this function quite often. This marking of activity shift in the lesson happens when the teachers move from one topic to another.

6. Code switching in clearing misunderstandings

There are a couple of instances in the data where a misunderstanding occurs during a lesson and in order to clear it code switching is employed.

7. Not knowing the English counterpart

There are a couple of instances in the data when a pupil or a teacher inserts a Finnish word into an otherwise English utterance. Sometimes this Code switching is triggered by the fact that the English counterpart is unknown at that moment. If the pupil has inserted a Finnish word, the teacher usually reacts to that by trying to find the correct translation but not always.

8. Checking for understanding

Part of the foreign language learning process is to learn new words and expressions. The material is there to help this process; the pupils have chapters to read and exercises to do which teaches them new vocabulary. In the teaching situation, when the class is, for example, doing an activity in English, the teacher should make sure that all pupils know all the words in that activity. If there are new words or expressions, the teacher can ask the pupils what they mean in

Finnish. In other words, the teacher does not have to translate everything, by asking the pupils she lets them participate more actively to the lesson.

9. Unofficial interactions

According to Canagarajah (1995: 185), interactions that are not demanded by the lesson are called unofficial interactions. In his study he discovered that it was the mother tongue that was used in these instances. He describes the unofficial interactions as cases of pupil to pupil interaction, for example in group activities where procedural matters are discussed. However, sometimes the teacher employs this function as well.

10. Pupils' comments

The function of pupils' comments differs from the function of unofficial interactions in that the comments made by pupils are linked with the situation at hand. In the present data the pupils mainly comment on the exercises or activities, or events relating to the exercise.

I. Previous Studies

In this part the researcher presents some relevant studies previously conducted by other researchers. The source in the form of Thesis, the first is Code-Switching in English Language Teaching at Senior High School in Yogyakarta Special Province, while the second is An Analysis of Code Switching Used in the Novel Negara 5 Menara by A. Fuadi. It will be explain bellow,

The first is Margana (2012) that thesis consent on the code switching used by the teachers in the senior high school especially in Yogyakarta. They are 3

schools that become a sample. He not only takes place in one school. He takes some teachers from 3 schools to be observed. The aimed is to describing codes-witching practices in the process of English language teaching at senior high schools focusing on (1) the use of codes by English teachers of senior high schools in Yogyakarta Special Province, (2) the directions of CS, the types, and forms of CS, and the rules underlying CS, and (3) reasons for CS practices and the functions of CS. The finding from this thesis are CS from English to Indonesian or vice versa in classroom communications utilized by English teachers of senior high schools can be divided into two types, namely (1) inter-sentential CS and (2) intra-sentential CS. CS from English to Indonesian or vice versa in classroom communications utilized by English teachers of senior high schools is constrained by seven rules. The use of CS inclassroom communications is motivated by nine reasons. CS from English to Indonesian or vice versa as practiced by English teachers serves three functions which include (1) presenting materials, (2) managing classroom activities, and (3) representing discourse markers. In reference to the above findings, it is evident that codeswitching practices in the process of English language teaching and learning at senior high schools is unique in nature.

The second is Arimasari (2013), in this study focused on the use of code switching in Novel Negeri 5 Menara. She has some purpose that are, (1) describe the types of Indonesian- English code-switching used in the sentences of the novel Negeri 5 Menara. (2)To describe frequency of types Code-Switching in the sentences in the novel Negeri 5 Menara. (3) To describe the speakers motivation

of using Code-switching by the characters of the novel of Negeri 5 Menara.The result of the study shows that there is kind of types code switching. There are six type of code switching found n the novel *Negeri 5 Menara,* they are (1) Inter-sentential switching, (2) intra-sentential switches, (3) establishing continuity, (4) emblematic switching, (5) intern code switching, (6) extern code switching.In this study also show the frequency of occurrence code switching. Percentage of Intra-sentential switches occurs in the amount 28,8 %, Inter-sentential 21,8%, Establishing continuity 5,1 % , emblematic switches 12,8%, intern code switching 8,3 %, extern code switching 23,07 %.

It's different with my thesis. The differences between my thesis and the first thesis are, my thesis just focus in one School, uses one teacher as a sample. While the difference between my thesis and the second thesis is my thesis doesn't use Novel as object. Other difference is where the research takes place. The result of my thesis is they are intersentential switching and intrasentential switching. While, I didn't found tag switching. From my interview I found some reasons, first is to make the students more understand the lesson. Second, it has some advantages that is tob help the students on improving speaking and listening ability, to make the students use English in little context such as pray, asking permission etc.

CHAPTER III

RESEARCH METHOD

This chapter contains about research design, data and data sources, technique of data collection, technique of data verification, and data analysis.

A. Research Design

In conducting research, we need a research design. Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer the research questions.

In this research the researcher uses the qualitative approaches. "Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis" (Patton, 2002:4). Qualitative research involves collecting and/or working with text, images, or sounds.

There are some types of research that are, exploratory, descriptive, analytical, and predictive. In this research the writer uses descriptive research. Descriptive research can be used to identify and classify the elements or characteristics of the subject. So, in this research identify the data and then classify the data in to types of code switching. The descriptive research attempts to describe, explain and interpret conditions of the present i.e. "what is'. The

purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time. A descriptive research is concerned with conditions, practices, structures, differences or relationships that exist, opinions held processes that are going on or trends that are evident.

B. Data and Data Sources

The data sources of this study was the teacher's utterances in using code switching in teaching and learning English process. So, this research was focused in utterance that use by the teacher and student in teaching learning English process.

The data in the form of recorder that containing teacher and student's utterances during teaching and learning English process. Of course that was containing code switching. In other hand this research also in the form of information from the teacher why she uses code switching in her teaching and learning process.

The data were taken from some sources as follow: (1) English teacher, (2) The teaching and learning process.

C. Technique of Data Collection

Technique of data collection is a way to collect the data of research which suitable with variable of research. The most common data collection methods used in qualitative research is observation, interviewing and document analysis. In

order to collect the data the researcher doing observation. It is important to do because the researcher wants to know the types of code switching used by the teacher in teaching and learning English process. The researcher got the data after doing observation in the form of record that contains of teacher's utterances when teaching and learning English process. After that the researcher analyzed and classified the data based on types of code switching. The researcher also used interview to know the teacher's reason in using code switching in teaching and learning English process. The researcher asked some questions about the teacher's reason in using code switching in teaching and learning English process then the teacher answer, so it can answer the second research problem. So, in this research the writer used observation and interviewing as instrument. It will be explain bellow,

1. Observation

Observation is the most basic method for obtaining data in qualitative research. It is a more global type of observation than the systematic observation used in quantitative research.

Sudjana (2007:109) stated as follow,

The qualitative researcher's goal is a complete description of behavior in a specific natural setting. Through observationit can be seenhow theattitudesandbehavior of individuals, theexecution ofactivities, the level ofparticipationin an activity, theexecution ofprocessactivities, the ability ofeventhe results obtainedfromits activities.

The researcher used observation to get information about the data in reality. The researcher observed what kind of code switching used by the teacher in teaching

and learning English process. The data of this research is in the form of utterances so, the researcher use recorder to help in collecting the data. There are three types of observations that is direct observation, observation with tools, participation observation. Direct observations are observations made on the symptoms or processes that occur in the real situation and directly observed by the observer. While the observations using tools implemented using tools such as a microscope to observe bacteria etc. observation of participation means the observer must show themselves or participate in the activities carried out by individuals or groups were observed. In this research the researcher used direct observation, the researchers come to class and observe. In this research the researcher was doing observation three times that was at 19th April 2014, 21th April 2014, and 28th April 2014.

2. Interview

The interview is one of the most widely used methods for obtaining qualitative data. Interview is used to gather data on subjects' opinion, beliefs, and feeling about the situation in their own words. Interview provides information that cannot be obtained through observation. An interview has the advantage of supplying large volumes of in-depth data rather quickly. "Interviews provide insight on participants' perspective, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. Interviews allow immediate follow up and clarification of participants' responses" (Ary, 1985:434). There are several advantages of the interview, "the

researcher in direct contact with the respondent, so as to reveal the answer more freely and deeply, in other hand it can be fostered better relations so that respondents are free to express their opinions" (Sudjana, 2007:102).

There are two types of interviews, namely the structured interview and the free interview (unstructured). Structured interviewis should prepare the answers of the questions, so categorize respondents to the alternative answers that have been made. While thefree interview, do notneed to preparean answer but respondents are free to express their opinions (Sudjana, 2007:103). In this research the researcher used free interview in obtaining more complete information. In this research the researcher was doing interview at 28th April 2014 with English teacher in SMPN 2 Sumbergempol. The researcher was conducting interview intended to describe the English teacher's reason in using code switching in Teaching and learning process.

D. Technique of Data Verification

Qualitative inquirers use a variety of procedures to confirm their developing insights or hypotheses and to ensure the trustworthiness of the data being gathered. In this research the writer used triangulation. Triangulation is the use of multiple observers, and/ or multiple methods (Ary, 1985:435). A combination of data sources such as interviews, observations, and relevant documents and the use of different methods increase the likelihood that the phenomenon under study is being understood from various points of view. In data

triangulation, the researcher investigates whether the data collected with one procedure or instrument confirm data collected using different procedure of instrument. The researcher wants to find support for the observations and conclusions in more than one data source. Convergence of major theme or pattern in the data from these various sources lends credibility to the findings. The researcher used triangulation (interview, observation, and documentation).

The data verification in this thesis can be check by employing different method of collecting data. The first in observation that conducts at 19 April 2014 in SMPN 2 Sumbergempol and interview that conduct at 28 April 2014 in SMPN 2 Sumbergempol.

E. Data Analysis

Data analysis is a process whereby researchers systematically search and arrange the data in order to increase their understanding of the data and enable them to present what they learned to others. This research use descriptive study. The researcher intends in describe the data as they found in the field. The researcher used the following steps,

1. Making transcription

    The researcher record the utterances, so the researcher transcript the utterances in the written form. Then, analyze the utterances.

2. Describe the kind of code switching used by the teacher in teaching and learning English process.

3. Describe the purpose of code switching used in the process of teaching and

    learning English.

CHAPTER IV

RESEARCH FINDING

In this chapter contain about research finding of the data. The data from analysis sentences in the teaching and learning English process. The researcher will present about the finding there are in the form of 1). Data presentation 2). The finding of the research.

A. Data presentation

1. Observation 1

The researcher started the research at 03.00 pm in 7F class on 19th April 2014. The researcher was doing research in SMPN 2 Sumbergempol Tulungagung. It was observation. The teacher and the researcher entered the class, and the students have ready to follow the class. Then, the teacher sits down on chair and regards the students and the students answered together. After that the teacher asked the students to pray by using English. Then, the leader led the students to pray. The leader also led the students to say greeting in English. The teacher answered it. The teacher introduced me to the students. After that the teacher asked by using code switching "Who is absent today?" the students silent because they didn't know the meaning. So, the teacher switched to Indonesia

"*siapa yang tidak masuk?*". The teacher make the students understand, finally the students answered the teacher's question. The teacher was checking attendance.

The teacher asked the homework, but the students didn't know the meaning, so the teacher switched it words to Indonesia. The students showed the page of the homework to the teacher. Then, the teacher asked one of the students to clean white board before started the lesson. After that the teacher gave review about the last material that has been given to the students. The teacher often used code switching in explaining review. It made the students gave attention to the teacher. Because, if they didn't concentrate they will got nothing because sometimes the teacher using English in Explaining the materials. The teacher continued the lesson by explaining the materials, the teacher often using code switching. After explaining the materials, the teacher gave tasks to the students. The tasks in the form of describtive text that has read by the teacher. The students should listen the teacher and after that, the teacher gave some questions based on the text. The teacher gave limited time for the students to work the tasks. Then, the students should write the answer on the white board one by one. The tasks have done by the students. The teacher was checking the students's work on the white board. After that the teacher asked to the students which one that the students didn't understand yet. The students said that they were understand.

The bell was ringing, time was up. Before the teacher ended the class the teacher gave homework to the students. Then, the the leader led the students to pray before went home. As usually after praying the leader led the students to greeting the teacher, they use English when they were praying and greeting.

Finally the teacher regard and the students answered it. During the lesson the teacher often use code switching, you can see it in detail on appendixes.

2. Observation 2

The second observation was on April 21th 2014 at 01.00 pm in 7F SMPN 2 Sumbergempol. As usually the teacher and the researcher entered the class on time. The teacher asked one of the students to swift the floor. After the class was clean the teacher asked the leader to lead the students for praying and greeting. Then the teacher was checking attendance. Some of the students didn't come to school because of sick. In this meeting the teacher wanted to give material in writing skill especially in descriptive text.

The teacher started the lesson by asking some question about the structure of descriptive text that has been learned before. Then the students can answer the teacher's questions. In order to write descriptive text the teacher glued the acktres picture on the white board. And the teacher asked to the students "who is she?" the the teacher switch it words to Indonesia "siapa dia?". The students answered that she is Chelsea Olivia. The teacher wrote some questions based on picture as guidance in writing descriptive text. After that the teacher asked the students to answer together. The teacher guided the students to write descriptive text about Chelsea Olivia depends on structure of descriptive text and information gathered from questions that given by the teacher. After that the teacher asked the students to write the example of descriptive text that have been given by the teacher.

The students were finish writing the example of descriptive text. Then the teacher gave tasks to the students. The teacher changed Chelsea Olivia's picture with Sule's picture as guidance to write the descriptive text. As example that has been given by the teacher, the teacher wrote some questions in the side of Sule's picture. Then the teacher gave limited time to do it.

The teacher said "time is up, *cepat dikumpulkan*", so the students were collecting the tasks. After that the teacher gave review about the lesson. Finally the time was up and teacher regarded. As usually the teacher often use code switching in teaching and learning English process, it can see on appendixes.

3. Observation 3

The researcher was conducting third observation on April 28th 2014 at 01.00 pm in 7F class SMPN 2 Sumbergempol. The bell was ringing its time to start the lesson. The teacher asked the researcher to enter the class and started the class. The students prepared English book and got ready to follow the lesson. As usually the leader led the students to pray and greeting. Then, the teacher checking attendance. That day all of students were in school, no one who are absent. The teacher wanted to teach procedure text. Before started the lesson, the teacher review the lesson in past that was about descriptive text. The teacher gave some questions to review and checking the students' understanding. Then, the teacher continued the lesson that day.

The teacher started the lesson by showing indicator of that lesson. Starting the lesson the teacher asked about procedure text. Some of the students have

known about procedure text. After that, the teacher was giving the meaning of procedure text, the teacher wrote it on the white board. In this case the teacher was showing the example that was procedure to make instant fried noodle. In giving example the teacher often using code switching, for more detiles see in appendixes. The teacher asked the students to listen the procedure text that read by the teacher. After that the teacher gave some statemnents and asked the students to answer true if the statement true and answer false if the statement false. The students were finishing the task given by the students together. Then, the teacher checking understanding to the students and the students were understood. Finally the teacher gave the same task. The teacher asked the students to prepare seet of paper to write the answer. The teacher asked the students to listen when the teacher read the procedure text. After that the teacher read the procedure text. Then, the teacher gave some statements about that text and asked the students to write true if the statement true and write false if the statement false. It should be directly answere by the students.

The bell was ringing and the teacher asked the students to collect the tasks that have been given by the teacher. Finally the teacher ended the class.

4. Interview

The second was interview. The researcher was doing interview on 28 April 2014. The researcher come in the office and met with Mrs. Marsyiah. The researcher asked some questions that are asked to the teacher about the goal of using code switching in her teaching and learning process; asked to the teacher

about the advantages of using code switching in teaching learning English process; asked to the teacher about the reason why the teacher uses code switching in teaching and learning English process; asked to the teacher about the opinion of using code switching in teaching learning English process.

From this interview the researcher found some reasons, first is to make the students more understand the lesson. Second, it has some advantages that is tob help the students on improving speaking and listening ability, to make the students use English in little context such as pray, asking permission etc. that is why she always uses code switching in her teaching and learning process.

B. Data finding

In this part the researcher will show the data that found in this research that are the types of code switching used by the teacher in teaching learning English process and the teacher's reason in using code switching in teaching learning English process.

1. The types of code switching

There are two types of code switching used by the teacher in teaching learning English process.

a. Intersentential switching

In this part the researcher presents some samples of Intersentential

switching from 52 intersentential switching that was found by the researcher.

No	Utterances	Context
[1]	Teacher: How are you today? Students: I am fine. Thank you, and you? Teacher: I am fine too, thank you. Who is absent today? *Siapa yang tidak masuk*? (1)	In this context the teacher start the lesson and asked to the students who is absent today and she switch that sentence from English to Indonesia in order to make the students understand.
[2]	Teacher: Devita kemana ini? Kok tidak ada keterangan?... oke, *your homework?* Ada PR? (2) Students: Tidak ada.	In this context the teacher switch a sentence to ask the students to make the students more understand what she asked about.
[9]	Students: Task berapa bu? Teacher: Task 4, task 4. Oke I will read it*, saya akan bacakan,* please listen carefully*, tolong didengarkan dengan baik.* (10).	In this case the teacher tried to give instruction to the students. The teacher switch a whole sentence. And the

		students more understand because the teacher used code switching in giving instruction.
[13]	Teacher: *The last,,,, kalimat terakhir*. (15) (finish), nah sekarang dari contoh describtive tersebut kalian kan bisa membayangkan seorang Riris, orangnya seperti apa, cantik, tinggi, langsing, apa lagi? Rambutnya? Students: Panjang, hitam, bergelombang,	The teacher also used code switching in order to move from one activity to other.

b. Intrasentential code switching

In this part the researcher presents some samples of Intrasentential switching from 39 intrasentential switching that was found by the researcher.

No	Utterances	Context
[5]	Teacher: Coba diperhatikan pertemuan lalu kita membahas tentang descriptive text, masih ingat? Yaitu teks yang... Students: Mendeskribsikan sesuatu suatu benda atau seseorang tertentu. Teacher: *Generic structurnya* ada berapa? (5) Students: Dua	In this context the teacher gave question to the students. The teacher switched some words of the sentence.

[20]	Teacher: Oke, sebelum diakhiri ada pertanyaan? Students: Tidak Teacher: Sebagai evaluasi dikerjakan di rumah evaluasi selanjutnya ya,,, halaman 69 *task 6*. (23) Ya jelas? Oke, saya akhiri disiapkan dulu.	The teacher switched some words in a sentence to give the students homework.
[40]	Teacher: *How to make...* apa? (42) Dimana di dalamnya harus ada urutan secara runtut dan jelas untuk melakukan sesuatu. Coba apa? Yang sering kalian lakukan aja. Apa? Students: (Silent).	The teacher switched some words in a sentence to give the students questions.
[49]	Teacher: Ya, jadi *goal* itu adalah tujuan atau maksud dari teks itu. (51) Kemudian *material*. (52)	The teacher switched some words to explain the materials to the sudents in order to make the students understand the lesson.
[56]	Teacher: *Coba,* merebus air *in English*?... (59) ada yang bisa?... Students: boil	The teacher asked the meaning of word by switch some words in sentence.
[58]	Teacher: Pake *put* ya, masukan atau taruh. (61)	The teacher switched a word to give suggestion

		to the students.

2. The teacher's reasons

In this part will show the result of English teacher's interview in SMPN 2 Sumbergempol. The reasons will be discusses bellow:

The researcher asked to the English teacher about the goal of using code switching in teaching and learning process. Then she answered *"Tujuanya yaitu untuk lebih memahamkan siswa. Sehingga, siswa jadi lebih mudah untuk mencapai kompetensi siwa"*. The teacher's goal in using code switching is to make the students more understand about what the teacher's say. So, the students can reach the competence.

The second question is what the advantages of using code switching used by the English teacher in teaching and learning process. Then the teacher answered *"Manfaatnya yaitu agar siswa itu sedikit-sedikit terbiasa menggunakan bahasa Inggris, meskipun hanya dalam konteks kecil. Saya selalu membiasakan berbahasa Inggris ketika mereka ingin melakukan sesuatu yang sering mereka lakukan misalkan saja dalam greeting, menyuruh untuk berdo'a, mengetahui pemahaman siswa dan juga untuk ijin ke kamar mandi ketika pelajaran berlangsung. Dan juga bermanfaat untuk melatih listening dan speaking siswa, secara tidak sadar mereka akan terbiasa."* The teacher said that the advantages of using code switching are to make the students can speake English meanwhile in

little context. She always makes the students using English in greeting, praying, checking understanding and, asking permission. It is also has advantages in listening and speaking skill of the students. The teacher uses code switching in their teaching and learning English process because of the advantages of it. The advantages of using code switching is the students learn to speake English in the little context, for example, the teacher asks the students to pray, greeting, when they want to ask go to the bathroom, and for the teacher in checking the students understand. It also has advantages for the students in speaking and listening skills.

The tird question is what the reason of the teacher in use code switching in teaching and learning process. Then she answered "*Alasanya ya karena untuk membantu siswa agar lebih faham dengan materi yang diajarkan. Misalkan saya hanya memakai bahasa Inggris saja itu tidak mungkin karena akan membuat sebagian siswa bingung dan kesulitan untuk memahami, karena kosa kata yang mereka miliki belum begitu banyak. Kalau saya pakai hanya bahasa Indonesia itu malah nantinya siswa tidak terlatih dalam hal speaking dan listeningnya.*" She answered that is to help the students' more understand about the materials. It is imposible when the teacher explains by using English in a whole of lesson. Because, the students haven't enough vocabulary. So, they will difficult to understand the lesson. It is also imposible when the teacher uses Indonesia in their English class. They willn't know and learn English in real for example in speaking and listening.

The last question was about the suggestion for the teacher then she answered, "*Menurut saya sebaiknya guru perlu menerapkan code switching*

dalam proses pengajaran mereka. Karena dengan begitu mereka bisa membekali anak didik mereka untuk speaking dan listening. Dan juga siswa bisa memahami apa yang disampaikan oleh guru." A good teacher should use code switching in their class. Because, by using code switching they will make the students' listening and speaking skill more better. In other side they make their students understand the lesson by switching from English to Indonesia.

CHAPTER V

DISCUSSION

In this chapter the researcher would like to interpret her research findings. The researcher tried to interpret the code switching use by the teacher in teaching and learning process. It is also wanted to know the reason of the teacher uses code switching in her teaching and learning process.

The researcher observed the use of code switching used by the teacher in teaching and learning English in order to answer the research problem that is what types of code switching used by the teacher in teaching and learning process by following the class in the teaching and learning process. From this observation the researcher got some data and used Qualitative research to analyze the data findings. The researcher used Romaine Theory to answer the research problems. The classification of code switching used in the present study follows the view that code switching can be classified into three types: tag-switching, intersentential code switching, and intrasentential code switching (Romaine, 1995:122-123). From this data the researcher found two types of code switching used by the teacher. They are intersentential switching and intrasentential switching. While, the researcher didn't found tag switching. The teacher most uses intersentential switching because she switches a whole sentence. The teacher rare switches a word or clause that usually called intrasentential switching. Intersentential switching usually rises when the teacher explains the material and

intrasentential switching rises when the teacher asks the meaning of the difficult word.

The researcher was doing interview to answer the second question that is why the teacher using code switching in teaching and learning process. From the interview the researcher found some reasons, first is to make the students more understand the lesson. Second, it has some advantages that is tob help the students on improving speaking and listening ability, to make the students use English in little context such as pray, asking permission etc. that is why she always uses code switching in her teaching and learning process. There are some functions codes switching in the classroom: explanation, requesting help, pupils helping each other, self-corrections, moving from one activity to another, code switching in clearing misunderstanding, not knowing the English counterpart, checking for understanding, unofficial interactions, and pupils' comments (Yletyien, 2004). I found some advantages that found Yletyien research that are to explain to the students, moving from one activity to another activity, clearing misunderstanding, and checking understanding.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

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

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

B. Suggestion

Applying code switching in teaching and learning process will make the students' listening and speaking skill better, because they often hear the teacher speak English and they also often speak English when they want to ask permission. In other side they make their students more understand when the teacher explaining materials by switching from English to Indonesia. For the other researcher, may will doing research in wide scope. The students should improve their English skill especially in speaking and listening, and more often speak English then Indonesia. The teacher also often uses English then switch code in Explaining materials or other. It will be better if the teacher decrease in using code switching and use English fully.

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APPENDICES

Appendix 1

The result of code switching observation used by English Teacher in first grade of SMPN 2 Sumbergempol

April 19th 2014

No.	Conversation	Types of code switching
1	Teacher: Assalamualaikum warahmatullahi wabarakatuh Students: Wa'alaikumsalam wr wb Teacher: Get ready first. Leader: Get ready....... Students: (Silent and pray) Leader : Finish. Greeting Students: Good afternoon mom. Teacher: Good afternoon students. Teacher: How are you today? Students: I am fine. Thank you, and you? Teacher: I am fine too, thank you. <u>Who is absent today? Siapa yang tidak masuk</u>? (1) **Context:** In this afternoon the lesson start in 7F at 13.00 pm WIB. Because, in this school the students who are in first grade starting lesson at 12.00 am. To start the lesson the teacher say salam and ask the students to pray. After that the teacher asked to the students who was absent that day. The teacher repeat the question in Indonesia to make the students understand.	(1) Intersentential code switching
2	Teacher: devita kemana ini? Kok tidak ada keterangan?... ok, <u>your homework? Ada PR?</u> (2) Students: Tidak ada. **Context**: In this case the teacher asked students' homework. She switch language from English to Indonesia to make the students understand.	(2) Intersentential code switching
3	Teacher: Ada ndak?..... Students: Ada. Ada bu.... Teacher: <u>Oke, what page? Halaman berapa?</u> (3) Students: Halaman 67. **Context**: The teacher asked the students' homework in what page. She repeat her question in Indonesia so the students knew and answer.	(3) Intersentential code switching
4	Teacher: <u>Clean white board please.... yang piket</u>. (4) Students: Yusuf bu, **Context**: The teacher asked the student to clean white board. She add the sentence " yang piket", so, the student know what the teacher said.	(4) Intersentential code switching
5	Teacher: Coba diperhatikan pertemuan lalu kita	(5) Intrasentential

	membahas tentang descriptive text, masih ingat? Yaitu teks yang... Students: Mendeskribsikan sesuatu suatu benda atau seseorang tertentu. Teacher: <u>Generic structurnya ada berapa</u>? (5) Students: Dua **Context:** The teacher switch some word to make the students understand.	code switching
6	Teacher: <u>Apa pengertian identification</u>? (6) Students: Pengenalan/ perkenalan. **Context:** The teacher switch a word to make students understand.	(6) Intrasentential code switching
7	Teacher: Nah untuk describtion itu yang paling banyak disebutkan itu adalah ciri-ciri dari apa yang kita describsikan. Nah untuk hari ini kita akan mempelajari describtive text tentang orang. Nah untuk mendeskribsikan orang, sbelumnya kita akan belajar dulu tentang sifat-sifat yang dapat digunakan untuk mendeskribsikan orang. <u>Oke, sesuai tugas yang kemaren untuk dikerjakan dirumah. Sekarang saya minta kalian menuliskan di depan . start from siti , number one, please write</u>. (7) Siti: (Write the answer in the whiteboard). **Context:** The teacher asked the students to do their homework by write in the whiteboard one by one. She asked Siti to write her homewok in the whiteboard.	(7) Intersentential code switching
8	Students: Apa bu? Teacher: Kikir. Selanjutnya, sampek mana tadi?.... ya mulai dari sini lagi. Ayo cepat. <u>The last,,, yang terakhir.</u> (8) Cobak..... bener apa salah? Oke, jadi inilah beberapa kata sifat beserta artinya. Untuk yang sudah selesai, <u>please open your book on page 68 task 4 ya, task 4</u> . (9) kita sekarang membaca text yang menggunakan beberapa dari kata sifat itu, untuk menmdeskribsikan orang. **Context:** The students one by one come forward and write the answer. The teacher ask the last students to finished the answer. After that, the teacher asked the students to open their book on page 68 task 4.	(8) Intersentential code switching (9) Intersentential code switching
9	Students: Task berapa bu? Teacher: Task 4, task 4. <u>Oke I will read it, saya akan bacakan, please listen carefully, tolong didengarkan dengan baik.</u> (10) **Context:** The teacher gave the instruction to listen when the teacher read the text. She switch the instruction from English to Indonesia	(10) Intersentential code switching
10	Teacher: Tolong ketika saya membacakan, kalian mendengarkan dan tolong kalau bisa langsung memahami beserta artinya. Karena beberapa kata sudah diartikan , paham?.... oke,	(11) Intersentential code switching

	(teacher continue reading) riris is beatiful girl, she is tall she is slim too. She has long wavy black hair. She always has a ….. hair pink. She has round face, she has round eyes too. She has a ……………………… stik. (Teacher finished reading). Oke, gimana kira-kira? Kalian bias memahami isi teksnya? Sudahkan? Students: (Silent). Teacher: Sudah apa belum? Cobak tadi sampek mana ya?... ya udah sekarang tolong Anggi dibaca kalimat pertama kemudian plus artinya kemudian dilanjut ke sampingnya. Oke, Anggi please. <u>The first sentence, kalimat pertama</u>. (11) Anggi: (reading the sentence and give the meaning). **Context:** The teacher asked Anggi to read and translate the first sentence. The teacher repeat the instruction in Indonesian to make Anggi understand.		
11	Teacher: Ya langsung lanjutnya, <u>next Ike, second sentence</u>. (12) Ike: (Reading and give the meaning). Teacher: <u>Next… dibaca dulu</u> (13) Student: (reading and give the meaning). **Context:** The teacher asked Ike to continue to read and translate the second sentence.	(12)	Intersentential code switching
		(13)	Intrasentential code switching
12	Teacher: <u>Oke next… louder please. Agak keras</u>. (14) Student: (Reading and translate the sentence). **Context:** The students read the sentence in low voice. So, the teacher asked the students to read louder. The teacher repeated the instruction in Indonesia.	(14)	Intersentential code switching
13	Teacher: <u>The last,,,, kalimat terakhir</u>. (15) (finish), nah sekarang dari contoh describtive tersebut kalian kan bias membayangkan seorang Riris, orangnya seperti apa, cantik, tinggi, langsing, apa lagi? Rambutnya? Students: Panjang, hitam, bergelombang, **Context:** The teacher asked the students to read last sentence.	(15)	Intersentential code switching
14	Teacher: Wajahnya? Bulat, dan bola mata yang bulat juga, dan memakai jepitan warna kuning. Nah, demikian tadi adalah describtive text. Jadi orang yang membaca itu akan bisa membayangkan orang yang diceritakan dalam text itu seperti apa. Jadi sudah paham ya tentang describtive text ini?... oke saya akan memberikan beberapa pertanyaan, silahkan ditulis di bukunya masing-masing. (the teacher write some questions in whiteboard), Tolong ditulis dan dikerjakan. <u>Five minutes for you. Ya 5 menit</u>. (16) Students: (The students write and answer the teacher's question in the white board). **Context:** The teacher gave some questions to the students and gave them five minutes to answer that.	(16)	Intersentential code switching
15	Teacher: <u>Oke, time is up, waktunya udah habis</u>, (17)	(17)	Intersente

	number one? Tadi giliranya sampek, devid ya tadi terakhir? <u>oke, Isa number one. Please read it, dibaca dulu, number one dibaca dulu.</u> (18) Isa: (Read and answer the question). **Context:** The teacher said that the time to write and answer was up. Then, the teacher asked Isa to read and answer the question.	ntial code switching (18) Intersente ntial code switching
16	Teacher: Ya <u>Isa louder please, lebih keras lagi.</u> (19) Isa: (Reading loudly). **Context:** The teacher asked Isa to read loudly.	(19) Intersente ntial code switching
17	Teacher: Pertanyaanya artinya apa? What does the text tell about? Isa: Menceritakan tentang apa teks tersebut?... Teacher: <u>So the answer? Jawabanya?</u> (20) Isa: (Answering) the text tells about Riris. **Context:** Student translate the sentence, and the teracher asked the answer. So, the student answer the question.	(20) Intersente ntial code switching
18	Teacher: Oke teks itu menceritakan tentang Riris. <u>Next number two. Nomor dua,</u> (21) Student: (Reading the question) Teacher: So the answer?... Student: No, she is not. Teacher: Number three Student: (Reading the question and answer). **Context:** The teacher asked the student to answer number two.	(21) Intersente ntial code switching
19	Teacher: <u>The last number four, terakhir. nomor empat?</u> (22) Student: (Reading question and answering) Teacher: So the answer is? Students: No she is not. **Context:** The teacher asked the student to read and answer the last question.	(22) Intersente ntial code switching
20	Teacher: Oke, sebelum diakhiri ada pertanyaan? Students: Tidak Teacher: Sebagai evaluasi dikerjakan di rumah evaluasi selanjutnya ya,,, <u>halaman 69 task 6.</u> (23) Ya jelas? Oke, saya akhiri disiapkan dulu. **Context:** The lesson was finish and the teacher gave homework on page 69 task six.	(23) Intrasente ntial code switching
21	Leader: Get ready, lets pray Students: (Praying). Leader: Finish. Greeting. Students: Good afternoon mom? Teacher: Good afternoon students, don't forget to do your homework. Oke wasalamu'alaikum wr wb. Students: Wa'alaikumussalam wr.wb.	

April 21ᵗʰ 2014

No	Conversation	Type of code switching
22	Teacher: Get ready first. Leader: Get ready,,, Students: (Praying) Leader: Finish. Greeting! Students: Good afternoon mom? Teacher: Good afternoon students, how are you today? Students: I am fine, thanks and you? Teacher: I am fine too, thank you. Who is absent today? (The teacher checks attendance). Teacher: Ya hari ini kita materinya menulis teks berbentuk deskribtive. Melanjutkan materinya yang kemaren. dalam menulis nanti ada beberapa hal yang harus kita lakukan ya. Maksudnya yaitu menulis berdasarkan struktur yang benar. Jadi kita harus memahami struktur teks deskribtive, ada berapakah struktur teksnya? Students: Dua Teacher: Yang pertama? Apa? Students: Identification. Teacher: Yang kedua? Students: Describtion. Teacher: Oke dan yang tidak kalah pentingnya kita harus mengetahui struktur bahasanya. Untuk teks deskribtif itu menggunakan simple present tense. (Guru menuliskan rumus simple present tense di papan tulis). Dan hari ini kita akan belajar menulis describtive teks berdasarkan gambar. (guru menempelkan gambar Chelsea Olivia dipapan tulis). Kalian tahu ini gambarnya siapa? Students: Artis bu. Teacher: Oke, sambil kalian berfikir, saya akan menuliskan beberapa pertanyaan. Yang nanti akan menjadi petunjuk dalam membuat sebuah teks. (guru menuliskan beberapa pertanyaan di papan tulis). Oke itu beberapa pertanyaan yang nantinya akan kalian gunakan dalam membuat deskribtive teks. <u>Oke, the first question. Who is she... siapa dia...?</u> (24) Students: Chelsea Olivia. **Contex:** The teacher checking understaanding using code switching by giving question to the students	(24) Intersentential code switching
23	Teacher: Ya, she is Chelsea Olivia. Oke, second question, <u>is she young or old?... muda atau tua?</u> (25) Students: young mom. **Context:** The teacher checking understaanding using code switching by giving question to the students	(25) Intersentential code switching
24	Tacher: Ya, she is young. <u>Oke the third question. Pertanyaan ketiga, what does she look like?</u> (26)	(26) Intersentential code switching.

	Dia Nampak bagaimana?... coba diperhatikan, karena jawaban yang nomor tiga ini bisa banyak. Silahkan ditulis di depan jawabanya. Students: (Some students write the answer in the white board). **Context:** The teacher checking understaanding using code switching by giving question to the students	
25	Tacher: Ya, she is young. Oke the third question. Pertanyaan ketiga, <u>what does she look like?</u> <u>Dia Nampak bagaimana?...</u> (27) coba diperhatikan, karena jawaban yang nomor tiga ini bisa banyak. Silahkan ditulis di depan jawabanya. Students: (Some students write the answer in the white board). **Context:** The students not knowing the English counterpart so the teacher use code switching	(27) Intersentential code switching.
26	Teacher: Ya, yang lain bisa menjawab selain jawaban di depan. Oke, she is slim and beautiful. The fourt question, is she talented actress?... Students: Yes she is. Teacher: Oke, dari jawaban-jawaban tersebut kita bisa merangkai jawaban menjadi kalimat-kalimat menjadi sebuah teks describtive. Ingat untuk menyusunya kita harus berpedoman pada strukturnya ya. <u>Struktur dari teks deskriptif tersebut yang pertama identification, oke, sekarang kita buat bersama-sama identificationya dulu.</u> (28) (writing identification), **Context:** The students not knowing the English counterpart so the teacher use code switching	(28) Intrasentential code switching.
27	Teacher: <u>She is Chelsea Olivia. She is talented actrees.</u> Oke, ini paragraph pertama merupakan pengenalanya. (29) Sekarang kita lanjutkan deskribsinya. **Context:** The teacher using code switching to move from one activity to another.	(29) intersentential code switching.
28	Teacher: <u>Dalam membuat suatu paragraph harus diawali dengan nama. (sambil menulis). Chelsea Olivia is a beautiful girl. then, she is tall and slim."next…", she has long wavy hair. Oke, itu paragraph kedua yang merndeskribsikan tentang fisiknya Chelsesa.</u> (30) Mungkin kalian juga bisa menambahkan mungkin tentang pekerjaanya, sebagai seorang aktris tentunya dia punya kegiatan yang sangat banyak, ya. Nanti bisa ditambahkan diparagraph paling akhir. Oke, ada yang bisa menambahkan? Students: (diam). **Context:** The teacher explaining the materials using code switching.	(30) intersentential code switching.
29	Teacher: Oke, saya tambahkan, (the teacher writes in the white board). <u>Oke, please write it first.</u> Silahkan ditulis dulu. (31)	(31) intersentential code switching.

	Students: (Writing). **Context:** The teacher is asking the students to write the lesson.	
30	Teacher: Sudah? Students: Belum. Teacher: (Adding Sule's picture in the board). Nanti kalian akan mendeskribsikan gambar ini. Dijawab dulu beberapa pertanyaan berikut ini seperti contoh tadi. Paham ya?... Students: Ya bu. Teacher: Silahkan diamati gambarnya. Kemudia dijawab pertanyaanya. <u>Setelah itu seperti contoh tadi dikembangkan menjadi sebuah teks yang berbentuk deskribtive. You understand?</u> (32) Students: yes mom understand. **Context:** The teacher giving a tasks.	(32) Intersentential code switching.
31	Teacher: Cepat dikerjakan. Students: (Doing task). Teacher: Ayo yang sudah dikumpulkan. Students: Belum bu. Teacher: Ya sudah diselesaikan dulu. <u>Ayo dikumpulkan, time is up.</u> (33) Students: Belum bu. **Context:** The teacher is asking the students to collecting the task.	(33) Intersentential code switching.
32	Teacher: Dikumpulkan seadanya, ayo silahkan dikumpulkan. Students: (Collecting task). Teacher: <u>Ya sebelum saya akhiri tolong diingat ya untuk membuat teks deskribtive ada beberapa hal yang harus diperhatikan yaitu strukturnya yaitu ada 2 yang pertama adalah introduction dan yang kedua adalah description.</u> (34) **Context:** The teacher is giving review the material.	(34) Intrasentential code switching
33	Teacher: <u>Kemudian hal lain yang tidak kalah penting yaitu menggunakan simple present tense.</u> (35) **Context:** The teacher is giving review the material.	(35) Intrasentential code switching
34	Teacher: <u>Oke saya tutup sampai di sini. Wassalamualaikum wr.wb.</u> (36) **Context:** The teacher finishing the class.	(36) Intersentential code switching.

April 28th 2014

No	Conversation	Type of code switching
35	Teacher: Get ready first. Leader: Get ready. Lets pray. Students: (Praying). Leader: Finish. Greeting! Students: Good afternoon mom?	(37) Intersentential code switching.

	Teacher: Good afternoon students. How are you today? Students: I am fine thanks. And you? Teacher: I am fine too thank you. <u>Who is absent today?... yang tidak masuk?</u> (37) (Teacher checking attendance). **Context:** The teacher checking attendance	
36	Teacher: Masih ingat? Apa pelajaran yang terakhir?. Saya lanjutkan ya, pelajaran yang lalu. Yang terakhir yaitu tentang? Students: Deskribtif teks. Teacher: ya, menulis teks dalam bentuk deskribtif. Kemaren kalian juga sudah praktek ya? Meskipun masih ada beberapa kesalahan. Mungkin ada pertanyaan sebelum saya lanjutkan?... Students: (Silent). Teacher: Gak ada?... untuk hari ini kita beralih ke materi yang baru tetep tentang sebuah teks cuman tipenya atau bentuknya berbeda, <u>yaitu dalam bentuk procedure text</u>. (38) (writing on the white board). **Context:** The teacher explaining the materials.	(38) Intra sentential code switching
37	Teacher: Oke saya bagikan dulu bukunya (guru membagikan buku yang digunakan untuk menulis deskribtif teks). <u>Oke saya lanjutkan ya... indikatornya yaitu merespon makna berbentuk procedure.</u> (39) **Context:** The teacher explaining the indicators.	(39) Intrasentential code switching
38	Teacher: <u>Teks yang berbentuk procedure. Coba ada yang tahu apa procedure itu?...</u> (40) Students: tata cara. **Context:** The teacher explaining the materials.	(40) Intrasentential code switching
39	Teacher: Ya, tata cara. Apa lagi?... mungkin ada yang bisa melengkapi?. <u>Procedure text is a text which tells us about how to do something (writing on the white board). Oke, ini adalah pengertian dari procedure text.</u> (41) Yaitu, sebuah teks yang menceritakan kepada kita tentang bagaimana untuk melakukan sesuatu. Dimana nanti kita melakukanya itu dalam urutan yang runtut. Coba apa contohnya? Students: how to make... **Context:** The teacher explaining the materials.	(41) Intersentential code switching
40	Teacher: <u>How to make... apa?</u> (42) Dimana di dalamnya harus ada urutan secara runtut dan jelas untuk melakukan sesuatu. Coba apa? Yang sering kalian lakukan aja. Apa? Students: (Silent). **Context:** The teacher explaining the materials.	(42) Intrasentential code switching
41	Teacher: You like fried noodle? Students: (Silent). Teacher: <u>Apa fried noodle?...</u> (43) Students: mie goreng. **Context:** The teacher using code switching to checking the students' understanding.	(43) Intrasentential code switching

42	Teacher: Yang biasanya siap saji. Suka gak?... Students: Suka. Teacher: <u>Ya, I am sure that all of you like that. Aku yakin kalian semua pasti suka mie goreng.</u> (44) Nah bisa kalian membuatnya?... Students: Bisa. **Context:** The teacher explaining the materials.	(44) Intersentential code switching
43	Teacher: Gimana cara membuatnya?... <u>cara membuat mie instant goreng itu kita awali dengan merebus mie.</u> (45) **Context:** The teacher explaining the materials.	(45) Intrasentential code switching
44	Teacher: Kemudia setelah itu menyiapkan bumbunya. Setelah itu di tiriskan. Setelah ditiriskan diapakan? Students: Dicampur dengan bumbu. Teacher: Nah setelah itu? Siap untuk disajikan. <u>Nah ini dinamakan procedure text.</u> (46) **Context:** The teacher explaining the materials.	(46) Intrasentential code switching
45	Teacher: Tapi tidak harus cara membuat ya, misalkan saja, <u>do you have VCD player? Punya VCD player?</u> (47) Students: Punya. **Context:** The teacher doing interaction with the student using code switching.	(47) Intersentential code switching
46	Teacher: <u>How to operate VCD player, itu juga merupakan teks prosedur ya.</u> (48) **Context:** The teacher explaining the materials.	(48) Intersentential code switching
47	Teacher: <u>Bagaimana mengoperasikan VCD player.</u> (49) Faham ya?.... Students: faham. **Context:** The teacher explaining the materials.	(49) Intrasentential code switching
48	Teacher: Sekarang struktur teksnya. <u>Struktur teksnya ada 3 yang pertama itu goal. Masih ingat apa itu goal?</u> (50) Students: Tujuan. **Context:** The teacher doing interaction with the student using code switching.	(50) Intrasentential code switching
49	Teacher: Ya, <u>jadi goal itu adalah tujuan atau maksud dari teks itu</u>. (51) <u>Kemudian material.</u> (52) **Context:** The teacher explaining the materials.	(51) Intrasentential code switching (52) Intrasentential code switching
50	Teacher: <u>Kemudian material. You know material?</u> (53) Students: Bahan-bahan **Context:** The teacher doing interaction with the student using code switching.	(53) Intersentential code switching
51	Teacher: <u>Yang terakhir adalah step atau method</u>. (54) Yaitu memaparkan cara membuatnya. **Context:** The teacher explaining the materials.	(54) Intrasentential code switching
52	Teacher: <u>Nah itu tadi adalah struktur dari procedure text.</u> (55) **Context:** The teacher explaining the materials.	(55) Intrasentential code switching
53	Teacher: <u>Kemudian yang lain yang dapat kalian fahami dalam teks prosedur yang didalamnya berisi tentang</u>	(56) Intrasentential code switching

	kalimat perintah atau imperative sentences. (56). Contoh cara membuat mi tadi. Yang pertama dilakukan adalah. Students: merebus air. **Context:** The teacher explaining the materials.	
54	Teacher: ia merebus air. Itu merupakan kalimat perintah atau imperative sentence. (57) **Context:** The teacher explaining the materials.	(57) Intrasentential code switching
55	Teacher: Nah polanya adalah kata benda plus V1 atau kata kerja bentuk 1. (58) **Context:** The teacher explaining the materials.	(58) Intrasentential code switching
56	Teacher: Coba, merebus air in English?... (59) ada yang bisa?... Students: boil **Context:** The teacher doing interaction with the student using code switching.	(59) Intrasentential code switching
57	Teacher: Boiling water. Setelah merebus air apa yang kalian lakukan?... (60) Students: Memasukan mie. **Context:** The teacher doing interaction with the student using code switching.	(60) Intersentential code switching
58	Teacher: Pake put ya, masukan atau taruh. (61) **Context:** The teacher explaining the materials.	(61) Intrasentential code switching
59	Teacher: Jadi put mie into boiling water. (62) Lalu... ketika mie sudah dimasukan... Students: Aduk. **Context:** The teacher explaining the materials.	(62) Intersentential code switching
60	Teacher: Ya di aduk. Atau in English, stir noodle. (63) Sambil menunggu mie nya masak apa yang kalian lakukan?... Students: Menyiapkan bumbu. **Context:** The teacher doing interaction with the student using code switching.	(63) Intrasentential code switching
61	Teacher: Ya, menyiapkan bumbu. Atau bumbunya ditaruh dulu. Ingat dalam prosedur teks kita pakek imperative sentence, ya. (64) Berarti taruh bumbu. Ditaruh dimana?... Stusents: Ditaruh di piring. **Context:** The teacher explaining the materials.	(64) Intrasentential code switching
62	Teacher: Ditaruh di piring atau mungkin bisa di mangkuk. Setelah itu minya di angkat atau ditiriskan dari panci. Tiriskan in English?... tiriskan itu drain the noodle. (65) Selanjutnya apa yang kalian lakukan?... Students: Dicampur dengan bumbu **Context:** The teacher doing interaction with the student using code switching.	(65) Intrasentential code switching
63	Teacher: dicampur dengan bumbu. Campur in English?... (66) **Context:** The teacher doing interaction with the student using code switching.	(66) Intrasentential code switching
64	Teacher: Mix the noodle with seasoning. Langkah	(67) Intersentential code

	terakhir sebelum dimakan?.... (67) **Context:** The teacher doing interaction with the student using code switching.	switching
65	Teacher: Taburkan bawang goreng, ya. <u>Bahasa inggrisnya?...sprinkle fried crispy onion.</u>(68) **Context:** The teacher explaining the materials.	(68) Intersentential code switching
66	Teacher: <u>Nah semuanya ini imperative sentence.</u> (69) <u>Semuanya diawali dengan V1 atau kata kerja bentuk pertama.</u> (70) <u>Dan semuanya diikuti dengan kata benda. You understand? Faham?...</u> (71) Students: faham. **Context:** The teacher explaining the materials.	(69) Intrasentential code switching (70) Intrasentential code switching (71) Intrasentential code switching
67	Teacher: <u>Nanti akan saya perdengarkan teks tentang how to make instant fried noodle.</u> (72) Nanti kalian akan mendengarkan dan akan saya beri beberapa pernyataan. **Context:** The teacher explaining the materials.	(72) Intersentential code switching
68	Teacher: <u>Pernyataan yang saya bacakan benar atau salah berdasarkan teks prosedur yang saya bacakan. Oke, are you ready?...</u> (73) Students: yes **Context:** The teacher using code switching to checking the students' understanding	(73) Intersentential code switching
69	Teacher : <u>Coba kalian dengarkan dengan baik tentang teks cara membuat mie goreng instant. How to make instant fried noodle.</u> (74) **Context:** The teacher using code switching to checking the students' understanding.	(74) Intersentential code switching
70	Teacher: <u>Semuanya mendengarkan ya, jadi nanti bisa menjawab pernyataan yang saya bacakan. Are you ready?...</u> (75) Students: yes mom. **Context:** The teacher using code switching to checking the students' understanding	(75) Intersentential code switching
71	Teacher: <u>How to make instant fried noodle. Cara membuat mie instant goreng.</u> (76) <u>Materials, apa materials tadi?</u> (77) Students: Bahan-bahan. **Context:** The teacher is using code switching in giving questions.	(76) Intersentential code switching (77) Intrasentential code switching
72	Teacher: <u>Ya, bahan-bahanya. Two glasses of water.</u> (78) A paek of instant fried noodle. A bowl or a plate. And then, a pan. A spoon. A stove. What is the stove? Students: kompor. Teacher: boil 2 glasses of water in a pan. **Context:** The teacher is using code switching in giving questions.	(78) Intersentential code switching
73	Students: (noisy). Teacher: listen carefully. Then, add noodle, stirr it slowly for 3 minutes. While the noodle is being coocked. Put the seasoning soy sauce and chili sauce in a bowl.	(79) Intersentential code switching (80) Intrasentential code switching

	Take the coocked noodle from the boilling water and drain it. Put it in the bowl with the seasoning, soy sauce, and chili sauce. Then Mix them well. Sprinkle fried crispy onion. Now, instant fried noodle is ready to be served. Oke, you understand about this text?... Students: yes. Teacher: <u>Now, I will give you some statements. Saya akan berikan beberapa pernyataan</u> (79) dan <u>tugas kalian say true jika pernyataan benar.</u> (80) <u>And then say false if the statement is false. Katakan salah jika pernyataan salah. You understand?...</u> (81) Students: (silent). **Context:** The teacher is using code switching in giving questions.	(81) Intersentential code switching
74	Teacher: Number 1. <u>You need 3 glasses of water. True or false?...true jika benar dan false jika salah.</u> (82) Students: (Some students answer false). **Context:** The students not knowing the English counterpart so the teacher is using code switching.	(82) Intersentential code switching
75	Teacher: Number 1. You need 3 glasses of water. True or false<u>?...true jika benar dan false jika salah.</u> (83) Students: (Some students answer false). **Context:** The students not knowing the English counterpart so the teacher is using code switching.	(83) Intrasentential code switching
76	Teacher: Number one is false. Number two, you should cook the noodle for three minutes. True or false? Students: True. Teacher: <u>Ya, true. Kalian harus memasak mie selama 3 menit</u>. (84) Jadi itu sesuai dengan bacaan di atas. Oke, number three, you should drain the coocked noodle. True or false?.... Students: True. **Context:** The teacher is using code switching to correct the answer.	(84) Intrasentential code switching
77	Teacher: So, the answer is true. Number four. You should mix the coocked noodle with the seasoning. True or false?..... Students: (Some students answer false). Teacher: <u>You should mix. Kalian seharusnya mencampur mie yang sudah masak dengan bumbu.</u> (85) <u>Jadi jawabanya adalah true</u>. (86) **Context:** The teacher is using code switching in giving questions.	(85) Intersentential code switching (86) Intrasentential code switching
78	Teacher: The last, you should sprinkle fried crispy onion in the boilling water. True or false? Students: False. Teacher: <u>False. Jadi sudah faham ya, sudah?....</u> (87) Students: Ya bu. **Context:** The teacher using code switching to checking the students' understanding	(87) Intrasentential code switching

79	Teacher: Mungkin ada pertanyaan sebelum saya lanjutkan?... gak ada? Berarti sudah faham ya? Perlu ditulis?..... ya silahkan ditulis dulu. Nanti setelah ini saya akan membacakan teks prosedur. <u>Kalau tadi banyak yang pengen ngopi jadi nanati akan saya bacakan teks tentang membuat secangkir kopi. In English?...</u> (88) Students: (diam).	(88) Intrasentential code switching
80	Teacher: How to make a cup of coffe. Students: (Writing). Teacher: Sudah?.... kalau sudah saya akan membacakan teks tentang membuat secangkir kopi. <u>Jawabanya tolong ditulis di buku tulis dan dikumpulkan. Oke are you ready?...</u> (89) Students: Yes mom. **Context:** The teacher is using code switching in giving instruction.	(89) Intersentential code switching
81	Teacher: <u>Kalian tidak usah menulisnya. Just listen.</u> (90) Kalian hanya mendengarkan saja. How to make a cup of coffe. A cup, water, 2 tea spoon of sugar, a tea spoon of coffe powder, a saucer, a tea spoon, a pan, a stire. Oke, now step. Sekarang steps atau langkah-langkahnya. First, boil the water, then prepare a saucer and a cup. Next, put two tea spoon of sugar. And then, add a tea spoon of coffe powder. Next, pour the boilling water and stir it. Now, the hot coffe is ready to be served. Oke, you understand? Students: Yes mom. **Context:** The teacher is using code switching in giving instruction.	(90) Intrasentential code switching
82	Teacher: <u>Now, prepare your writing book and your pen. Sekarang tolong disiapkan buku tulisnya and dan pennya ya.</u> (91) **Context:** The teacher is using code switching in giving instruction.	(91) Intersentential code switching
83	Teacher: <u>Saya akan bacakan some statement atau beberapa pernyataan. Write true if the statement is true.</u> (92) <u>Tuliskan true jika pernyataan benar.</u> (93) <u>And write false if the statement is false. Dan tulislah false jika pernyataan salah. Seperti contoh tadi.</u> (94) Are you understand?.... Students: Yes mom. **Context:** The teacher is using code switching in giving instruction.	(92) Intersentential code switching (93) Intrasentential code switching (94) Intrasentential code switching
84	Teacher: Saya akan bacakan some statement atau beberapa pernyataan. Write true if the statement is true. Tuliskan true jika pernyataan benar. And write false if the statement is false. <u>Dan tulislah false jika pernyataan salah.</u> (95) <u>Seperti contoh tadi. Are you understand?....</u> (96) Students: Yes mom.	(95) Intrasentential code switching (96) Intersentential code switching

	Context: The teacher is using code switching in giving instruction.	
85	Teacher: Listen carefully. Oke number one. You need hot water to make a cup of coffe. <u>Write True or false. Silahkan ditulis</u>. (97) Number two, listen please. You should put some sugar in to a saucer. Number three, you should add coffe powder after put some sugar. Number four, you should serve a cup of coffe after it is cold. Context: The teacher is using code switching in giving instruction.	(97) Intersentential code switching
86	Teacher: <u>The last, to make a cup of coffe is an easy thing. Silahkan dikumpulkan</u>. (98) Students: (Collecting the task). Context: The teacher is using code switching in giving instruction.	(98) Intersentential code switching
87	Teacher: <u>Time is up. Waktunya sudah habis</u>, (99) <u>saya akhiri ya, wassalamualaikum wr.wb</u> (100) Students: wa'alaikumussalam wr.wb. Context: The teacher closing the program by using code switching.	(99) Intersentential code switching (100) Intersentential code switching

Appendix 2

Transcript of interviewing teacher

28 april 2014

12.00-13.30

SMPN 2 Sumbergempol.

Maaf buk sebelumnya saya merepotkan ibuk lagi. Sehubungan dengan kelanjutan data dari observasi kemaren, saya ingin menanyakan beberapa hal terkait dengan code switching yang ibu gunakan selama ini.

Saya :   Sebenarnya tujuan ibuk apa dalam menggunakan code switching di keseharian
dalam mengajar bahasa Inggris?

Guru: Tujuanya yaitu untuk lebih memahamkan siswa. Sehingga, siswa jadi lebih mudah untuk mencapai kompetensi siwa.

Saya: Jadi tujuan agar siswa bisa mencapai kompetensi dengan baik?, lalu apa manfaat menggunakan code switching dalam pengajaran Bahasa Inggris?

Guru: Manfaatnya yaitu agar siswa itu sedikit-sedikit terbiasa menggunakan bahasa Inggris, meskipun hanya dalam konteks kecil. Saya selalu membiasakan berbahasa Inggris ketika mereka ingin melakukan sesuatu yang sering mereka lakukan misalkan saja dalam greeting, menyuruh untuk berdo'a, mengetahui pemahaman siswa dan juga untuk ijin ke kamar mandi ketika pelajaran berlangsung. Dan juga bermanfaat untuk melatih listening dan speaking siswa, secara tidak sadar mereka akan terbiasa.

Saya: Lalu alasan ibu dalam menggunakan code switching itu apa bu?

Guru: Alasanya ya karena untuk membantu siswa agar lebih faham dengan materi yang diajarkan. Misalkan saya hanya memakai bahasa Inggris saja itu tidak mungkin karena akan membuat sebagian siswa bingung dan kesulitan untuk memahami, karena kosa kata yang mereka miliki belum begitu banyak. Kalau saya pakai hanya bahasa Indonesia itu malah nantinya siswa tidak terlatih dalam hal speaking dan listeningnya.

Saya: Kira-kira dalam penggunaan code switching ini siswa terganggu dalam memahaminya apa tidak bu?

Guru: Menurut saya itu sedikit mengganggu kadang siswa tidak tahu artinya, tapi kan saya membantu menjelaskan ulanh dengan Bahasa Indonesia.

Saya: Kalau pengaruhnya terhadap siswa apa bu kira-kira?

Guru: Pengaruhnya ya agar siswa berlatih menggunakan bahasa Inggris sedikit demi sedikit dan lama-lama semoga saja mereka terbiasa bahasa Inggris semua.

Saya: Bagaimana menurut ibu guru yang baik itu menggunakan code switching apa tidak dalam mengajar bahasa Inggris khususnya?

Guru: Menurut saya sebaiknya guru perlu menerapkan code switching dalam proses pengajaran mereka. Karena dengan begitu mereka bisa membekali

anak didik mereka untuk speaking dan listening. Dan juga siswa bisa memahami apa yang disampaikan oleh guru.

Saya: Terimakasih bu atas informasinya. Saya pamit dulu,

Guru: Ya. Sama-sama mbak. Saya minta maaf kalau selama ini ada yang kurang berkenan. Ndak ikut masuk kelas lagi?

Saya: Ya bu sama-sama. Kapan-kapan saya insyaalloh kesini lagi. Assalamualaikum

Guru: Wa'alaikumussalam wr.wb.

Appendix 3

<div align="center">Interview Guidelines for Teacher</div>

1. Ask to the teacher about the goal of using code switching in her teaching and learning process.
2. Ask to the teacher about the advantages of using code switching in teaching learning English process.
3. Ask to the teacher about the reason why the teacher uses code switching in teaching and learning English process.
4. Ask to the teacher about the opinion of using code switching in teaching learning English process.

Appendix 4

This is about Mrs. Marsiyah's profile:

Name   : Marsiyah, S.Pd

NIP   : 19780801 199903 2 001

Date of birth   : Tulungagung, 1 Agustus 1978

Alamat   : Desa Tanggung, Kecamatan Campur Darat – Tulungagung

Formal Educations Background:

- SDN Tanggung 1
- SMP Boyolangu
- SMKN 1 Boyolangu
- STKIP PGRI Tulungagung