

CHAPTER IV

FINDINGS

This chapter presents and discusses the finding of the research based on the data collected that related to the research problems. The data from observation is utterances from the teacher that contains code switching occur in dialogue or sentence by teacher during teaching and learning process in MA Darul Hikmah Tawang Sari with an English teacher and source of data are used to answer the research problems. They are then analyzed and classified based on the theories in chapter II.

A. Data Presentation

1. Observation 1

The researcher started the research at 10.30 a.m. in second grade of science class on April 25th, 2015. The researcher was doing research in MA Darul Hikmah Tawang Sari. The teacher entered class first and the researcher came after teacher entered the class. After the class was started, the teacher introduced the researcher to the students about what would researcher did in the class. The teacher asked the researcher to introduce himself in front of class. After that, the teacher started to check the students who was absent. When one student was absent, the teacher asked why the

student did not come. Some students answered by saying “*ill*”, the teacher corrected the students’ answer by saying “*sick*”. In this occasion, the teacher did not use code switching because the students was familiar with what the teacher said.

After checking attendance list, the teacher started the lesson. Because the title was new, the teacher did not review what they learned before. Here, the teacher asked about the new title “*The Greatest People*” which told about the hero and heroic in Indonesia. The teacher asked about grave yard, because the picture on student’s book shown that many students came to grave yard. Because the students was not familiar with the word, the teacher invited the students to say together by saying “*Nah*” and continued to “*Let’s say together*”. Here, the first code switching happened.

Before the teacher continued to the new word, the teacher asked some questions to the students. After that, the teacher gave to the students some new words. Here, the teacher expressed first the new word and the students followed the teacher. After that, the teacher ordered to the students to look for the meaning and if it was possible, they should look for the synonym. The teacher asked about bubonic plague, but the teacher asked by using Indonesian in mentioning bubonic plague, like “*Do you know pes?*” After that, the teacher continued to ask about the meaning and the synonym about the new word in the text.

Some students could not differ between the use of purpose and destination. Here, the teacher explained the word “*destination*” by

inserting word “*tujuan*” in the sentence “*Destination is tujuan of the place*”.

The time was up. The teacher gave notice that the title was not finish yet. The teacher closed the class by saying “*hamdalah*” or thanksgiving to the God. Here the code switching occurred, the teacher inserted the word Arabic “*hamdalah*” in closing the meeting. Until the end of the meeting, there occurred ten code switching. As usually the teacher used code switching in teaching learning process, it can be seen in detail on Appendix 1.

2. Observation 2

The second observation was on April 25th, 2015 at 07.00 a.m. in social class of MA Darul Hikmah Tawang Sari. As usually the teacher entered the class and the class was in the mosque. Before started the lesson, the teacher introduced the researcher to the students about this research. After that, the researcher introduced himself to the students. Because many students sit in the back, the teacher asked to come forward. After the students kept silent, the teacher asked about the students who was absent. There was same with science class, because when one student did not come, the students answered with word “*illness*”. Here, the teacher asked back to the teacher about the meaning of “*illness*”. They answered by the word “*penyakit, sakit, kesakitan*”. The teacher tried to give stimulus to the students to answer in English by saying “*Sakit or*”. Here the first code switching occurred in this meeting.

When the teacher read the purpose of the material. The students was asked by the teacher about what would learn, but they did not understand. Here, the teacher repeated to read the purpose and switch to Indonesian by saying *“In this unit, kita akan mempelajari tentang apa?”*. By using Indonesian, the students could understand what they would learn. The teacher continued to ask to the students to answer the question. After the question was answered by the students, the teacher gave the new word. The teacher read the new word and the students follow the teacher. The teacher gave the task to the students to looking for the meaning of the new word and if it possible, the students had to look for the synonym also. When the teacher discussed the new word, some words should be switched to Indonesian. Sometimes, the teacher asked the meaning or the synonym word in Indonesian and the students should answer in English, like *“What is the synonym of perdagangan?”*. Here, the students not only understand the meaning but also understand the synonym.

The teacher continued to discuss the text about the biography of Dr. Sutomo. Here, the teacher pointed one student to read the first paragraph. After the student finished reading the paragraph, the student pointed their friends to continue to read the text. Then, the teacher gave the new word and the students had to look for the meaning and the synonym. After they finished to look for the meaning and the synonym, the teacher discussed the new word. Here, the teacher used Indonesian in explaining

some new words. By switching the word, the students could be easy to understand the new word.

Before the teacher closed the lesson, the teacher gave homework to the students. There were ten questions that read by the teacher and the students wrote it. This did not need long time to the students to write the question. Finally, the time was up and the teacher closed by greeting. The teacher closed in English and continued in Arabic, like “*Okay, by. Wassalamu’alaikum Warohamatulloh Wabarokatuh*”. During the lesson, the teacher often use code switching. It can be seen in detail on Appendix 2.

3. Observation 3

The third observation was on April 28th, 2015 at 07.00 a.m. in science class of MA Darul Hikmah Tawang Sari. As usually the teacher entered the class but the class was in outside of the mosque. Here, the teacher did not teach as usual, because it was time to presentation. The students should tell the biography of the greatest people. They prepared for a week. The teacher read the role of the presentation and continue to the first presentation. There were six group and each group consist of four or five students. They looked very enthusiast, they were very happy and enjoy in presenting the story. The first group presented the biography of Prophet Muhammad. The second was Jenderal Sudirman. The third was Isaac Newton. The fourth was Soekarno. The fifth was Riadh Addin Alfarid Umar Ibnu Ibrahim Khayyan Ya Sabut. The sixth was Nelson Mandela.

The fifth group used much time than other group, because every group used only ten or thirteen minutes. The fifth group used more than 20 minutes. The last group got only eight minutes, because the time was up. The teacher decided to continue next week, but many students wanted to continue the presentation. Finally, the teacher permitted to continue although with the limited time.

After all group presented their story. The teacher gave some review to the students. Some words was wrong in pronunciation. Here, the teacher inserted word Indonesian when asked about the word which was wrong in pronunciation and giving meaning, like “*What is Belanda?*”. The teacher also asked about the meaning and the synonym. The teacher switched the language in giving the new meaning. Before closed the class, the teacher gave announcement that next week will be free. The teacher closed the class in English first and continued in Arabic, like “*See you later. Wassalamu’alaikum Warohamarulloh Wabarokatuh*”. The bell was ringing and the teacher leaved the class. It can be seen in detail on Appendix 3.

4. Interview

The researcher was doing interview at May 2nd, 2015. The interview was done in teacher’s room. The researcher asked some questions that are asked to the teacher about the usage of code switching in the class; asked about the advantages of using code switching in the class; asked about the reason why the teacher uses code switching in the class.

From this interview, the researcher found some reasons:

- a. To make the students more understand about the material

The teacher used code switching when the teacher explained the new word. But before it, the students should look for the meaning first. If it was possible to use Indonesian, the teacher still used Indonesian.

- b. Second, to help the teacher to know the students understanding about the material.

When the teacher explained the new word or the new material and the students did not give response, it shown that the students did not understand. It also based on the situation. The teacher used Indonesian to make the students more interactive and it shown that they understand about the material.

- c. To give feed back to the students.

The teacher used code switching to give students feedback. The teacher tried to explain the material with English. If the students still did not understand, the teacher explained the material more slow, but when the students did not understand too, the teacher used Indonesian

That is why the teacher uses code switching in teaching learning process.

B. Data Finding

1. The types of code switching used by the English teacher in teaching learning process at MA Darul Hikamah Tawang Sari.

4.1 Finding on Intra Sentential Code Switching

Intra sentential code-switching is code switching which occur within a clause or sentence boundary, where each clause or sentence is in one language or the other.

e.g.: *Kita ada meeting hari ini, jangan sampai telat.*

This types of code switching appeared 27 times. Here, the researcher only shown 12 data. The data is data (1) until (12). Then, data (1) until (12) had something in common: it could be happened in the first word, middle or in the end of a clause, a phrase or a sentence boundary. the data as follows:

Table 4.1 Excerpt (1)

Line	Teacher/Student	Utterance
1	Teacher	The greatest people. Look at the picture carefully. Where
2	Teacher	are the students?
3	Students	In the grave yard
4	Students	51 mas
5	Teacher	How do you spell it?
6	Students	G R A V E Y A R D
7	Teacher	<i>Nah! let say together</i>
8	Students	Grave yard
9	Teacher	What is the synonym of this one?
10	Students	Pemakaman

(See page 67 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 6.

Data (1), Nah! Let say together.

It is a code switching because the utterance shows that the teacher switches from Indonesian “*Nah!*” into English “*Let say together*”.

The teacher tries to make conclusion by using Indonesian “*Nah!*” about the word that has been spelled by the students and the teacher invites the students to do it again by using English word “*Let say together*”. The meaning of the word “*Nah!*” in English is see or here.

The word “*Nah!*” according to Kamus Besar Bahasa Indonesia (KBBI) includes Indonesian word. This word is used to invite the students to close what the students do. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Table 4.2 Excerpt (2)

Line	Teacher/Student	Utterance
1	Teacher	Number seven
2	Teacher	Penyakit
3	Students	Wabah ya?
4	Students	Penyakit
5	Teacher	Wabah pes. <i>Do you know pes?</i>
6	Students	One of illness
7	Teacher	Pes
8	Students	The kind of disaster

(See page 75 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 5.

Data (2), Do you know pes?

It is a code switching because the utterance shows that the teacher switches from English “*Do you know*” into Indonesian “*pas*”.

The teacher gives question to the students by using English “*Do you know!*”, but in the end of question, the teacher switches to Indonesian “*pas*”. In English, the word “*pes*” is “*bubonic plague*”. So, the question can be “*Do you know bubonic plague?*”

The word “*Pes*” according to KBBI includes Indonesian word. This word is about the disease that can infect the people from the virus. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra-sentential code switching.

Table 4.3 Excerpt (3)

Line	Teacher/Student	Utterance
1	Teacher	Recommend. Establish. What is the meaning? Mendirikan
2	Students	Found
3	Teacher	Found mendirikan. Build mendirikan. Okay. Set up. What
4	Teacher	else?
5	Students	Aim
6	Teacher	Tujuan. Was aim, ditujukan. Aim tujuan. What is tujuan in
7	Teacher	English?
8	Students	Purpose
9	Students	Destination
10	Teacher	<i>Destination is tujuan of the place.</i> Destination
11	Students	From destination
12	Students	The last destination. I know

(See page 78 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 10.

Data (3), Destination is tujuan of the place.

It is a code switching because the utterance shows that the teacher switches from English “*Destination is*” into Indonesian “*tujuan*” and close with English “*of the place*”.

The teacher gives explanation about the meaning of “*Destination*”. The teacher uses “*tujuan*” in Indonesian because many students have different meaning. The word “*tujuan*” here used to point the place. In English, this sentence can be said “*Destination is the direction of the place*”.

The word “*tujuan*” according to KBBI includes Indonesian word. This word is about direction of place. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Table 4.4 Excerpt (4)

Line	Teacher/Student	Utterance
1	Teacher	Lulus
2	Students	Alumnus
3	Teacher	Graduate, lulus, <i>what is lulus?</i>
4	Students	Tamatan
5	Teacher	<i>Lulus is finish</i>
6	Students	Tamatan
7	Teacher	Past
8	Students	Past
9	Teacher	Physician
10	Students	Doctor
11	Teacher	Physician is doctor. <i>Indonesia is dokter, tabib.</i> In Arabic?

12	Students	Tobibun
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(See page 78 for completed utterances for the excerpt above)

This excerpt contains 3 data, it lies on line 3, 5 and 11.

Data (4), What is lulus??

It is a code switching because the utterance shows that the teacher switches from English “*What is*” into Indonesian “*lulus?*”.

The teacher switches the question is used to ask to the students about the meaning of “*lulus*”. This way is to make the students’ answer more clear because there are many different answer for the students.

The word “*lulus*” according to KBBI includes Indonesian word. This word is the activity that is done. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Data (5), Lulus is finish

It is a code switching because the utterance shows that the teacher switches from Indonesian “*lulus*” into English “*is finish*”.

Some of the students have different answer in giving the meaning of “*lulus*”. From this sentence, the teacher has purpose to make clear that word “*lulus*” has meaning finish. The word “*lulus*” according to KBBI includes Indonesian word. This word is the activity that is done. This code switching occurs within the clause boundary, including within

the word boundary. So, these utterances can be classified into intra-sentential code switching.

Data (6), Indonesia is dokter, tabib.

It is a code switching because the utterance shows that the teacher switches from English “*Indonesia is*” into Indonesian “*dokter, tabib*”.

The word “*dokter, tabib*” according to KBBI includes Indonesian word. This word is the people who expert in medicine. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra-sentential code switching.

Table 4.5 Excerpt (5)

Line	Teacher/Student	Utterance
1	Teacher	Membasmi. What is it the meaning? Membasmi,
2	Teacher	Menghilangkan
3	Students	Destroy
4	Students	Oh, menghancurkan
5	Teacher	<i>Destroy is menghancurkan.</i> Exterminate
6	Students	Eliminate

(See page 79 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 5.

Data (7), Destroy is menghancurkan

It is a code switching because the utterance shows that the teacher switches from English “*Destroy is*” into Indonesian “*menghancurkan*”.

The teacher switches the sentence to explain the meaning of the word “destroy” in Indonesian. The word “*menghancurkan*” according to KBBI includes Indonesian word. This word is the activity that is to make thing to be small or make situation to be disorder. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Table 4.6 Excerpt (6)

Line	Teacher/Student	Utterance
1	Teacher	Memesan. Engagement
2	Students	Pesanan
3	Teacher	<i>Engagement is tunangan</i>
4	Students	Weh weh
5	Students	Rozana weh
6	Students	Engaged memesan
7	Teacher	Merangkul. <i>What is merangkul?</i>
8	Students	<i>(Unclear)</i>
9	Teacher	Engage, mengaet
10	Students	Present
11	Teacher	What else?
12	Students	Found

(See page 79 for completed utterances for the excerpt above)

This excerpt contains 2 data, it lies on line 3 and 7.

Data (8), Engagement is tunangan

It is a code switching because the utterance shows that the teacher switches from English “*Engagement is*” into Indonesian “*tunangan*”.

The word “*tunangan*” according to KBBI includes Indonesian word. This word is the activity before married and it signed by changing ring. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Data (9), What is merangkul?

It is a code switching because the utterance shows that the teacher switches from English “*What is*” into Indonesian “*merangkul?*”.

The teacher purpose to switch the language is to clarify about the word “*merangkul*”. This word is unfamiliar in the students. The word “*merangkul*” according to KBBI includes Indonesian word. This word is the activity huddling up neck. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Table 4.7 Excerpt (7)

Line	Teacher/Student	Utterance
1	Students	Far away
2	Students	So far away
3	Teacher	We still have many task here to discuss. But the time is not
4	Teacher	Enough
5	Students	Yes

6	Students	<i>Let say hamdalah together</i>
7	Teacher	Alhamdulillahirobbil alamin

(See page 81 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 6.

Data (10), Let say hamdalah together

It is a code switching because the utterance shows that the teacher switches from English “*Let say*” into Arabic “*hamdalah*” and back to English “*together*”.

The word “*Hamdalah*” according to Al- Bisri dictionary includes Arabic word. This word has meaning thanksgiving to God. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Table 4.8 Excerpt (8)

Line	Teacher/Student	Utterance
1	Teacher	Illness. What is illness?
2	Students	Kesakitan
3	Students	Sakit
4	Teacher	Illness is
5	Students	Penyakit
6	Teacher	<i>Sakit or</i>
7	Students	Sick
8	Teacher	Ainun Najib
9	Students	Present

(See page 82 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 6.

Data (11), Sakit or

Data number 11 is a code switching because the utterance shows that the teacher. It shows that the teacher switches from Indonesian “*Sakit*” into English “*or*”.

The teacher tries to give stimulus to the students to answer in English and the students answer with word “*sick*”. The word “*sakit*” according to KBBI includes Indonesian word. This word is when the feeling of the body is not good or comfortable. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Table 4.9 Excerpt (9)

Line	Teacher/Student	Utterance
1	Teacher	So, you are expected to learn from their lives and inherit
2	Teacher	their passion, spirit, and dedication for our beloved
3	Teacher	country. In this unit, you expected. Expected. What is the
4	Teacher	meaning? Anda diarahkan untuk mempelajari dari apa?
5	Students	Kehidupan mereka
6	Teacher	Then?
7	Students	Dan mewarisinya
8	Students	Perjuangan
9	Teacher	<i>Perjuangan and dedication</i>
10	Students	Dedikasi
11	Teacher	Dedikasi mereka. Untuk siapa?
12	Students	Negara kita tercinta

See page 76 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 6.

Data (11), Perjuangan and dedication

Data number 11 is a code switching because the utterance shows that the teacher. It shows that the teacher switches from Indonesian “*Perjuangan*” into English “*and dedication*”.

The teacher starts with word “*perjuangan*” because the teacher repeats the students’ answer and continues to English “*and dedication*”. The teacher tries to give stimulus to the students to answer in Indonesian, but the teacher gives example in English.

The word “*perjuangan*” according to KBBI includes Indonesian word. This word is the activity when the war happen. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

4.2 Finding on Inter Sentential Code Switching

Inter sentential code switching is code switching which occur at a clause or sentence boundary, where each clause or sentence is in one language or the other.

e.g.: *So. It will not make your bubble burst. Kamu tetap harus antar gue ngambil mobil malam ini.*

This types of code switching appeared 3 times. The data is datum 13, 24 and 30. The data as follows:

Table 4.10 Excerpt (10)

Line	Teacher/Student	Utterance
1	Teacher	Dedikasi mereka. Untuk siapa?
2	Students	Negara kita tercinta
3	Teacher	Furthermore in this unit, you will learn how to write
4	Teacher	biographies. <i>In this unit, kita akan mempelajari tentang</i>
5	Teacher	<i>apa? Menulis biografi. Of great people, like politicians.</i>
6	Teacher	Let's say together. Politicians.
7	Students	Politicians
8	Teacher	Inventors
9	Students	Inventors

See page 85 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 4 until 5.

Data (13), In this unit, kita akan mempelajari tentang apa? Menulis biografi. Of great people, like politicians.

It is a code switching because the utterance shows that the teacher switches from English “*In this unit*” into Indonesian “*kita akan mempelajari tentang apa? Menulis biografi*”, and back to English again “*Of great*”.

Data (13) considers to inter sentential switching because it occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. The teacher uses English (*In this unit,*) because this word is not difficult to understand by the students. The teacher switches the sentence into Indonesian “*kita akan mempelajari tentang apa? Menulis biografi*”. Based on the previous sentence, the students do not give response because they do not understand. By switching the sentence into Indonesian, the students understand the

purpose what should they learn in the unit. The teacher switches into English again “*Of great people, like politicians.*”, because the sentence is familiar with the students.

The words “*kita akan mempelajari tentang apa? Menulis biografi*” according to KBBI, it includes in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

Table 4.11 Excerpt (11)

Line	Teacher/Student	Utterance
1	Teacher	Number ten. What was parindra’s mission? What was
2	Teacher	parindra’s mission? Okay. That’s all. You may discuss with
3	Teacher	your friends. The time is about ten minutes. Is it enough or
4	Teacher	not?
5	Students	Enough
6	Teacher	Any questions so far? Before I close. <i>Okay, bye.</i>
7	Teacher	<i>Wassalamu’alaikum Warohmatulloh Wabarokatuh</i>
8	Students	Waalaiikum Salam Warohmatullohi Wabarokatuh

See page 94 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 6 until 7.

Data (14), Okay, bye. Wassalamu’alaikum Warohmatulloh Wabarokatuh

It is a code switching because the utterance shows that the teacher switches from English “*Okay, bye*” into Arabic “*Wassalamu’alaikum Warohmatulloh Wabarokatuh*”.

Data (14) considers to inter sentential switching because it occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. The word “*Okay, bye*” is the

closing in English, but the teacher adds the closing by using Arabic “*Wasalamu’alaikum Warohmatulloh Wabarokatuh*”. This is the common activity in closing the material. The teacher not only uses Arabic to close, but before it, the teacher uses English first to close the material to make English environment.

The words “*Wasalamu’alaikum Warohmatulloh Wabarokatuh*” according to Al-Munawwir dictionary, it includes in Arabic, because of too many Arabic words, so the researcher does not explain all meaning of each word.

Table 4.12 Excerpt (12)

Line	Teacher/Student	Utterance
1	Teacher	See you next...
2	Students	See you too
3	Teacher	Next week is holiday. So
4	Students	Yes
5	Students	After this camping
6	Teacher	Okay. <i>See you later. Wassalamu’alaikum</i>
7	Teacher	<i>warohmatullohi wabarokatuh</i>
8	Students	Waalaiikum Salam Warohmatullohi Wabarokatuh

See page 113 for completed utterances for the excerpt above)

This excerpt contains 1 data, it lies on line 6 until 7.

*Data (15), See you later. Wassalamu’alaikum Warohmatulloh
Wabarokatuh*

It is a code switching because the utterance shows that the teacher switches from English “*See you later*” into Arabic “*Wassalamu’alaikum Warohmatulloh Wabarokatuh*”.

Data (15) considers to inter sentential switching because it occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. The word “*See you later*” is the closing in English, but the teacher adds the closing by using Arabic “*Wasalamu’alaikum Warohmatulloh Wabarokatuh*”. This is the common activity in closing the material. The teacher not only uses Arabic to close, but before it, the teacher uses English first to close the material to make English environment.

The words “*Wasalamu’alaikum Warohmatulloh Wabarokatuh*” according to Al-Munawwir dictionary, it includes in Arabic, because of too many Arabic words, so the researcher does not explain all meaning of each word.

2. The Reason Why the Teacher Used Code Switching

In this part will show the result of English teacher’s interview in MA Darul Hikmah Tawangari. The reasons will discuss below:

The researcher asked about the usage of code switching in the class. The teacher answered “*Kosa kata baru, saya biasanya tidak langsung. Saya berusaha untuk menghindari penggunaan bahasa Indonesia tapi mereka sendiri yang saya anu saya suruh untuk mencari kalimat artinya gitu. Tapi setelah itu misalnya kita perlu menggunakan bahasa Indonesia ya kita gunakan kita tetap pakai kok*”. The teacher uses code switching when the teacher explained the new word. But before it, the

students should look for first the meaning. When it is possible to use Indonesian, the teacher still uses Indonesian.

The researcher asked about the advantages of using code switching in the class. The teacher answered *“itu kita lihat situasi, kalau mereka diterangkan menggunakan bahasa inggris kok nampak belum faham, belum faham, ya kita terpaksa akan menggunakan bahasa Indonesia. Tapi kalau mereka kok sudah paham, ya sudah”*. The teacher look at the situation. When the teacher explains the material but they not understand, it should use Indonesian.

The researcher asked about the reason why the teacher uses code switching in the class. The teacher answered *“Kita coba nerangkan pakek bahasa inggris saja. Ya. Kalau mereka, saya beri umpan balik misalnya pertanyaan kok belum ngerti ya kita masih pakai bahasa inggris tapi lebih pelan. Jadi, pelan kok belum ngerti juga ya sudah, pakai bahasa Indonesia saja”*. The teacher uses code switching to give students feedback. The teacher tries to explain the material with English. If the students still not understand, the teacher explains the material more slow, but when the students not understand too, the teacher uses Indonesian.

From the observation, the researcher found three types from the Hoffman (1991:116) theory. Those are:

1. Interjection

e.g.: *Nah!* Let say together.

The teacher used interjection to make conclusion about the students do after the students said the word “grave yard” by themselves. The teacher asked to say the word together. For more details, see appendixes pages.

2. Repetition used for clarification.

e.g.: Furthermore, in this unit, you will learn how to write biographies. In this unit, *kita akan mempelajari tentang apa? Menulis biografi* of great people, like politicians.

The teacher used English in explaining what will the students learn, but they did not give response. From that reason, the teacher repeated with Indonesian to make the students understand. For more details, see appendixes pages.

3. Expressing group identity

e.g.: Let say *hamdalah* together

The teacher used word in Arabic “*hamdalah*” in the sentence. Here, the teacher shown that the teacher and the students are Muslim. This word only used by Islamic people. For more details, see appendixes pages.