CHAPTER IV

FINDINGS

This chapter mainly includes (a) data presentation and (b) the findings of research, which are derived from the method and procedure described in chapter III. The data presentation is in the forms of narrations describing the result of observation and interview. Meanwhile, the data findings presents the result of data analysis, which are in the forms of pattern.

A. Data Presentation

1. Here, the presentation of the result of having observation. The observation has conducted in three times. The data as follows:

a. **Findings on Extra Sentential Code Switching**

Extra sentential code switching is code switching which is existed in the last sentence an insertion of a tag from one language into an utterance which is entirely in another language.

e.g. I will ask you to come forward, ya?

This kind of code switching appeared 3 times in data (1), (2), and (3), all data are *ended* by word "ya". According to KBBI, word "*ya*" includes in Indonesian. This word usually used to emphasize a statement or convince in asking something. Mas'ud (2005:124) also defined that question tag is an utterance produced by people to give statement or ask the interlocutors to agree with his arguments. It was exactly same in the meaning and in the function of word

which is had by word "*ya*" in Indonesian. Shortly, the data (1), (2), and also (3) had something in common: it has "ya" at the end of each utterance. The data as follows:

Table 4.1. Excerpt (1)

Line	Teacher /student	Utterances
1	Teacher	: How do you do. Good. Now, open it. (Teacher ask student to
2	Teacher	open the next page and he read for students). Listen, find, and
3	Teacher	write what your teacher said.For number 1-3. I would like to
4	Teacher	introduce you to your new friend. How are you today ?
5	Teacher	*good morning student, ya?* You can write down, number 1 until
6	Teacher	number 8 about the talking about the introducing. Number 4,
7	Teacher	number. Nice to meet you, I am ..... Let me introduce myself. You
8	Teacher	can call me. Hello my friend. *You can do your chance, ya?* You
9	Teacher	can do number 1 until number 3 by write down. I would like to
10	Teacher	introduce you to your new friend. The second,you can use "how
11	Teacher	are you today?" And number 3 you can give greeting"Good
12	Teacher	morning", is depend the condition. If in the morning, you can say
13	Teacher	"Good morning", in the afternoon, you can say "Good afternoon",
14	Teacher	and in the evening you can give the greeting with "Good
15	Teacher	evening". Now, do it! It's up to you about the name, because it is
16	Teacher	only the example or in group using in front of your classroom.

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

This excerpt contains 2 data, both lie on line 5 and 8

Datum (1),   *Good morning student, ya?*

It is a code switching *because* the utterance shows that the teacher switches from English (*good morning student*) into Indonesian (*ya*). This code switching which is existed in the last sentence an insertion of a tag from one language into an utterance which is entirely in another language. So, these utterances can be classified into extra sentential code switching.

Other reason is the statement *"good morning student, ya?"* can be changed in full English as like *"Good morning student, right?"*. This reason also strengthens that the utterances above include into extra sentential code switching.

Datum *(2)*   *you can do your chance, ya?*

It is a code switching because the utterance shows that the teacher switches from English (*You* can *do your chance*) into Indonesian (*ya*). This code switching which is existed in the last sentence an insertion of a tag from one language into an utterance which is entirely in another language. So, these utterances can be classified into extra sentential code switching.

Other reason is the statement *"You can do your chance, ya?"* can be changed in full English as like *"you can do your chance, can't you?"*. This reason also strengthens that the utterances above include into extra sentential code switching.

Table 4.2. Excerpt (2)

Line	Teacher /student	Utterances
1	**Student**	: Number 1 wrong mr?
2	**Student**	: ....(unlcear voice)
3	**Teacher**	: Oh, need 'r'. I think. need 'r'!
4	**Student**	: Give 'r'?
5	**Teacher**	: Yes, sometimes in the book there is mistyping ya? Wulan
6	**Teacher**	purnamasari,please put 'R', because sometimes in writing
7	**Teacher**	there is mistyping. Ok? Put 'R'!
8	**Teacher**	Anyone? ***The answer here only short answer, ya?*** Only
9	**Teacher**	short answer. Anyone?
10	**Student**	: changing clothes.
11	**Teacher**	: I give you time.
12	**Students**	: We don't

This excerpt contains 1 datum, it lies on line 8

Datum (3)   the answer here only short answer, ya?

It is a code switching because the utterance shows that the teacher switches from English (*the answer here only short answer*) into Indonesian (*ya*). This code switching which is existed in the last sentence an insertion of a tag from one language into an utterance which is entirely in another language. So, these utterances can be classified into intra sentential code switching.

Other reason is the statement *"the answer here only short answer, ya?"* can be changed in full English as like *"the answer here only short answer, isn't it?"*. This reason also strengthens that the utterances above include into extra sentential code switching.

b. **Findings on Intra Sentential Code Switching**

Intra sentential code switching is code switching occurs within the clause boundary, including within the word boundary.

e.g. I akan give my hati kepada you.

This kind of code switching appeared 17 times. Then, data (4) until (20) had something in common: it had a mixing word in each utterance, it could be at first, in the middle or at the end of each utterance.the data as follows:

Table 4.3. Excerpt (3)

Line	Teacher /student	Utterances
1	Teacher	: Ok. Finish, writing your name?
2	Students	: Not yet.
3 *S*	Students	: Finish.
4	Student	: Do mr?
5 *e*	Teacher	: Give your own name (on workbook). ***Yuk, open yuk!***
6	Teacher	number 5,because develop to be the writer of excellent sixth
7 *e*	Teacher	grade (Teacher is explaining). Now, please try to open
8	Teacher	chapter 1, my name is Ngindana Lazulfa. Written by Ana C.
9	Teacher	Rosikin
10	Students	: S.Pd.

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

This excerpt contains 1 datum, it lies on line 5

Datum (4),   Yuk, open yuk!

It *is* a code switching because the utterance shows that the teacher switches from Indonesian (*yuk*) into English (*open*), and into Indonesian again (*yuk*).

According to KBBI, word "*yuk*" includes in Indonesian. This word is used to ask someone to do something. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Other reason is the statement *"yuk, open yuk!"* can be changed in full English as like *"let's open!"*. This reason also strengthens that the utterances above include into intra sentential code switching.

Table 4.4. Excerpt (4)

Line	Teacher/student	Utterances
1	**Boy students**	: I live on Mawar Street, number 12. And you?
2	**Girl students**	: I live at Tamansari village, number 29. Nice to meet
3	**Girl students**	you Tia. Eh
4	**Boy students**	: Nice to meet you Ratih.
5	**Teacher**	: *He! The boy first.*
6	**Teacher&Boy students**	: Nice to meet you Ratih.
7	**Girl students**	: Nice to meet you Tia.

(See page 68 for completed utterances for the excerpt above)

This excerpt contains 1 datum, it lies on line 5

Datum (5),   *He! The boy first*

It is a code switching because the utterance shows that the teacher switches from Indonesian (*He!*) into English (*The boy first*).

According to KBBI, word "*he!*" includes in Indonesian. This word is used to say hello, remind someone or etc. 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	Utterances
1	**Student**	: Good bye Mr
2	**Teacher**	: Yes, good bye. Ok now, I need two student to
3	**Teacher**	complete the dialog below. I ask Fadilla kusuma and
4	**Teacher**	Latifatul. Fadilla kusuma to be Rini and Latifatul to be
5	**Teacher**	Ratna. 1,2,3, go
6	**Students A**	: (Dialog is starting by two students, and the voice is
7	**Students A**	unclear) Good morning, my name is Rini Saraswati.
8	**Students A**	You can call me Rini. What is your name?
9	**Students B**	: Good morning, I am Ratna Prameswari, you can call
10	**Students B**	me Ratna.
11	**Students A**	: How do you do
12	**Students B**	: How do you do Rini.
13	**Students A**	: where do you left?
14	**Teacher**	: Live, not left. *if left in Indonesian is kiri*. live, where
15	**Teacher**	do you live?

This excerpt contains 1 datum, it lies on line 14.

Datum (6),   *if left in Indonesian is kiri*

It is a code switching because the utterance shows that the teacher switches from English (*if left in Indonesian is*) into Indonesian (*kiri*).

According to KBBI, word "*kiri*" includes in Indonesian. This word has a meaning as "a part of body where the heart exists". 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	Utterances
1	Student	: Let me introduce myself to you. My name is Dewa
2	Student	Bagus Alif Rosadi. You can call me bagus
3	Teacher	: Please pay attention your friend. Go on gus!
4	Student	: I was born in Tulungagung
5	Teacher	: On first
6	Student	: On tulungagung
7	Teacher	: *He! I was born on the name of month*. I was born is
8	Teacher	only date of your birth. Ok,
9	Teacher	repeat!
10	Student	: I was born on January 22, 2002. So, I am 12 years old. I
11	Student	live in purimas botoran. I am in the sixth grade now. I
12	Student	study in zumrotus salamah elementary school. My hobby
13	Student	is reading . thank you very much.
14	Teacher	: And then your answer or your response.
15	Students	: You are welcome.

(See page 72 for completed utterances for the excerpt above)

This excerpt contains 1 datum, it lies on line 7

Datum (7),   *He! I was born on the name of month*

It is a code switching *because* the utterance shows that the teacher switches from Indonesian (*He!*) into English (*I was born on the name of month*).

According to KBBI, word "*he!*" includes in Indonesian. This word is used to say hello, remind someone or etc. 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	Utterances
1	Teacher	: *I want continue the materi or the lesson*. Let's study it!
2	Teacher	*WH questions adalah kata Tanya yang dimulai dengan*
3	Teacher	*huruf W dan atau H*. *Number 1. What, contoh kalimat*:
4	Teacher	what is your name?*Number 2. How, contoh kalimat*: How
5	Teacher	are you?*Number 3. Why, contoh kalimat*: Why do you
6	Teacher	come late?*Number 4. When, contoh kalimat*: What, when
7	Teacher	do you swim?*Number 5. How much, contoh kalimat*:
8	Teacher	How much water do you need? How much is this doll?
9	Teacher	*Number 6. How many, contoh kalimat*: How many dolls?
10	Teacher	Sorry, how many pencils do you have?
11	Teacher	*Who, contoh kalimat*: Who is that?
12	Teacher	*Number 8. Where, contoh kalimat*: Where do you live?
13	Teacher	*Number 9. Which, contoh kalimat*: Which food do you
14	Teacher	like?*Number 10. How old, contoh kalimat*: How old are
15	Teacher	you? And the last one "how long" How long do you study
16	Teacher	at school? And How long is your pencil? Because this is
17	Teacher	only memorizing your material. I think this is too easily.
18	Teacher	You answer D.1. Now, try to do it! Number 1 until
19	Teacher	number 10

(See page 73 for completed utterances for the excerpt above)

This excerpt contains 12 data, the data as follows:

Datum (8) on line 1,   *I want continue the materi or*

                                        the lesson

It is a code switching because the utterance shows that the teacher switches from English (*I want continue the*) into Indonesian (*materi*), then into English again (*or the lesson*).

According to KBBI, word "*materi*" includes in Indonesian. This word has a meaning as "something which can be learnt". This code switching occurs within the clause boundary, including within

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

Other reason is the statement *"I want continue the materi or the lesson"* can be changed in full English as like *"I want continue the material or the lesson"*. This reason also strengthens that the utterances above include into intra sentential code switching.

> *Datum (9) on line 2 and 3,   WH questions adalah kata Tanya yang dimulai dengan huruf W dan atau H.*

It is a code switching because the utterance shows that the teacher switches from English (*WH questions*) into Indonesian (*adalah kata Tanya yang dimulai dengan huruf W dan atau H*).

According to KBBI, all words "*adalah kata Tanya yang dimulai dengan huruf W dan atau H*" include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

> *Datum (10) on line 3,   Number 1. What, contoh kalimat*

It is a code switching because the utterance shows that the teacher switches from English (*Number 1. What*) into Indonesian (*contoh kalimat*).

Datum (11) on line 4, Number 2. How, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Number 2. How*) into Indonesian (*contoh kalimat*).

Datum (12) on line 5, Number 3. Why, contoh kalimat

It is a *code* switching because the utterance shows that the teacher switches from English (*Number 3. Why*) into Indonesian (*contoh kalimat*).

Datum (13) on line 6, Number 4. When, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Number 4. When*) into Indonesian (*contoh kalimat*).

Datum (14) on *line 7,* Number 5. How much, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Number 5. How much,*) into Indonesian (*contoh kalimat).*

Datum (15) on line 9, Number 6. How many, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Number 6. How many,*) into Indonesian (*contoh kalimat)*

Datum (16) on line 11,   Who, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Who,*) into Indonesian (*contoh kalimat*).

Datum (17) on line 12,   Number 8. Where, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Number 8. Where,*) into Indonesian (*contoh kalimat*).

Datum (18) on line 13,   Number 9. Which, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Number 9. Which,*) into Indonesian (*contoh kalimat*).

Datum (19) on line 14,   Number 10. How old, contoh kalimat

It is a code switching because the utterance shows that the teacher switches from English (*Number 10. How old,*) into Indonesian (*contoh kalimat*).

According to KBBI, word "*contoh kalimat*" includes in Indonesian. The word "*contoh*" has a meaning as "a part which has same shape, kind, and condition with the existed thing" and the word "*kalimat*" has a meaning as "a concept of combination word which shows a thought and a feeling".

These code switchings occur within the clause boundary, including within the word boundary. It means that all the

utterances above can be classified into intra sentential code switching. So, from definition above, all utterances in data (10) until (19) can be classified into intra sentential code switching.

Table 4.8. Excerpt (8)

Line	Teacher/student	Utterances
1	Teacher	: The homework is this right? Excuse me! Excuse
2	Teacher	me! Excuse me. ***What is mendaki In English?***
3	Students	: Hiking

(See page 76 for completed utterances for the excerpt above)

This excerpt contains 1 datum, it lies on line 2.

Datum (20),   what is mendaki in English?

It is a code switching because the utterance shows that the teacher switches from English (*What is*) into Indonesian (*mendaki*), then into English again (*in English?*)

According to KBBI, word "*mendaki*" includes in Indonesian. This word has a meaning as "climb a hill, mountain, or etc.". This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

c.   **Findings on Inter Sentential Code Switching**

Inter sentential code switching is code switching which occurs at clause/sentence boundary when one clause being in one language, the other clause in the other.

e.g. saya akan memberikan kamu cintaku, if you have already

married with me

This kind of code switching appeared 6 times. Then, the data 21, 22, 23, 24, 25, and 26 had the similarities in their utterances, the data as follows:

Table 4.9. Excerpt (9)

Line	Teacher/student	utterances
1	**Teacher**	: Mr Yoyok only give you 5 minute before time is least be for
2	**Student**	change your clothes. Ok? You can pray us together first.
3	**Student**	: Sit down well and let's pray together first!
4	**Teacher&student**	: Sit down well and let's pray together first!
5	**Teacher&student**	: *(Teacher and students pray together) Allahumma baariklana*
6	**Teacher&student**	*fiima rozaktana waqinaa adzabannaar. Oh Allah, give us*
7	**Teacher&student**	*blessing in everything who has given us and keep us away*
8	**Teacher&student**	*from the hell. Aminn ya robbal alamiin.*

This excerpt contains 1 datum, it lies on line 5 until line 8.

Datum (21),   Allahumma   baariklana   fiima   rozaktana

waqinaa   adzabannaar.   Oh   Allah,   give   us

blessing   in   everything   who   has   given   us   and

keep   us   away   from   the   hell.   Aminn   ya   robbal

alamiin.

It is a code switching because the utterance shows that the teacher switches from Arabic (*Allahumma* baariklana *fiima rozaktana waqinaa adzabannaar*) into English (*Oh Allah, give us blessing in everything who has given us and keep us away from the hell*), then into Arabic again (*Aminn ya robbal alamiin*)

According to Al- Bisri dictionary, words "*Allahumma baariklana fiima rozaktana waqinaa adzabannaar* and *Aminn ya robbal alamiin*" includes in Arabic. Words "*Allahumma* baariklana *fiima rozaktana waqinaa adzabannaar*" have same meaning like "*Oh Allah, give us blessing in everything who has given us and keep us away from the hell*". And then, words "*Aminn ya robbal alamiin*" have a meaning as "may God of all worlds gives what we pray to him".

This code switching occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. So, these utterances can be classified into inter sentential code switching.

Table 4.10. Excerpt (10)

Line	Teacher /student	utterances
1	**Teacher**	: Please pay attention, Past tense must contact to second form.
2	**Teacher**	Enggar you understand? ***Please make one sentence "Kemarin saya***
3	**Teacher**	***makan bakso''translate in English!*** Yesterday, I
4	**Student**	: … (Unclear voice*)*
5	**Teacher**	: Is it right "Yesterday, I eat meatball"?
6	**Students**	: Wrong
7	**Teacher**	: Second, second. I
8	**Students**	: Yesterday I ate meatball.

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

This excerpt contains 1 datum, it lies on line 2 and 3.

Datum (22),   Please make one sentence "Kemarin saya makan bakso" translate in English!

It is a code switching because the utterance shows that the teacher switches from English (*Please make one sentence*) into Indonesian (*Kemarin saya makan bakso*), then into English again (*translate in English!*)

According to KBBI, words "*Kemarin saya makan bakso*" include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

This code switching occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. So, these utterances can be classified into inter sentential code switching.

Table 4.11. Excerpt (11)

Line	Teacher/student	utterances
1	**Teacher**	: Number 2, what happen to him yesterday?
2	**Student**	**:** Yesterday
3	**Another student**	**:** Yes, Sunday
4	**Another student**	**:** ha-ha
5	**Teacher**	: Don't answer if I don't ask you, if you want
6	**Teacher**	to help Enggar, up to you! Come to me. Ok,
7	**Teacher**	Enggar. ***What happen to him yesterday? Apa***
8	**Teacher**	***yang terjadi kepadanya kemarin?*** Ha?
9	**Teacher**	Yesterday, he?

10	**Student**	**:** Unclear
11	**Teacher**	: Yesterday, he came to school, ok, it is no
12	**Teacher**	problem, it is good

(See page 85 for completed utterances for the excerpt above)

This excerpt contains 1 datum, it lies on line 7 and 8.

Datum (23),   What happen to him yesterday? Apa yang

terjadi kepadanya kemarin?

It is a code switching because the utterance shows that the teacher switches from English (*What happen to him yesterday?*) into Indonesian (*Apa yang terjadi kepadanya kemarin?*).

According to KBBI, words "*Apa yang terjadi kepadanya kemarin?*" include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

This code switching occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. So, these utterances can be classified into inter sentential code switching.

Table 4.12. Excerpt (12)

Line	Teacher/student	utterances
1	**Teacher**	: Depend the question? For example Mr. Yoyok
2	**Teacher**	practice like this. Am I late?
3	**Some students**	: Yes
4	**Some students**	: No. No
5	**Teacher**	: If the answer with yes, yes?
6	**Some students**	: Yes, you are
7	**Teacher**	: If no?

8	**Some students**	: No, you are not
9	**Teacher**	: Right.
10	**Student**	: Lo!
11	**Another student**	: Mr, you aren't
12	**Teacher**	*: you aren't, right. So, that's why, I translate to*
13	**Teacher**	*Indonesian. Praktek Bahasa lebih mengena di*
14	**Teacher**	*memori kalian, praktek, makanya praktek.*
15	**Teacher**	*Kalau ini jarang praktek, membuat membuat*
16	**Teacher**	*contoh dengan contoh I itu harus hati hati.*
17	**Teacher**	*Latifaul langsung melirik lirik. Ini lo*
18	**Teacher**	*kesalahanmu di kelas 6, banyak ngomong*
19	**Teacher**	*Naufal jangan dianggap.*

(See page 91 for completed utterances for the excerpt above)

This excerpt contains 1 datum, it lies on line 12 until line 19.

Datum (24),   *you aren't, right. So, that's why, I translate to*

Indonesian. Praktek Bahasa lebih mengena di

memori kalian, praktek, makanya praktek.

Kalau ini jarang praktek, membuat membuat

contoh dengan contoh I itu harus hati hati.

Latifaul langsung melirik lirik. Ini lo

kesalahanmu di kelas 6, banyak ngomong

Naufal jangan dianggap.

It is a code switching because the utterance shows that the teacher switches from English (*you aren't, right. So, that's why, I translate to Indonesian*) into Indonesian (*Praktek Bahasa lebih mengena di memori kalian, praktek, makanya praktek. Kalau ini jarang praktek, membuat membuat contoh dengan contoh I itu harus hati hati. Latifaul langsung melirik lirik. Ini lo kesalahanmu di kelas 6, banyak ngomong Naufal jangan dianggap.*).

According to *KBBI*, words "*Praktek Bahasa lebih mengena di memori kalian, praktek, makanya praktek. Kalau ini jarang praktek, membuat membuat contoh dengan contoh I itu harus hati hati. Latifaul langsung melirik lirik. Ini lo kesalahanmu di kelas 6, banyak ngomong Naufal jangan dianggap.*" include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

This code switching occurs at clause/sentence boundary when one clause being in one language, the *other* clause in the other. So, these utterances can be classified into inter sentential code switching.

Table 4.13. Excerpt (13)

Line	Teacher/student	Utterances
1	Teacher	: It is right but miswriting, ya? The theory is right, were
2	Teacher	They at school right, but the writing must be
3	Some students	: Capital letter.
4	Teacher	: Right. In the first sentence must be in capital letter. I
5	Teacher	ask you one more, what is a word or letter always with
6	Teacher	capital letter?
7	Student	: I
8	Teacher	: Right. ***I give you pray, semoga kamu berhasil.***
9	Student	: Ye

This excerpt contains 1 datum, it lies on line 8.

Datum (25),   *I give you pray, semoga kamu berhasil.*

It is a code switching because the utterance shows that the teacher switches from English (*I give you pray*) into Indonesian (*semoga kamu berhasil*).

According to KBBI, words "*semoga kamu berhasil*" include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

This code switching occurs at clause/sentence boundary when one clause being in one *language*, the other clause in the other. So, these utterances can be classified into inter sentential code switching.

Table 4.14. Excerpt (14)

Line	Teacher/student	Teacher's utterances
1	Teacher	: Doa itu lebih bagus daripada saya kasih permen gratis kan?
2	Student	: Ya,
3	Another student	: apik
4	Teacher	: Padahal itu alasan Mr Yoyok nggak punya uang 500.
5	Student	: yaah!
6	Teacher	: Karena uang mr yoyok cuma 2000 ribu. ***Coba nanti beli***
7	Teacher	: ***jajan. Ok? Ok, I am only joking. Ok, any question?***
8	Some student	: No

(See page 91 for completed utterances for the excerpt above)

This excerpt contains 1 datum, it lies on line 6 and 7.

Datum (26),   Coba nanti beli jajan. Ok? Ok, I am only

joking. Ok, any question?

It is a *code* switching because the utterance shows that the teacher switches from Indonesian (*Coba nanti beli jajan*) into English (*Ok? Ok, I am only joking. Ok, any question?*).

According to KBBI, words "*Coba nanti beli jajan*" include in *Indonesian*, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

This code switching occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. So, these utterances can be classified into inter sentential code switching.

2. Here, the presentation of the result of having interview to English teacher in 6th February, 2015. The data as follows:

a. It is a rule or procedure in a Cambridge Primary School. It happens because the way of this school is like this.

b. It is used to make English as the habit for the students in English environment. It happens because to stimulate that the students can understand well in English as language in learning and communication.

c. It is used to confirm to the students whether the students have already understood or not in teaching and learning process.

B. **Data Finding**

The findings in this research are:

Based on the kind of code switching performed by the English teacher in teaching and learning process in Zumrotus Salamah Primary School:

1. Extra sentential code switching. This kind of code switching appeared 3 times, all the data was ended by word "ya" in data 1, 2, and 3.

2. Intra sentential code switching. This kind of code switching appeared 17 times. All the data had something in common: it has a mixing word in each utterance, it can be at first, in the middle or at the end of each utterance in data (4) until (20).

3. Inter sentential code switching. This kind of code switching appeared 6 times. All the data had the similarities in their utterances in data (21) until (26).

The reason why the English teacher performed code switching in teaching and learning in Zumrotus Salamah Primary School are:

1. It is a rule or procedure in Cambridge Primary School.

2. It is used to make English as the habit for the students in English environment.

3. It is used to confirm to the students whether the students have already understood or not in teaching and learning process.