

CHAPTER IV

RESEARCH FINDINGS

This chapter presents and discusses the finding of the research based on the data collected to the research problems, covering: (1) the types of code switching used in the utterances of English Native Teacher at MTsN Kunir, Wonodadi, Blitar in social context. (2) Frequency of each types code switching in the utterances of English Native Teacher in social context. They are analyzed and classified based on the theories in chapter II.

A. Findings

1. Type of Code Switching Used By Native English Teacher

In this occasion, the researcher describes the phenomenon of code switching used by Native English teacher in two situations. The first situation is Classroom (on teaching learning program) and the second situation is outside classroom (shop).

The researcher found the types of code switching used in the utterances of Native English Teacher in the social context of classroom, included:

a. Intra sentential switching

Intra-sentential switches concerns with language alternation that occurs within a sentence or a clause boundary, as found:

Tabel 4.1 Excerpt (1).

Line	Teacher/student	Utterance
1.	Mrs. Cheyenne	I would draw some pictures and you tell me what they are. <i>Saya akan menggambar ya and tell to me what they are.</i> (1)
2.	Mrs. Cheyenne	(Drawing some picture)
3.	Mrs. Cheyenne	What is that?
4.	Students	Unclear
5.	Mrs. Cheyenne	<i>So, in indonesian apa?</i> (smiling) (2)
6.	Students	dilarang putar balik.
7.	Mrs. Maharani	Kalau dalam bahasa inggris apa?
8.	Students	Silent.
9.	Mrs. Cheyenne	<i>putar balik in English is U turn.</i> (3)
10.	Students	U turn.
11.	Mrs. Cheyenne	<i>So, apa U Turns?</i> (4)
12.	Students	putar balik.

This excerpt contains 4 data it lies on line 1, 4, 6, and 8

Data number 1-3 has the same structure that was two structures contained Indonesian-English or vice versa and data number 4 has 3 structures contained English-Indonesian-English. See the data bellow:

Data (1) "*Saya akan menggambar ya and tell to me what they are.*"

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian "*saya akan menggambar ya*" then the second

part is English “*and tell to me what they are*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance. Besides being found in the form of instruction intra sentential switches can occur in the form of questioning. See data number 2.

Data (2) “*So, in Indonesian apa?*”.

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*So, in Indonesian*” then second part is Indonesian “*apa*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance. Besides being found in the form of questioning, code switching intra sentential type can occur in the form of informing. See data number 3.

Data (3) “*putar balik in English is U turn*”.

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian “*putar balik*” then second part is English “*in English is U turn*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

In this context, it was found that none of her students could not answer in English, the teacher gave the information about the meaning of “*U turn*”. To clarify the understanding of her students, the teacher repeated the question. See data number 4.

Data (4) “*So, apa U turn?*”

<i>English (E) → Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 3 parts. The first part is English “*So,*” then second part is Indonesian “*apa*” and the last part is English “*U turn*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

In this context, the teacher repeated the question by emphasizing the word “*So, apa U turn?*”. The teacher used the word “*apa*” which means the teacher wants to know the understanding of her students about the meaning of U turn. It is in line with the data number 5. Which the data has the same structure. See data number 5.

Table 4.2 Excerpt (2)

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Number.2 this caution it means to warn anyone who walks on the floors to be

		careful because...?
2.	Students	A
3.	Mrs. Maharani	dibaca dulu. To warn anyone, warn itu memberi peringatan kepada siapapun untuk berhati-hati karena bla bla bla..
4.	Students	A
5.	Mrs. Cheyenne	Any other?
6.	Students	no.
7.	Mrs. Cheyenne	Okay, (A) the floors are wet this time. <i>The floors basah or wet this time.</i> Good job you guys!. (5)

This excerpt contains 1 data it lies on line 7.

Data (5) “***The floors basah or wet this time***”.

<i>English (E) → Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 3 parts. The first part is English “*the floors*” then second part is Indonesian “*basah*” and the last part is English “*or wet this time*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

In this context, the teacher emphasizing the word “*basah*” as the meaning of the word “*wet*”. Knowing that the answer of her students were correctly, the teacher gave some appreciation with the emphasize on the word “*Good job you guys!*”. It means that all students were already working well and they deserved appreciation.

Table 4.3 Excerpt (3).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	What does this sign mean? (Showing a picture)
2.	Mrs. Maharani	coba satu-satu dari yang (A) Anyone who sees this sign will be dead. Yang A apa artinya? ayo apa? lucu lho artinya ini. Siapapun yang melihat tulisan itu dead.
3.	Students	mati. (laughing)
4.	Mrs. Cheyenne	(B) Anyone who passes this road will die at the end.
5.	Students	siapapun yang melewati jalan ini akan mati setelah ini.
6.	Mrs. Maharani	kalau sudah sampai akhir akan mati.
7.	Mrs. Cheyenne	(C) This is the end of the road and progress cannot continue.
8.	Students	ini adalah akhir jalan dan tidak dapat dilanjutkan lagi.
9.	Mrs. Cheyenne	(D) Somebody is dead so anyone must stop at the end of this line. <i>Ada orang mati jadi semua orang harus berhenti in this line.</i> So, which one? A, B, C or D? (6)
10.	Students	C.

This excerpt contains 1 data it lies on line 9.

Data (6) “***Ada orang mati jadi semua orang harus berhenti in this line***”.

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian “*ada orang mati jadi semua harus berhenti*” then second part is English “*in this line*”. This data is code

switching intra sentential type because the switches occur within the sentence in one utterance.

In this context, with appoint the sentence by cursor to the LCD the teacher tried to translate the sentence in choice (D) into Indonesian. While the teacher tried to translate the choice (D), the teacher switched her language from Indonesia into English in one utterance. This way was to make all students understand more easily.

Table 4.4 Excerpt (4).

Line	Teacher/student	Utterance
1.	Mrs. Cheyenne	This notice means “you are entering a smoke free building”. <i>Apa smoke free?</i> (7)
2.	Students	bebas merokok.
3.	Mrs. Cheyenne	Which one?
4.	Student	B
5.	Mrs. Cheyenne	You are free to smoke in this building. Wait..! (look at Mrs. Maharani)
6.	Mrs. Maharani	Smoke free apa?
7.	Students	bebas merokok.
8.	Mrs. Maharani	Smoke free itu adalah kawasan bebas rokok. Jadi, kalau kawasan bebas rokok boleh tidak merokok?
9.	Students	tidak.
10.	Mrs. Maharani	jadi yang mana?
11.	Students	A
12.	Mrs. Cheyenne	You are not allowed to smoke in this building. <i>You are not allowed tidak diizinkan merokok in this building.</i> Correct!. (8)

This excerpt contains 2 data it lies on line 1 and 12

The data number 7 show in the form of requesting information and data number 8 in the form of informing. See data below.

Data (7) “*Apa smoke free?*”

<i>Indonesian (I) →English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian “*apa*” then second part is English “*smoke free*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

The teacher used the word “*apa*” which means the teacher wants to know the understanding of her students about the meaning of smoke free. This way was to make students’ answer more clearly because there were many different answers for the students.

In this case, the native teacher got a little confusion after receiving the answers from students which was not correct yet. Actually, she wanted to try to give more explanation but she realizes that her ability in Indonesian is lacking. So, she asked for help to Mrs. Maharani. After all students got the correct answer the teacher tried to read the choices and switch it into Indonesian then return to English. See data number 8.

Data (8) “*You are not allowed tidak diizinkan merokok in this building*”.

English (E) → Indonesian (I) → English (E)

This data is called code switching because the utterance shows that the teacher switched her language into 3 parts. The first part is English “*you are not allowed*” then second part is Indonesian “*tidak diizinkan merokok*” and the last part is English “*in this building*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

The teacher used the word “*tidak diizinkan merokok*” as the meaning of “*you are not allowed*” which means she wanted to emphasize that it is the main point of her question.

It is in line with the data number 9 and 10, in which the data number 9 in the form of request information and the data number 10 in the form of informing, see data below:

Table 4.5 Excerpt (5).

Line	Teacher/student	Utterance
1.	Mrs. Cheyenne	What does this notice means? No littering! <i>Apa littering?</i> (9)
2.	Students	Silent
3.	Mrs. Cheyenne	<i>littering seperti sampah dilempar.</i> (giving the example by throwing some paper) (10)
4.	Students	Unclear
5.	Mrs. Maharani	dilarang membuang sampah sembarangan.

6.	Mrs. Cheyenne	So, which one? A,b,c or d?
7.	Students	B.
8.	Mrs. Cheyenne	(b) You may not throw rubbish here.

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

Data (9) *Apa littering?*

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian “*apa*” then second part is English “*littering*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

The teacher switched the question is used to asked the students about the meaning of “*littering*”. Knowing that none of the student could not answer the question, the teacher gave some example in which shown the meaning of “*littering*”. When the teacher gave some example, the teacher began switch her language from English into Indonesian. See data number 10.

Data (10) “*Littering seperti sampah dilempar*”.

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first

part is English “*So, in Indonesian*” then second part is Indonesian “*apa*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

In this context, the teacher tried to give some example by throwing a big ball from paper in front of whiteboard with emphasize the word “*littering itu seperti sampah dilempar*”. She hoped that giving the example all her students could understand what she mean. Knowing the responses of all students was unclear, directly Mrs. Maharani translates the whole word that “*dilarang membuang sampah sembarangan*”. Besides being found in the form of informing, code switching in a sentential type can occur in the form of reminding. See data 11.

Table 4.6 Excerpt (6).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Now, please complete the commands based on the pictures. Pictures number 1?
2.	Students	Open.
3.	Mrs. Cheyenne	Good! Open the door, please. <i>Remember! Please disini untuk lebih sopan.</i> (11)

This excerpt contains 1 data it lies on line 3.

Data (11) “***Remember! Please disini untuk lebih sopan***”

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*Remember! Please*” then second part is Indonesian “*disini untuk lebih sopan*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

Table 4.7 Excerpt (7).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	All right, yesterday you learn about sign right..?
2.	Students	Silent.
3.	Mrs. Maharani	Yang kemarin kan belajar tanda-tanda kan? seperti no smoking, do not swim, dll.
4.	Students	Iya bu.
5.	Mrs. Maharani	Coba dilihat kesini. Coba ditebak ya.
6.	Students	Iya bu.
7.	Mrs. Cheyenne	<i>First, keep clean dimana?</i> (12)
8.	Students	In the classroom.
9.	Mrs. Cheyenne	Yeah, in the classroom. Keep your classroom clean, right?
10.	Students	Yes.

This excerpt contains 1 data it lies on line 7

Data (12) “***First, keep clean dimana?***”

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*first, keep clean*” then second part is Indonesian

“*dimana?*”. This data is type of code switching intra sentential type because the switches occur within the sentence in one utterance.

Table 4.8 Excerpt (8).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Good! There are three boys sitting on the bench. <i>Yang terakhir there is or there are?</i> (13)
2.	Students	There is.
3.	Mrs. Cheyenne	Excellent! There is an apple beside a cup.
4.	Mrs. Cheyenne	Good job you guys!

This excerpt contains 1 data it lies on line 1.

Data (13) *Yang terakhir there is or there are?*

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian “*yang terakhir*” then second part is Indonesian “*there is or there are?*”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

b. Inter sentential switching

The second type of Code switching is inter-sentential switches. As term indicates, the switch involves movement from one language to the other between sentences, as found:

Table 4.9 Excerpt (9).

Line	Teacher/student	Utterance
1.	Mrs. Cheyenne	No cycling on the footpath.
2.	Student	jangan bersepeda di trotoar.
3.	Mrs. Maharani	trotoar atau?
4.	Students	Silent
5.	Mrs. Cheyenne	<i>Footpath for pedestrian. Untuk orang yang berjalan.</i> (14)
6.	Mrs. Maharani	Pedestrian itu tempat untuk orang berjalan kaki atau pejalan kaki.

This excerpt contains 1 data it lies on line 5.

Data (14) ***“Footpath for pedestrian. Untuk orang yang berjalan.”***

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English *“Footpath for pedestrian”* then second part is Indonesian *“untuk orang yang berjalan”*. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

The teacher used English (*Footpath for pedestrian*) because almost of students were incorrect in translating *“footpath”*. Directly, the teacher switched the sentence into Indonesian (*untuk orang yang berjalan*). Based on previous sentence, the students did not give response because they did not understand the meaning of footpath and pedestrian. After, the teacher switched the sentence

into Indonesian the students can capture the intended meaning. Besides being found in the form of informing, code switching inter-sentential type can occur in the form of requesting information. See data 15.

Table 4.10 Excerpt (10).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	(Writing on white board). Warning! Do not enter!
2.	Students	jangan masuk.
3.	Mrs. Cheyenne	ya, jangan masuk. <i>What is warning?</i> (15)
4.	Students	peringatan.

This excerpt contains 1 data it lies on line 3.

Data (15) “**Ya, jangan masuk. *What is warning?***”

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian “*Ya. Jangan masuk*” then second part is English “*what is warning?*”. This data is code switching inter-sentential type because it involves movement from one language to the other between sentences. Like the previous data number 14, data number 16 and 17 has the same form that is informing. See data below.

Table 4.11 Excerpt (11).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Now, look at to the picture. No swimming. The following are the meaning of the notice except....What is except?
2.	Student	kecuali.
3.	Mrs. Cheyenne	So, which one? A,b,c or d?
4.	Students	A
5.	Mrs. Cheyenne	<i>A. No one is allowed to swim here. tidak ada seorang yang boleh berenang.</i> (16)
6.	Mrs. Maharani	kalau A itu, tidak seorang pun yang allowed atau diizinkan untuk berenang disini. Jadi, yang A itu tidak boleh. Yang B,D juga tidak boleh. Jadi jawabannya?
7.	Students	C
8.	Mrs. Cheyenne	<i>Good! Do not swim in this area when it is dangerous. Tidak boleh berenang disini ketika bahaya.</i> Those means you can't swim anytime. But, dangerous is specific. (17)
9.	Mrs. Maharani	jadi, yang C itu when it is dangerous. Hanya ketika berbahaya saja tidak boleh berenang. Kalau ada peringatan seperti ini, dalam keadaan apapun tidak boleh berenang. Jadi, tidak hanya keadaan bahaya saja tapi anytime kapan saja.

This excerpt contains 2 data it lies on line 5 and 8.

Data (16) ***“No one is allowed to swim here. tidak ada seorang yang boleh berenang”***.

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English *“No one is allowed to swim here”* then second part is Indonesian *“tidak ada seorang yang boleh berenang”*. This data

is code switching inter sentential type because it involves movement from one language to the other between sentences.

The purpose of the teacher switched her language from English into Indonesian is to give clearer explanation and in order all students can understanding the lesson easily.

Data (17) ***“Good! Do not swim in this area when it is dangerous. Tidak boleh berenang disini ketika bahaya”***

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English *“Good! Do not swim in this area when it is dangerous”* then second part is Indonesian *“Tidak boleh berenang disini ketika bahaya”*. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

Table 4.12 Excerpt (12).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	This notice means...? (showing the next question)
2.	Students	B, D.
3.	Mrs. Cheyenne	<i>B, D any others? Okay, (D) smoking is dangerous for your health. Artinya apa?</i> (18)
4.	Students	merokok dapat membahayakan kesehatanmu.
5.	Mrs. Cheyenne	jadi, bukan itu ya?

6.	Students	Yaa.
7.	Mrs. Cheyenne	(B) Everyone may smoke in this area.
8.	Students	setiap orang boleh merokok ditempat ini.
9.	Mrs. Cheyenne	Setiap orang boleh merokok disini. jadi, bukan ya.
10.	Mrs. Maharani	jadi yang mana? A atau C?
11.	Students	A
12.	Mrs. Cheyenne	No one is allowed to smoke in these building. What is allowed?
13.	Students	Silent
14.	Mrs. Maharani	Allowed itu diizinkan. Jadi, no one is allowed to smoke in these buildings artinya?
15.	Students	tidak seorangpun yang diizinkan untuk merokok di gedung ini.
16.	Mrs. Cheyenne	So, which one?
17.	Students	A

This excerpt contains 1 data it lies on line 3

Data (18) ***“B, D any others? Okay, (D) smoking is dangerous for your health. Artinya apa?”***

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English *“B, D any others? (D) Smoking is dangerous for your health.”* then second part is Indonesian *“Artinya apa?”*. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

In this context, the teacher wanted to know the understanding of her students. So, she asked to all students the

meaning of “*smoking is dangerous for your health*” with switched her language into Indonesian by emphasizing the word “*artinya apa?*”.

Table 4.13 Excerpt (13).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Next, this sign means? “Slowly children at play”. Which one is correct?
2.	Students	D
3.	Mrs. Cheyenne	<i>You must drive slowly because there might be children playing in this area. Karena ada anak-anak bermain disini. Good!</i> (19)

This excerpt contains 1 data it lies on line 3.

Data (19) “*You must drive slowly because there might be children playing in this area. Karena ada anak-anak bermain disini. Good!*”

<i>English (E) → Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 3 parts. The first part is English “*You must drive slowly because there might be children playing in this area.*” then second part is Indonesian “*Karena ada anak-anak bermain disini*”. The last part the teacher switched her language used the first language that is English “*Good!*”. This data is code switching inter sentential type because

it involves movement from one language to the other between sentences.

The purpose of the teacher switched her language from English into Indonesian was to give clearer explanation and in order for all students can easily in understanding the lesson. Knowing the students' answer was correct, the teacher gave some appreciation by emphasizing the word "*Good!*" to all her students.

Table 4.14 Excerpt (14).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Next, the notice means that you have to..... "Please have the exact fare ready" do you know exact fare?
2.	Students	Silent.
3.	Mrs. Maharani	Fare itu money. Jadi exact fare itu uang pas. Jawabannya yang mana?
4.	Students	A.
5.	Mrs. Cheyenne	<i>Pay with the exact amount or money so you do not need a change. Bayar dengan uang pas tidak perlu kembalian.</i> (20)
6.	Mrs. Cheyenne	Good job you guys!

This excerpt contains 1 data it lies on line 5.

Data (20) "*Pay with the exact amount or money so you do not need a change. Bayar dengan uang pas tidak perlu kembalian*".

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first

part is English “*Pay with the exact amount or money so you do not need a change.*” then second part is Indonesian “*Bayar dengan uang pas tidak perlu kembalian*”. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

The way the teacher switched her language is used to make all students easily in understanding the sentence.

Table 4.15 Excerpt (15).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Okay, now please change this all into plural. Who wants to try?
2.	Naharin	(writing on white board)
3.	Mrs. Cheyenne	semuanya.
4.	Naharin	Hah semuanya?
5.	Mrs. Cheyenne	iya semuanya.
6.	Naharin	tidak bisa.
7.	Mrs. Cheyenne	<i>Anyone can all of them?. Siapa yang mau coba? Dapat stiker. (21)</i>
8.	Ina	(writing on white board)
9.	Mrs. Cheyenne	<i>Today is my last day. Hari ini hari terakhir saya ya.. (22)</i>
10.	Students	Yaaah..
11.	Mrs. Cheyenne	(Smiling and giving the sticker) Good job! This stiker for you.

This excerpt contains 2 data it lies on line 7 and 9.

Data (21) “*Anyone can all of them? Siapa yang mau coba? Dapat stiker*”

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*anyone can all of them?*.” then second part is Indonesian “*siapa yang mau mencoba? nanti dapat stiker*”. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

In this context, the teacher gave a new material that is single or plural containing: wife, child, desk, man, chair, o'clock. To build the spirit of her students, the teacher would gave the sticker to student who wants to try answering all her question by emphasizing the word “*siapa yang mau mencoba? nanti dapat stiker*”. While waiting Ina finishing the answer the teacher gave some information, see data number 22.

Data (22) “***Today is my last day. Hari ini hari terakhir***”

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*today is my last day*” then second part is Indonesian “*hari ini har terakhir saya ya*”. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

This context, the teacher gave some information to all students that today is the last they day can meet the teacher in the classroom. To make it more clearly, the teacher translate it into Indonesian “*hari ini hari terakhir saya ya*”. The teacher say “*today is my last day*” it means she got a holiday for a long time and she will back to school in a new semester.

Table 4.16 Excerpt (16).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Underline two commands in the dialogue above.
2.	Students	Silent.
3.	Mrs. Cheyenne	What is command?
4.	Students	Still quite.
5.	Mrs. Maharani	Command itu kalimat perintah. Jadi, temukan 2 kalimat perintah pada dialog diatas.
6.	Students	Sweep the floor please?
7.	Mrs. Cheyenne	<i>Sweep the floor please, that's one. Yang kedua?</i> (23)
8.	Students	Let's clean the class.
9.	Mrs. Cheyenne	Good job you guys!

This excerpt contains 1 data it lies on line 7.

Data (23) “***Sweep the floor please, that's one. Yang kedua?***”

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*sweep the floor please, that's one.*” then second part is Indonesian “*yang kedua?*”. This data is code switching inter

sentential type because it involves movement from one language to the other between sentences.

Table 4.17 Excerpt (17).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Dona sweeps the floor.
2.	Students	True.
3.	Mrs. Cheyenne	Adi sweep the floor.
4.	Students	False.
5.	Mrs. Cheyenne	False?
6.	Mrs. Maharani	Iya. Because adi can't help.
7.	Mrs. Cheyenne	<i>Ya. Saya masih bingung membedakan Adi dan Andi. Good job you guys!</i> (24)

This excerpt contains 1 data it lies on line 7.

Data (24) *“Ya. Saya masih bingung membedakan Adi dan Andi. Good job you guys!”*

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian *“Ya. Saya masih bingung membedakan Adi dan Andi”* then second part is English *“Good job you guys!”*. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

In this context, the teacher asked to all students to choose within its *True* or *False* based on the dialogue they got. At last number, the teacher confused because in the dialogue above the name of Adi and Andi almost same. So, it made the Native teacher

confused to differentiate both of them. Then, Mrs. Maharani tells to the Native Teacher if the answer of her students is true. To convince that answer, the Native teacher reads the dialogue once more.

Table 4.18 Excerpt (18).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	<i>Now, look at the pictures bellow. Nomer 1 gambar apa?</i> (25)
2.	Students	Library
3.	Mrs. Cheyenne	That one?
4.	Students	The door.

This excerpt contains 1 data it lies on line 1.

Data (25) “*Now, look at the pictures bellow. Nomer 1 gambar apa?*”

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*Now, look at the pictures bellow*” then second part is Indonesian “*Nomer 1 gambar apa?*”. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

Table 4.19 Excerpt (19).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	The last one?
2.	Students	Canteen.
3.	Mrs. Cheyenne	<i>This one is cafeteria. Ada yang tau?</i> (26)

4.	Students	no.
5.	Mrs. Cheyenne	<i>Cafeteria is a restaurant or dining room in a school or a business in which customers serve themselves or are served from a counter and pay before eating. Jadi, tempat ini semacam ruang makan di sekolah atau tempat bisnis dimana pelanggan melayani diri sendiri sebelum makan. (27)</i>

This excerpt contains 2 data it lies on line 2 and 4.

Data (26) ***“This one is cafeteria. Ada yang tau?”***

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English *“this one is cafeteria”* then second part is Indonesian *“ada yang tau?”*. This data is code switching inter-sentential type because it involves movement from one language to the other between sentences.

Data (27) ***“Cafeteria is a restaurant or dining room in a school or a business in which customers serve themselves or are served from a counter and pay before eating. Jadi , tempat ini semacam ruang makan di sekolah atau tempat bisnis dimana pelanggan melayani diri sendiri sebelum makan.”***

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first

part is English “*Cafeteria is a restaurant or dining room in a school or a business in which customers serve themselves or are served from a counter and pay before eating*” then second part is Indonesian “*Jadi, tempat ini semacam ruang makan di sekolah atau tempat bisnis dimana pelanggan melayani diri sendiri sebelum makan.*”. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

Table 4.20 Excerpt (20).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	<i>This one, where do you find this sign in school. Di jawab ini semua dimana bisa menemui tanda ini ya?</i> (appoint the word) (28)
2.	Students	Ya miss.
3.	Mrs. Cheyenne	First, keep clean.
4.	Students	Classroom.

This excerpt contains 1 data it lies on line 1.

Data (28) “*This one, where do you find this signs in school. Di jawab ini semua dimana bisa menemui tanda ini ya?*”

This data *English (E) → Indonesian (I)* utterance

shows that the teacher switched her language into 2 parts. The first part is English “*This one, where do you find this signs in school*” then second part is Indonesian “*Di jawab ini semua dimana bisa*

menemui tanda ini ya?”. This data is code switching inter sentential type because it involves movement from one language to the other between sentences.

In this context, the teacher gave instruction to all students which they must guessed where they found the signs. When giving the instruction the teacher switched her language, this way was to make more clearly and the students could answer correctly.

c. Tag switching

In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another. In this type tag switching has 2 parts included: (a) *Rising Intonation*. Here, the position of the speaker is asking for information. They did not know, if the information true or false. It line, we wanted to know something and do not sure of the answer so rising intonation is needed here. (b) *Falling Intonation*. Here, the position of the speaker was convincing that he knows the information is correct. So, he expects the answer to support his beliefs. As found:

Table 4.21 Excerpt (21).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Next, dead end. What is dead end?
2.	Students	jalan mati.
3.	Mrs. Cheyenne	bukan, jalan mati tapi..?
4.	Student	kuburan.
5.	Mrs. Cheyenne	kuburan? (confuse)

6.	Mrs. Maharani	Dead end itu jalannya semisal gini. Kalian jalan sampai disana ada jalan lagi tidak? Di kantinnya mbak ambar ada jalan lagi nggak?
7.	Students	tidak.
8.	Mrs. Maharani	Nah, itu dead end.
9.	Mrs. Cheyenne	tidak bisa kesana, kesana, kesana.
10.	Students	ooohh. Jalan buntu.
11.	Mrs. Cheyenne	jalan?
12.	Students	Buntu.
13.	Mrs. Cheyenne	Can you spell it?
14.	Students	B.U.N.T.U
15.	Mrs. Cheyenne	So, dead end in Indonesian is <i>jalan buntu, isn't it?</i> (29)
16.	Students	ya.

This excerpt contains 1 data it lies on line 15.

Data (29) "***jalan buntu, isn't it?***"

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is Indonesian "*Jalan buntu*" then second part is English "*isn't it?*". This data is type of code switching types tag switching because the teacher used tag "*isn't it?*" and the position of the teacher did not know if the information true or false or the teacher does not sure with her answer. So, the teacher used the rising intonation in the question "*isn't it?*". In line "*isn't it?*" in Indonesian is "*iya kan?*".

Table 4.22 Excerpt (22).

Line	Teacher/Student	Utterance
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1.	Mrs. Maharani	Spatula in Javanese is “Sotil”
2.	Mrs. Cheyenne	How can you spell it?
3.	Mrs. Maharani	S.O.T.I.L
4.	Mrs. Cheyenne	<i>Okay, sotil isn't it?</i> (appoint the word “sotil”) (30)
5.	Students	Ya.

This excerpt contains 1 data it lies on line 2.

Data (30) “*Okay, sotil isn't it?*”

<i>English (E) → Javanese (J) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 3 parts. The first part is English “*Okay*” then second part is Javanese “*Sotil*” and the last part is “*isn't it?*”. This data is type of code switching types tag switching because the teacher used tag “*isn't it?*” and the position of the teacher did not know if the information true or false or the teacher did not sure with her answer. So, the teacher used the rising intonation in the question “*isn't it?*”. In line “*isn't it?*” in Indonesian is “*iya kan?*”.

Both of data number 20 and 21 has the same tags that is “*isn't it?*” which in Indonesian meaning is “*iya kan?*”. This tag used rising intonation because the position of the teacher did not know if the information true or false or the teacher does not sure with her answer. So, rising intonation is needed here.

Table 4.23 Excerpt (23).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	This one?
2.	Students	Parking area
3.	Mrs. Cheyenne	Parking lot or parking area. This one?
4.	Students	Kitchen, canteen.
5.	Mrs. Maharani	There is table, stove. Tempat apa?
6.	Students	Unclear.
7.	Mrs. Cheyenne	<i>Dining room, ya?</i> (31)
8.	Students	Ya.

This excerpt contains 1 data it lies on line 7.

Data (31) ***Dining room, ya?***

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*dining room*” then second part is English “*ya?*”. This data is type of code switching types tag switching because the teacher used the tag “*ya*” and the position of the teacher is asking agreement. The teacher asked agreement to convince her answering. When she asked to all students, the teacher used falling intonation in the question “*ya?*”. So, this data is type of tag-switching in which the teacher used the tag “*ya?*” in which she can change into English “*yeah*”.

- d. Involving a change of pronunciation

This kind of code switching or code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word ‘strawberry’ is said to be ‘stroberi’ by Indonesian people. As found:

Table 4.24 Excerpt (24).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Please mention 7 things in bathroom.
2.	Students	Soap, toothpaste, water, towel, shampoo, toothbrush, dipper.
3.	Mrs. Cheyenne	Okay enough! Follow me. Soap, shampoo, toothpaste, water, towel, toothbrush, dipper.
4.	Students	Repeat the teacher says.
5.	Mrs. Cheyenne	When I says the English please translate into Indonesian. Okay?
6.	Students	Okay.
7.	Mrs. Cheyenne	Soap
8.	Students	Sabun
9.	Mrs. Cheyenne	<i>Shampoo</i>
10.	Students	<i>Sampo</i> (32)

This excerpt contains into 1 data it lies on line (10)

Data (32) “*shampoo*” → “*sampo*”

<i>English (E)</i> → <i>Indonesian (I)</i>
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This data is type of involving a change of pronunciation because there is some modified phonological structure. The data shows the word “*shampoo*” is said to be “*sampo*” by Indonesian people.

Table 4.25 Excerpt (25).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	Okay. Now please complete the sentences with <i>is there</i> or <i>are there</i> . Are you ready guys?
2.	Students	Yes miss.
3.	Mrs. Cheyenne	Okay number 1.any ink in the bottle?
4.	Students	Is there.
5.	Mrs. Cheyenne	What is ink?
6.	Students	Tinta.
7.	Mrs. Cheyenne	Number 2. Any bottles of syrup in the kitchen.
8.	Students	Are there.
9.	Mrs. Cheyenne	Good!. What is <i>Syrup</i> ?
10.	Students	<i>Sirup</i> . (33)
11.	Mrs. Cheyenne	The last, number 3.how many children in your family?
12.	Students	Are there.

This excerpt contains 1 data it lies on line (10)

Data (33) “*Syrup*” → “*Sirup*”

<i>English (E) → Indonesian (I)</i>

This data is type of involving a change of pronunciation because there is some modify phonological structure. The data shows the word “*syrup*” is said to be “*sirup*” by Indonesian people.

That all the data which contained code switching used is by naïve English teacher on teaching and learning program. And the second situation is outside classroom. In this situation, the researcher takes 2 conversation comprise: a). conversation outside classroom between native English teacher

and Mrs. Maharani, then Native English teacher between the researcher and Fikri (the rescuer's friend). b) Conversation in the social context of shop.

The researcher found the types of code switching used in the utterances of Native English Teacher in the social context of outside classroom, included:

a. Tag switching

In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another. In this type tag switching has 2 parts included: (a) *Rising Intonation*. Here, the position of the speaker is asking for information. They don't know, is that information true or false. It line, we wanted to know something and not sure of the answer so rising intonation is needed here. (b) *Falling Intonation*. Here, the position of the speaker is convincing that he knows the information is correct. So, he expects to the answer to support his beliefs. As found:

Table 4.26 Excerpt (26).

Line	Teacher/Student	Utterance
1.	Mrs. Maharani	Miss, nanti untuk free timenya kita undur saja. Jadi, jam ke 4 dan 5 jadi satu.
2.	Mrs. Cheyenne	There is no free time?
3.	Mrs. Maharani	Tetap ada. But, in last teaching.
4.	Mrs. Cheyenne	<i>Okay. So, we get free time after we finished it all, iya bu? (34)</i>
5.	Mrs. Maharani	Iya benar. Biar tidak repot bawa laptop bolak balik.
6.	Mrs. Cheyenne	Okay.

This excerpt contains 1 data it lies on line 4.

Data (34) “*Okay. So, we get free time after we finished it all. iya bu?*”

<i>Indonesian (I) → English (E)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*Okay. So, we get free time after we finished it all.*” then second part is English “*iya bu?*”. This data is type of code switching types tag switching because the teacher used the tag “*ya*” and the position of the teacher is asking agreement. The teacher asked agreement to convince her answer. When she asked to all students, the teacher used falling intonation in the question “*ya?*”. So, this data is type of tag-switching in which the teacher used the tag “*ya?*” in which she could change into English “*yeah*”.

b. Establishing continuity switches.

This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English also. Yet, that speaker can also switch again to *bahasa Indonesia*. For instance:

Speaker 1: I can't leave him 'coz I love him so much...

Speaker 2: Correct! You got the point! *Kata 'banget' itulah letak permasalahanmu sekarang ini.*

Table 4.27 Excerpt (27).

Line	Teacher/Student	Utterance
1.	Mrs. Cheyenne	I am in Indonesia for a program that government program. They send volunteers to assist English teachers so students who they teach want to speak English. Sejauh ini yang saya tau grammarnya orang Indonesia itu sudah bagus. Tetapi, mereka takut untuk berbicara.
2.	Researcher	iya betul miss. Kebanyakan mereka takut salah atau malu dalam berbahasa inggris padahal kebanyakan dari mereka bisa berbahasa inggris.
3.	Mrs. Cheyenne	<i>Yaa. Banyak murid saya malu berbicara. How can we learn if we don't want to practice. (35)</i>

This excerpt contains 1 data it lies on line 3.

Data (35) *“Yaa. Banyak murid saya malu berbicara. How can we learn if we don't want to practice.”*

<i>Indonesian (I) → English (E)</i>

This data is type of in code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English *“Yaa. Banyak murid saya malu berbicara”* then the second part is Indonesian *“How can we learn if we don't want to practice.”*

This data is type of into establish continuity switches it can be seen in line 3 in which the teacher tried to continue the previous

speaker by using Indonesian “*Yaa. Banyak murid saya malu berbicara.*” Then the teacher switched her language into English “*How can we learn if we don’t want to practice*”. This context, the teacher got conversation with the researcher after the teacher was done the teaching and learning program at 11.50 on 8th April, 2016. The topic is about the purpose of the teacher comes to Indonesia.

Table 4.28 Excerpt (28).

Line	Teacher/Student	Utterance
1.	Fikri	Miss mau tanya. Pendapatnya miss Cheyenee tentang orang Indonesia itu apa sih miss? Ramah atau gimana miss?
2.	Mrs. Cheyenne	<i>Yaa. Orang Indonesia itu friendly, very nice, yeah very good.</i> (36)
3.	Fikri	Sudah berapa lama Miss Cheyenee disini?
4.	Mrs. Cheyenne	1 tahun dan masih ada 1 tahun lagi.
5.	Fikri	Untuk sukarelawannya ada berapa orang miss?
6.	Mrs. Cheyenne	65orang. Setiap tahun ada kelompok baru yang datang.

This excerpt contains 2 data it lies on line 2.

Data (36) “*Yaa. Orang Indonesia itu friendly, very nice, yeah very good*”

<i>Indonesian (I) → English (E)</i>

This data is type of in code switching because the utterance showss that the teacher switched her language into 2 parts. The first

part is English “*Yaa. Orang Indonesia itu*” then the second part is Indonesian “*friendly, very nice, yeah very good*”.

This data is type of into establish continuity switches it can be seen in line 2 in which the teacher try to continue the previous speaker by using Indonesian “*Yaa. Orang Indonesia itu*” then the teacher switched her language into Indonesian “*friendly, very nice, yeah very good*”.

c. Intra-sentential

Intra-sentential switches concern language alternation that occurs within a sentence or a clause boundary, as found:

Table 4.29 Excerpt (29).

Line	Teacher/student	Utterance
1	Mrs. Cheyenne	<i>Notebook yang besar ada bu?</i> (37)
2	Seller	Yang seperti ini miss?
3	Mrs. Cheyenne	Iya. Satu saja bu.
4	Seller	(gives a notebook)

This excerpt contains 1 data it lies on line 1.

Data (37) “*Notebook yang besar ada bu?*”

<i>English (E) → Indonesian (I)</i>

This data is called code switching because the utterance shows that the teacher switched her language into 2 parts. The first part is English “*notebook*” then second part is Indonesian “*yang*”

besar ada bu?”. This data is code switching intra sentential type because the switches occur within the sentence in one utterance.

In this context, the teacher looks for a notebook because she didn't find the notebook by her selves. So she asked to the seller by switches her language from English “*Notebook*” into Indonesian “*yang besar ada bu?*”.

The teacher used the word “*notebook*” because it is familiar between her and the seller. So, she does not need to used the word “*buku catatan*” when she bought it.

d. Involving a change of pronunciation

This kind of code switching or code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word ‘strawberry’ is said to be ‘stroberi’ by Indonesian people. As found:

Table 4.30 Excerpt (30).

Line	Teacher / Seller	Utterance
1.	Seller	Mau beli apa Miss?
2.	Mrs. Cheyenne	Mau beli keperluan mandi dan lainnya bu.
3.	Seller	Oh iya Miss.
4.	Mrs. Cheyenne	(look around)
5.	Seller	Ada lagi miss?
6.	Mrs. Cheyenne	Oh ya, apa ada <i>tissue</i> ?
7.	Seller	<i>Tisunya</i> yang besar ata yang kecil miss? (38)
8.	Mrs. Cheyenne	yang besar bu.
9.	Seller	(gives a tissue)

Data (38) “*Tissue*” → “*Tisu*”

<i>English (E)</i> → <i>Indonesian (I)</i>
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This data is type of involving a change of pronunciation because there is some modified phonological structure. The data shows the word “*Tissue*” is said to be “*Tisu*” by Indonesian people.

This context occurs on 1st may 2016. The teacher invites the researcher to go to shop. One of her shopping list was buying a “*tissue*”. Because the teacher didn’t find the tissue so she asked to the seller.

2. The Reasons Of The Native English Teacher In Switching Her Language In Social Context

In this part will show the result of English teacher's interview in MTsN Kunir Wonodadi Blitar. 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 "Tujuannya yaitu untuk lebih memahami siswa dalam menerima materi. Sehingga, siswa jadi lebih mudah untuk mencapai kompetensi siswa. Selain itu, saya menggunakan dua bahasa dalam pembelajaran juga untuk mengasah atau melatih Bahasa Indonesia saya agar lebih mudah berkomunikasi dan lebih dekat dengan mereka". 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. Other that, the teacher said she used two languages is to improve her ability in using Indonesian language, more close with all the students and can communicated easily.

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 mengucapkan salam, menyuruh untuk berdo'a, mengetahui 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 speak 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 speak 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 third question is what the reason of the teacher in use code switching in teaching learning process and the other context. Then she answered “Alasannya 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. Selain itu saya juga bukan guru bahasa Indonesia, maka dari itu saya menggunakan dua bahasa ketika dalam proses belajar mengajar. Dan alasan

saya mengapa menggunakannya di lain konteks karena terkadang lawan bicara saya ingin belajar berbicara bahasa Inggris dengan saya. Tetapi, diluar kelas saya lebih sering menggunakan bahasa Indonesia untuk berkomunikasi. Saya tidak terlalu suka menggunakan bahasa Jawa karena itu terlalu sulit. Ada beberapa tingkatan seperti *krama, ngoko, dll.*

She answered that is to help the students' more understand about the material. It is impossible when the teacher explains by using English in a whole of lesson because they are lack of vocabulary. So, they will difficult to understand the lesson. It is also impossible when the teacher uses Indonesia in their English class. They wouldn't know and learn English in real for example in speaking and listening. Other that, she is not an Indonesian Teacher so she used two languages when they are involved in English Teaching and Learning. And the reasons why the teachers' used because sometimes her partner wanted to learn about English But, outside of class the teacher often used Indonesian to communicate. She did not like in using Javanese because she thought that Javanese is too difficult. There were some levels in Javanese as *Krama, Ngoko, etc.*

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.