

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF ENGLISH – INDONESIAN CODE SWITCHING  
SPOKEN BY THE ENGLISH TEACHER  
OF SENIOR HIGH SCHOOL 1 SEKAMPUNG EAST LAMPUNG**

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**STATE ISLAMIC COLLEGE  
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in English Education Study Program

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**ABSTRACT**

**By:**

**SEPTI RATNA SARI**

Code switching is a branch of sociolinguistics field especially bilingualism and multilingualism aspect which is as communication media. Besides that, English switching is done by English teachers toward their students in order to make easier in understanding what teacher conveys. Some problem can be identified when teacher explains the material in full of target language to the language learners; it will spend much time, especially for the language learners who have low proficiency. They find it difficult to understand the material which has been given by their teacher. Moreover, some language learners also have a few vocabularies, especially in early English learner.

The objective of this research is to know the types of English–Indonesian code switching spoken by English teacher and to explore the reason of English–Indonesian code switching of English teacher in the learning process. The researcher conducted descriptive qualitative research. Descriptive qualitative research is narrating and interpreting data related to the acts, variables and phenomena that occur during the research conducted, and then reporting based on the real. The participants of this study are an English teacher and 36 students of XI Science 1 Senior High School 1 Sekampung. Collecting the data, this study applies observation, documentation, and interview.

Finally, this study shows that the teacher used English-Indonesian code switching in the classroom interaction. Moreover, there are three types of code switching which have categorized, such as 13 tag switching (15%), 53 inter-sentential switching (59%), and 23 intra-sentential switching (26%). Accordingly, inter-sentential switching was used more frequently than the other types. Besides that, The main reason of English teacher do code switching in classroom instruction is English-Indonesian code switching can be an effective way to explain the material and the students can understand the material perfectly. It can be concluded that English-Indonesian code switching in the classroom interaction can help the student.

**ANALISIS ALIH KODE DARI BAHASA INGGRIS KE BAHASA  
INDONESIA  
PADA TUTURAN GURU BAHASA INGGRIS  
SMAN 1 SEKAMPUNG LAMPUNG TIMUR**

**ABSTRAK**

**Oleh:**

**SEPTI RATNA SARI**

Alih kode adalah sebuah cabang ilmu Sociolinguistik seperti aspek bilingualism dan multilingualisme yang merupakan media komunikasi. Di samping itu, alih kode bahasa Inggris telah dilakukan oleh guru-guru bahasa Inggris terhadap siswa mereka dengan tujuan memudahkan mereka memahaminya. Beberapa permasalahan dapat ditemukan ketika guru menjelaskan materi pembelajaran dengan menggunakan target bahasa secara keseluruhan kepada siswa; hal tersebut akan memakan waktu, terutama bagi siswa yang memiliki kemampuan yang rendah. Mereka merasa kesulitan untuk memahami materi yang telah diberikan oleh guru mereka. Bahkan, beberapa siswa juga memiliki pembendaharaan kata yang rendah, terutama bagi pemula.

Tujuan dari penelitian ini adalah untuk mengetahui tipe dari alih kode dari bahasa Inggris ke bahasa Indonesia tuturan guru bahasa Inggris dan untuk menyelidiki alasan dari alih kode tersebut. Jenis penelitian ini adalah deskriptif kualitatif. Penelitian deskriptif kualitatif adalah menarasikan dan menafsirkan data yang sesuai dengan tindakan., variable dan fenomena yang muncul selama penelitian dilakukan, dan kemudian melaporkan berdasarkan kenyataan. Partisipan pada penelitian ini adalah seorang guru bahasa Inggris dan 36 siswa kelas XI IPA 1 SMAN 1 Sekampung. Pengumpulan data pada penelitian ini adalah observasi, dokumentasi, dan wawancara.

Pada akhirnya, penelitian ini menunjukkan bahwa guru menggunakan alih kode dari bahasa Inggris ke bahasa Indonesia pada interaksi di kelas. Bahkan, terdapat tiga macam dari alih kode yang telah dikategorikan, yaitu 13 *tag switching* (15%), 53 *inter-sentential switching* (59%), dan 23 *intra-sentential switching* (26%). Oleh sebab itu, *inter-sentential switching* digunakan paling sering daripada jenis yang lain. Di samping itu, alasan utama guru bahasa Inggris melakukan alih kode pada pengajaran di kelas adalah karena cara tersebut dianggap efektif untuk menjelaskan materi dan para murid mampu mengerti materi secara sempurna. Dengan demikian, dapat disimpulkan alih kode dari bahasa Inggris ke bahasa Indonesia pada pengajaran di kelas mampu membantu siswa dalam memahami materi pembelajaran di kelas.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Code switching is a branch of Sociolinguistics field especially bilingualism and multilingualism aspect which is as communication media. It occurs because of the various motives. Besides in teaching learning process and social interaction, code switching can be found in advertisement, television program, song, magazine, work book, novel, and many others.

As we know, English is the most language which is learned by many people and becomes the foreign language in Indonesia. Besides Indonesian language, English is as a subject which has been included into curriculum in teaching and learning process in each grade of the formal education. Moreover, Indonesian people have used more than one language in their social interaction. Therefore, Indonesian people are stated not only bilingual, but also multilingual too, because they are able to communicate more than two languages.

Recently, Indonesian people have switched or mixed their native language into English when they converse with another people around them consciously or unconsciously. In school and university level, code switching occurs in teaching learning process especially in English classroom. The teacher elaborates the material through combining language between target language and

source language. It can be the aid to the students to comprehend the teacher explanation. Consequently, code switching has become an ordinary phenomenon which occurs in Indonesia.

Besides that, English switching is done by English teachers toward their students in order to make easier in understanding what teacher conveys. When teacher explains the material in full of target language to the language learners, it will spend much time, especially for the language learners who have low proficiency. They find it difficult to understand the material which has been given by their teacher. Moreover, some language learners also have a few vocabularies, especially in early English learner. However, code switching is considered as a failure to learn the target language, especially for the students who have high proficiency.

Here, the researcher would like to observe English-Indonesian code switching spoken by English teacher in teaching-learning process in the classroom. The researcher decided to observe the English teacher of Senior High School 1 Sekampung. Besides that, the researcher took XI Science 1 which consists of 36 students to be observed. The researcher selected the context of Sociolinguistics in Education field not in other public field because the researcher is interested to find and analyze English code switching in context of Education by observation directly.

Hence, the researcher would like to conduct a research entitled an analysis of English – Indonesian code switching spoken by the English teacher of Senior High School 1 Sekampung.

## **B. Focus of the Research**

In this research, the researcher focuses on the type of the English – Indonesian code switching and the reason of using English – Indonesian code switching spoken by the English teacher of Senior High School 1 Sekampung.

### **1. Problem Limitation**

Recently, English code switching phenomena is closed to social life aspect. Especially in teaching learning process, the teacher and language learners usually switch their source language to the target language.

In order to obtain the focus of conducting the present of the study, the researcher limits the scope of the study only to explore the type of the English – Indonesian code switching and the reason of using English – Indonesian code switching spoken by the English teacher of Senior High School 1 Sekampung.

### **2. Problem Formulation**

Based on problem identification above, the researcher formulated the problem in this research as follows:

- a. What are the types of English – Indonesian code switching spoken by English teacher of Senior High School 1 Sekampung?

- b. Why does the English teacher of Senior High School 1 Sekampung use code switching in teaching and learning process?

### **3. Objectives and Benefits of the Study**

#### a. Objective of the Study

The objectives of this research are:

- 1) To know the types of English–Indonesian code switching spoken by the English teacher of Senior High School 1 Sekampung.
- 2) To explore the reason of English–Indonesian code switching spoken by the English teacher in the learning process.

#### b. Benefits of the Study

- 1) For the language learner and teacher

To enable the language learner understand the importance of English-Indonesian code switching in the classroom interaction. And to enable the teachers apply it in the classroom interaction.

- 2) For the further researcher

To enable the further researcher as the reference underlie or support the later studies.

- 3) For the head master

To enable the head master to conduct the teacher development and the teaching learning will be better.



### C. Prior Research

There has been the study of code switching in classroom interaction. The first, Dwi Febryanto,<sup>1</sup> in the paper showed that the study of language attitude toward English-Indonesian code switching plays an necessary role in the language learning. In the classroom interaction, some students use English-Indonesian code switching, because the student find it difficult to explain the material by using English. This research focused on the students' language attitude and the researcher took 6 students as the participants.

The second, the study that was proposed by Liu Jingxia elaborates teachers' code-switching to the L1 in EFL classroom. This case study focuses on explanation about the attitudes of teachers and students towards the patterns, functions, factors and influence of the switching to Chinese in the EFL classroom of Chinese universities. The study integrates the qualitative and quantitative research methods to analyze teachers' code switching to Chinese through the teachers and students' questionnaires and classroom recordings.<sup>2</sup>

The third, the study was conducted by Mingfa Yao in 2011 which study on Attitudes to Teachers' Code-switching in EFL. The present article is to investigate and show the teachers and students' attitudes to code-switching (CS)

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<sup>1</sup>Dwi Febryanto, "an analysis of the students' language attitude toward English-Indonesian code switching in English Education Study Program at State Islamic College of Jurai Siwo Metro." *STAIN Jurai Siwo Metro* (2013): iii

<sup>2</sup> Liu Jingxia, "Teachers' Code-Switching to the L1 in EFL Classroom." *The Open Applied Linguistics Journal* Volume 3 (2010): 10

used by teachers in EFL classes in China. This consistency suggests that teachers and students have a similar positive attitude to teachers' code-switching in EFL classroom. However there are some discrepancies in attitudes between the two samples in some question items. These discrepancies suggest that the use of code-switching in EFL classroom should be adapting to the practical teaching.<sup>3</sup>

Furthermore, the next research is by Rana Yıldırım entitle EFL Teachers' Code Switching in Turkish Secondary EFL Young Language Learner Classrooms explains that this study investigated Turkish EFL Young Language Learner teachers' code switching (CS hereafter) from English to Turkish in their classroom discourse.<sup>4</sup>

Based on the previous studies, the other researchers focused on students and teachers' language attitude toward the native language into foreign language or the contrary. The researcher was motivated to conduct the research entitle an analysis of English – Indonesian code switching spoken by the English teacher of Senior High School 1 Sekampung. In this case, the researcher elaborated the type of code switching and the reason of English teacher of using English-Indonesian code switching in classroom interaction.

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<sup>3</sup>Mingfa Yao, "On Attitudes to Teachers' Code-switching in EFL." *World Journal of English Language* Volume 1 (2011): 19

<sup>4</sup>Rana Yıldırım, "EFL Teachers' Code Switching in Turkish Secondary EFL Young Language Learner Classrooms." *International Journal of Linguistics* Volume 7 (2015): 82

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Code Switching

##### 1. Code Switching

Moradi maintains that code switching is two languages which are utilized in the similar conversation. Code switching also elaborates as the alternation between two or more languages, language varieties, or language registers in discourse between someone who masters more than one language generally.<sup>5</sup> It means that code switching is a branch of bilingualism because using various languages in the same conversation. The speaker switches their language to another language in conversation based on the particular motive.

In line with the definition above, McKay and Hornberger elaborate that code switching is the existence of two or more languages in a community, and usually switches their first language to another language. Nowadays, code switching phenomenon gets a big attention in research development.<sup>6</sup> This case shows us that code switching relates to the alteration of various languages in one conversation. It makes the speaker to change another language when the topic of conversation changes or the third person appears.

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<sup>5</sup>Hamzeh Moradi, "A Survey on Code-Mixing, Code-Switching, Language Alteration and Interference." *Indian Journal of Applied Research* Volume 4 Issue 10 (2014): 1

<sup>6</sup>Lee Sandra McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (Cambridge: Cambridge University Press, 2009), p. 56

In agreement with McKay and Hornberger's definition, Miesel in Katja F. Cantone strengthens that code-switching is the ability to pick the appropriate language toward the person who takes part in conversation, the situational aspect, the conversation topic, the appearance, and the alteration the languages in the interaction based on sociolinguistic regulation without contravene a grammatical aspect.<sup>7</sup> It means that choosing an appropriate language in the single conversation is the important aspect to build interaction between speaker and interlocutor.

Based on the quotations above, it can be concluded that the all concepts of code switching argued by some certain experts above support each other. It can be briefly explained that code switching is the language alteration in the same stating between speaker and the interlocutor who master various language with the same level, code switching mixes of words, phrase, clause or sentence from two dissimilar grammatical system and subsystem. The rationale of code switching appearance is causing a certain situation, the existence of a person who taking part in conversation with the speaker or the listener language competence, and the subject or topic of the conversation.

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<sup>7</sup>Katja F. Cantone, *Code Switching in Bilingual Children*, (Germany: Springer, 2007), p. 57

## 2. Types of Code Switching

Bloom and Gumpers in Mckay and Hornberger point out that the type of code switching is divided into two point of views, as follow:<sup>8</sup>

### a. Situational code switching

Situational code switching appears when dissimilar varieties are related in the transformation in interlocutor, context, or topic.<sup>9</sup> Situational code switching is the switch relevant with the response to a change in perception of the specific social situation.<sup>10</sup> Based on the some social situations, code switching takes place in the conversation. For example, there is a speaker who speaks Javanese joins to the conversation, or substituting the subject of the conversation. A principal case will exist at the end of an official relation, when the speaker switches from any language to another language, for example, Indonesian to his mother language to inquire about family matters.

### b. Metaphorical Code Switching

The code switching phenomenon also has a stylistic or textual function.<sup>11</sup> When there is a transformation the topic of conversation it will

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<sup>8</sup>Lee Sandra Mckay and Nancy H. Hornberger, *Op.cit.*, p. 56

<sup>9</sup>Barbara E. Bullock and Almeida Jacqueline Toribio, *The Cambridge Handbook of Linguistic Code Switching*, (Cambridge: Cambridge University Press, 2009), p. 106-107

<sup>10</sup>Herbert Schendl and Laura Wright, *Code Switching in Early English*, (Berlin: Walter De Guyter ,2011), p. 284

<sup>11</sup> Lee Sandra Mckay and Nancy H. Hornberger, *Op.cit.*,

be any language alteration in applying.<sup>12</sup> Metaphorical code switching elaborates a strong mechanism to signal social departments or relation of group membership or solidarity.<sup>13</sup> It can be said that metaphorical code switching has interpersonal aspect; metaphorical code switching can be a way of building space and nearness not only between individuals but also between speakers and their sayings. The reason why the speaker alters the codes is the situation causes such as, formal to informal, official to personal, serious to humorous, politeness to solidarity, for instances to give signal of a quotation, to denote the emphasis, and to point out the strong line of a humor.

In the other side, Poplack defines another perspective about the types of code switching. Based on his conception, there are various types of code switching, as follow:

1) Tag switching

Tag switching often appears among bilinguals with the finite of abilities in one language, it is elaborated by the put of a formulaic expression of language B into a statement in language A, principally for practical effect.<sup>14</sup> Tag switching is an insertion of a tag in one language into an expression or utterance which is in the other

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<sup>12</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (Australia: Blackwell Publishing, 2006), p. 104

<sup>13</sup> Bernard Spolsky, *Sociolinguistic*, (New York: Oxford University Press 1998), p. 50

<sup>14</sup> Barbara E. Bullock and Almeida Jacqueline Toribio, *Op.cit.*, p. 4

language.<sup>15</sup> For instances, I think, you know, etc., to give some English samples. It can be illustrated the tags of Indonesian/English code switching above as follow: *Orang lain dapat berbicara bahasa Prancis seperti dia*, you know. (English tag). The tags are subject to minimal syntactic restriction aspect, it will be easy to insert several ideas in monolingual utterance with avoiding disturb the syntactic principle.

## 2) Inter-sentential switching

Inter-sentential switching implicates about syntactical rather independent units, while intrasentential switching is more complex than inter-sentential switching in the balance of the syntactic systems of different languages.<sup>16</sup>

The switching in a clause or sentence area is included in Inter-sentential switching; they are in a certain language or another language.<sup>17</sup> The following example is illustrated in English code switching in teaching learning process: “Mr Joko cannot come to the party, karena ia sedang sakit.” It shows that one clause is being in one language, the other clause is in the other language.

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p. 122 <sup>15</sup> Suzanne Romaine, *Bilingualism 2<sup>nd</sup> Edition*, (United Kingdom: Blackwell Publishing, 1995),

<sup>16</sup> Herbert Schendl and Laura Wright, *Op.cit.*, p. 70

<sup>17</sup> *Op.cit.*,

### 3) Intra-sentential switching

Intra-sentential switching is the alteration of different types appearing in the clause or sentence limitation, including about the word boundary. This is a sample of intra-sentential switching: kio ke six, even hours te school de fic spend karde ne, they are speaking all the time ('because they spend six or seven hours a day at school, they are speaking English all the time').<sup>18</sup> According to the sample above, it maintains that intra-sentential switching is able to show up among the words, clauses and sentence boundaries. It has the biggest risk and it can be evaded by all but the most eloquent bilinguals.

Besides that, the three types of code switching which are elaborated before may be found in one and the same discourse, because most of bilinguals will tend to alter in the word, clause or sentence boundary.

Nowadays, code switching also has occurred in various aspects, especially in teaching English classroom. The English teachers switch source language to target language. It can make the language learners understand about the material which is used by their teachers.

Based on the types of code switching above, the researcher concerns to the third type by Poplack perspective; inter-sentential

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<sup>18</sup> *Ibid.*, p. 123



switching. This type usually occurs in classroom interaction and it is used by teachers. This type is commonly formed a clause or sentence

### **3. The Reason of Using Code Switching**

Code switching is related to and indicative of group membership in particular types of bilingual speech communities.<sup>19</sup> Besides that, code switching is the bilingual ability which is owned by people to build the communication with another people by having the same bilingual proficiency. Furthermore, learning code switching itself is based on some reasons. Absolutely, there are the reasons why, when, and how people switch their language to another language. There are several possibilities of the reason of speaker's code switching, as follow:

#### 1) Prestige

A speech form which allows for the expression of their membership in two cultures is code switching: the dominant and the minority. Within some status of bilingual communities, code switching conveys prestige brightly. For example, Kyuchukov explains that in Bulgaria, trilingual Muslim Roms who have the proficiency to utilize Romawi, Bulagarian, and Turkish will

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<sup>19</sup> Peter Auer 1998. *Code Switching in Conversation*, (London: Routledge, 1998), p.5

change into Turkish, as it has higher prestige than the other languages they master.<sup>20</sup>

It means that code switching is utilized as the point of the solidarity of group membership and. It can be considered that code switching has interactional function.<sup>21</sup> It can be concluded that the switching is used for building communication with the speaker's social solidarity in the communities, sustaining, and protecting the connection with the language groups. In this point of view, prestige will point out the value of language in the social life.

## 2) Topic of the Conversation

In the second reason, topic in the conversation is very important. The speaker considers that the feeling that some topics are more suitable to one language than another; it is why the speaker switches to another language. These connect to the speaker's communicative purposes. For example Mexican Americans, when they want to talk about money, they prefer to say about money in English rather than in Spanish, 'la consulta era (the visit cost) eight dollars.'<sup>22</sup> Moreover, Indonesian people most of the students also use English to describe their emotion or feeling to

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<sup>20</sup>Barbara E. Bullock and Almeida Jacqueline Toribio, *Op.cit.*, p. 10

<sup>21</sup>M.A.K Halliday, *The Language of Early Childhood*, (London: Continuum, 2003), p. 4

<sup>22</sup>Vivian Cook, *Second Language Learning and Language Teaching*, (London: Hodden Education, 2008), p. 176

someone. Furthermore, they also express their feeling through the song, '*Hati kecil ku berkata* (my little heart says), I am falling in love.'

Based on the explanation before, Meisel emphasizes that code switching happens when a speaker alters one language to another language based on the interlocutor, the context of the situation, the conversation topic, and so forth.<sup>23</sup> In this regard, the function of this situation is to give information; it shows that code switching is specifically for the purpose of applying language for transmitting the information.<sup>24</sup> Corresponding to the assertion above, the usage of code switching in classroom interaction is regarded as a communicative strategy.

### 3) Reporting Someone Else's Speech or Making a Quotation

In this regard, the function of code switching is to report or tell what someone has uttered. In this point, entertaining or imaginative function is had by code switching phenomenon. It shows that a language is used to maintain someone's opinions, concepts, and feelings, even if they are true or imaginative only. It can happen from works (poem, story, fairy tale, and joke) for the speaker's or the listener's delight. For example, when a girl

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<sup>23</sup> Katja Fantone, *Op.cit.*, p. 57

<sup>24</sup> M.A.K Halliday, *On Language and Linguistics*, (London: Continuum, 2003), p. 309

from Papua new guinea who is telling a story switches from Tok Pisin to English to quote what the man said, ‘lapun man ia cam na tok, “oh yu poor pussiket” (the old man came and said, “you poor pussycat”).<sup>25</sup> Whenever the speaker uses quotations from other languages, it is called code switching. It occurs in English classroom interaction when when the teachers import one language into another language as the quotation.

#### 4) Highlighting Particular Information

Highlighting Particular Information is the next reason of code switching appearance. This reason is to utilize signs from one language to point something in another. For example, the Japanese or English ‘she wa took her a month to come home ‘yo’ uses ‘wa’ to refer what is being discussed about, its function in Japanese. A Japanese English bilingual speaks Japanese to introduce the discourse topic, ‘yano-san-wa (As for Mr. Yano, he was speaking all in English).’<sup>26</sup> The functions which are explained before show that it is aimed to examine bilingual speech and attribute some special functions to the particular language alternations. It also has heuristic function, which purposes that the language is utilized to

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<sup>25</sup> Vivian Cook, *Op.cit.*, p. 175

<sup>26</sup> Barbara E. Bullock and Almeida Jacqueline Toribio, *Op.cit.*, p. 10-11

express and inquire certain information.<sup>27</sup> It can be said that the teachers who did Englis-Indonesian code switching in the class the aims to emphasize and describe the particular information.

#### 5) The Interlocutor's Language Competence

Generally, one of the code switching reasons is that the speaker will choose what the language they desire through code choice. It explains that the switching phenomena is based on the listener's language competence, if the listener is monolingual, the bilingual should utilize the shared language. If the listener is bilingual, they are able to switch the languages. For example, a Kenyan man who helped his sibling in a shop begun in their Luyia dialect and then switched to Swahili for the last part of the conversation, to give a clue that he was treating her as an ordinary customer.<sup>28</sup> Furthermore, bilinguals ordinarily utilize fillers and tags from one language in another, as in the Spanish or English exchange, 'Well I am glad to meet you,' 'Andele pues and do come again' (ok swell). The main factor which is basis of these examples is the speaker's conception that the listener masters in the two languages. Hence, It can be inferred that this reason depend on the listener's capability.

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<sup>27</sup> Ronald Wardhaugh, *Op.cit.*, p. 250

<sup>28</sup> *Ibid.*, 176

In line with the above explanation, the researcher concerns with highlighting particular information. This reason emphasizes the information in teacher instruction to be delivered to the listener. It means that English code switching in classroom interaction is based on this reason. The teacher deliver the information of the material through it.

#### 4. Code Choice

A variety of languages is mentioned as code. In other words, code is the one of the parts of ways of speaking, it relates to languages, dialects, or styles.<sup>29</sup>

Furthermore, Wardhaugh adds that code relates to a type of systems of two or more people produce for communication.<sup>30</sup> Code refers to choose a particular dialect, style, register, or variety in any occasion, a system used for communication between two or more parts. Communication itself can build longer the life expectancy of the people. Without communication, human life cannot process well and properly. It means that it is impossible to live without communication. The communication builds to understand each other. Thus, human being should select a particular code whenever they choose to speak, and they may decide to switch from one code to another or to mix codes.

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<sup>29</sup>Carol Myers-Scotton, *Multiple Voices: An Introduction to Bilingualism*, (United Kingdom: Blackwell Publishing, 2006), p. 159

<sup>30</sup>Ronald Wardhaugh, *Op.cit.*, p. 88

In addition, Bhatia and Ritchie argue that the speakers in the different groups employ dissimilar codes to utter their motive and desire in their live. Besides that, the codes have adopted different names, and it is familiar as different languages.<sup>31</sup> It means that code choice always exists in human communication. When people want to mention their intention in language form, absolutely they choose the code to build a good communication.

Based on the explanation above, the researcher can conclude that code choice cannot be avoided by the speakers, because when they want to utter their intentions they must choose their code. The code choice is related to dialect, languages, or style.

## **5. Factors that Influence the Code Choice**

There are a number of factors which influence people to choose a code. Hymes in Wardhaugh states that there are eight factors influencing the appearance of code choice. The acronym of *SPEAKING* is used by Hymes to describe those factors, as follows:<sup>32</sup>

### **a. Setting and Scene (S)**

Setting is related in the time and place. Whereas, scene refers to the abstract psychological setting or the cultural definition of the occasion.

### **b. Participants (P)**

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<sup>31</sup>Tej K. Bhatia and William C. Ritchie, *The Handbook of Bilingualism* (United Kingdom: Blackwell Publishing 2006). p,26

<sup>32</sup> Ronald Wardhaugh, *Op.cit.*, p. 247

The term participants connect with some combinations of speaking or listener, addressor-addresser or sender-receiver. Certain socially specified roles are filled by them properly.

**c. Ends (E)**

The term ends refer to the conventionally recognized and expected result of an exchange as well as to the personal aims that participants look for to build on particular occasion.

**d. Act Sequence (A)**

In this term, the act sequence is related in the actual form and the content of what is uttered such as the accurate word used, how they are used, and relationship of what is said to the actual topic.

**e. Key (K)**

The key alludes to the tone, manner, or spirit in which an uncommon message is conveyed, light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on.

**f. Instrumentalities (I)**

Instrumentalities pertain to the choice of channel: oral, written, or telegraphic, and to the actual forms of speech produced, such as the language, code, dialect, or register that is chosen.

**g. Norms of Interaction and Interpretations (N)**



Norms of interaction and interpretation relates to the specific behaviors and proprieties which engage to speak and also how these may be viewed by someone who does not share them, for example, loudness, silence, gaze, and return.

#### **h. Genre (G)**

The part of genre refers to clearly limited types of utterance; such as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. These are all pointed in specific ways in contrast to casual speech.

Based on the quotations above, it can be concluded that there are eight factors that influence the code choice; setting and scene, participants, ends, act sequence, key, instrumentalities, norms of interaction and interpretations, and genre. The researcher argues that participants is the most factor which influences code choice especially in classroom interaction.

### **6. Code Switching In Language Learning**

Teachers' use of code switching has being a subject of controversy. It is not always performed consciously as such it is regarded as an automatic and unconscious behaviour. Nevertheless, it performs some basic functions. Teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding.<sup>33</sup>

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<sup>33</sup>Olagunju Robert Modupeola, "Code- Switching as a teaching strategy: Implication for English Language teaching and learning in a multilingual society." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 14. Issue 3 (2013): p. 93

The use of code-switching is also dependent on the type of learners involved in the learning. The study has explored low English proficient learners and the results indicated that these learners approved the teachers' code-switching. This corroborates the findings of Lai et.al in Badrul, state that code-switching might be a helpful strategy to use in low proficient classrooms as well as the intermediate level classrooms.<sup>34</sup>

Here a teacher can exploit students' previous L1 learning experience to increase their understanding of L2. In topic switch, the teachers alter his or her language according to the topic being taught. This is mainly seen in grammar instructions where the teachers may want to introduce the discourse with a similar realisation in the first language. Affective functions are important in the expression of emotion, and building a relationship between the teacher and the student. In repetitive function, code switching is used to clarify the meaning of a word, and stress importance in the English language content for better comprehension. It also help student to become more competent in the language they are trying to learn.<sup>35</sup>

Here an instruction is given in English language and the teacher repeats same in the mother-tongue for the students. Teachers of science, technology and other allied disciplines will find Code switching very useful in

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<sup>34</sup>Badrul Hisham Ahmad, "Teachers' Code-Switching in Classroom Instructions for Low English Proficient Learners." *CCSE English Language Teaching* Volume 2 (2009): 52

<sup>35</sup> *Op.cit.*,

explaining complex scientific terms, thus making the teaching and learning easy and interesting.

## **B. The Concept of Language Attitude**

### **1. Language Attitude**

Based on Bohner and Wanke statement, attitude is a summary of person's evaluation toward an object or idea. It explains that attitude takes apart an essential role on a person's evaluation object because the evaluation will determine the perspective to the object.<sup>36</sup>

Furthermore, Myers-Scotton defines attitude is defined as subjective evaluations of language selections and speaker's of the languages whether it is held by individuals or communities.<sup>37</sup> It shows that evaluation is a subjective evaluation. It means that the evaluation bases on the person's judgment toward the language itself. The speaker's perceptions toward the languages are based on the facts which decide to a value of the language use.

As assert by Liu and Zhao, in their research on language attitude of Mainland Chinese students of university shows that students' attitude toward

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<sup>36</sup> Robert M. Mckenzie, *The Social Psychology of English as a Global Language; Attitude, Awarness, and identity in the in the Japanese Context*, (London: Springer, 2010). P. 19

<sup>37</sup> Carol Myers-Scotton, *Op.cit.*, p. 135

English may be more positive since they have more access to the language and they have more opportunity to use it.<sup>38</sup>

In the line with the other expert, Rosenberg and Hovland state that language attitude is tendency to respond with speakers' language behavior to their specific languages and language setting. It means that language attitude is a closer relationship on attitude toward behavior, because there is direct link between attitude and language behavior.<sup>39</sup>

Based on the definition above, it can be conclude that language attitude is cognitive and affective evaluation which is related to the responses of the speaker's own language or the other's language. The language attitude also has positive and negative attitude toward languages, it will affect to the language learning. In the context of language interaction, there is teacher attitude and language learners' attitude toward the language learning that will determine the language use in classroom. The teachers also play an important role to change the language learners' attitude to the languages. Thus, in order to make the intended learning will be successful, the teachers and language learners have to bring a positive attitude toward the language teaching and learning.

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<sup>38</sup> Meihua Liu and Shan Zhao, "current attitude on mainland Chinese university." *Academy Publisher 2* (2011): 963-968

<sup>39</sup> Ulrich Ammon, *et al.*, *Sociolinguistics*, (Berlin: Walter de Gruyter, 2005), p. 1319

## CHAPTER III

### RESEARCH METHOD

#### A. Background Description and Role of the Researcher

The appropriate research methodology which will be used by the researcher is qualitative research. Qualitative research is the most appropriate research methodology intend for exploring a research problem which we do not recognize the variable. To get more information about the phenomenon of study, it needs to exploration from participants in their natural setting.<sup>40</sup> Multiple methods are used in qualitative research and its aim to interpret, understand, clarify and carry out sense to them.

Because fundamentally interpretative, qualitative research shows that the researcher builds an interpretation of the data. Qualitative research can involve some phases such as developingdescription of an individual or setting, analyzing data for themes or categories, and then building an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned, and offering further question to be asked are included of it.

The is descriptive qualitative which is typically case study. This study used purposive sampling technique. Descriptive qualitative research means narrating and interpreting data related to the acts, variables and phenomena that

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<sup>40</sup>Jhon W.Creswell, *Research Design, (2<sup>nd</sup> Ed)*, Sage Publication, Inc., USA, 2003, p.16

occur during the research conducted, and then reporting based on the real. It is something that can be observed both attitudes and ways of thinking now days. In other words, descriptive qualitative research will be more effectively make the researcher honest in conducting his research, because all datum related to the study should not be omitted or reduced. In the context of the research, the case which is going to be studied is English-Indonesian code switching spoken by English teacher in Senior High School 1 Sekampung.

## **B. Data Collection Instruments**

In qualitative research, the researcher as the main instrument of the research needed the techniques to make the data objective. Data will be collected through multiple sources to include observation, documentation, and interview. In this research, the researcher will utilize the instruments as follow:

### **1. Observation**

As asserted by Creswell, observations in which the researcher takes field notes on the behavior or activities of individuals at the research site.<sup>41</sup> It means that the researcher will observe the aspect that will be studied and get information of it. In this research, the researcher will choose observation as data collection type and select complete observation as options within type. The complete observation do not require participant. It is useful to explore the topics without participants' explanations. There are two types of observation

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<sup>41</sup>*Ibid.*, p. 185

of qualitative research, close and open observation. To collect the data, the researcher is interested in the close observation as the more appropriate observation than open observation. This observation is able to collect the data naturally. The researcher recorded the classroom interaction. The researcher paid attention to the teacher who switched the target language to the source language in the classroom interaction.

## 2. Documentation

Anderson explained that, in conducting case studies, one typically uses seven sources of evidence: documentation, file data, interviews, site visits, direct observation, participant observation and physical artifacts. In the form of articles, letters, memoranda, agendas, previous studies and newspaper articles, is generally available.<sup>42</sup> It shows that the researcher must collect the data from the several of documents. So, it can help this research properly. In this research, the researcher also used this method to get the valid data and detail information. Based on the statement above, the researcher gathered the data from Senior High School 1 Sekampung.

## 3. Interview

Interview method of collecting data is a meeting of two persons to get information and idea through some questions and responses, so it can construct the meaning about particular topic. In this case, the researcher used

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<sup>42</sup>Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research*, (USA: The Falmer Press, 2005). p. 164

the question that related to the teachers opinion. The aim of this interview was to find the answer of their reason about doing code switching in learning process. The subjects of the participant was the English teacher.

### C. Data Validity Procedures

In qualitative research, triangulation method is utilized to assent that what the researcher found is real and suitable with the fact. Triangulation method is able to enhance the authenticity and credibility aspect of the data collection.<sup>43</sup>There are some kinds of triangulation, namely:<sup>44</sup>

#### 1. Time triangulation

Time triangulation can be in *cross-sectional* to collect the data from different sources in the same time. And can be in *longitudinal* to collect the data from the same sources in different time.

#### 2. Space triangulation

By this triangulation, collecting data is conducted and use different place for one kind of data. In this case the researcher only takes data from Senior High School 1 Sekampung.

#### 3. Combined levels of triangulation

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<sup>43</sup>Jhon W.Creswell, *Educational Research, (4<sup>th</sup> Ed)*, (USA: Sage Publication, Inc., 2012,) p.259-260

<sup>44</sup>Louis Cohen, et.al, *Research Methods in Education (6<sup>th</sup> Ed)*, (London: Routledge, 2007), p. 142



This type uses more than one level of analysis from the three principal levels used in the social sciences (individual, interactive, and collectivities). In this research, the researcher only uses individual level.

#### 4. Theoretical triangulation

Here, the researcher collects the data based on different theory or analyze the same data by using the different theory.

#### 5. Investigator triangulation

Collecting the same data can be done by some researchers. In this research the researcher does not use this triangulation, because the researcher works alone.

#### 6. Methodological triangulation

The researcher uses different methods for collecting one kind of data. The researcher uses documentation, observation, and interview method to collect a data.

### **D. Research Procedures**

Based on various sources, a variety of approaches collect the data of case study. This research is type of research methodologies which is able to explain the phenomenon totally.

It is able to be recognized that using some data to acquire the data based on various sources, is able to build the validity and reliability aspect of the research. Besides that, it also can describe the reality of daily activities.

To acquire the result of the research, the researcher considers that applying step by step procedures is appropriate way in case study. Consequently, the researcher will use the procedures commonly as follows:

1. The researcher will determine to focus of the research and formulate the questions

The researcher will focus to collect the data taken from Senior High School 1 Sekampung. The researcher will formulate the questions which are related the variables.

2. The researcher will determine the case, collects and analyses the data

After finishing acquiring the data, the researcher will determine the case that will be analyzed.

3. The researcher will supply for collecting data instrument

The researcher will plan to determine instrument to collect the data, format and document the data.

4. The researcher will evaluate and analyze the data

The researcher will evaluate the data first, before the researcher will analyze and interpret the data. It is to guaranty that data is complete.

5. Making report

The researcher will make the report to simply the data. The report can be summary and formal.<sup>45</sup>

## **E. Data Recording and Analysis Procedures**

### 1. Data Recording

Before entering the field, the researcher planned the approach to data recording. This research identified what the researcher recorded and the procedures for recording data.

The procedures that the researcher will be used are:<sup>46</sup>

#### a. Observational protocol

This is for recording the observational data. The researcher engaged multiple observations during the course of qualitative study and uses a *protocol* or form recording information. In this research the researcher used this record data to be observed.

#### b. Documents and Visual materials

The researcher will use this procedure to note reflect information about the document or other materials as well as key ideas in the documents. For documents, it was helpful to note whether the information represents primary material (information directly from the people or

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<sup>45</sup>Jhon W.Creswell, *Op.cit*, p. 57

<sup>46</sup>*Ibid*p. 188-190

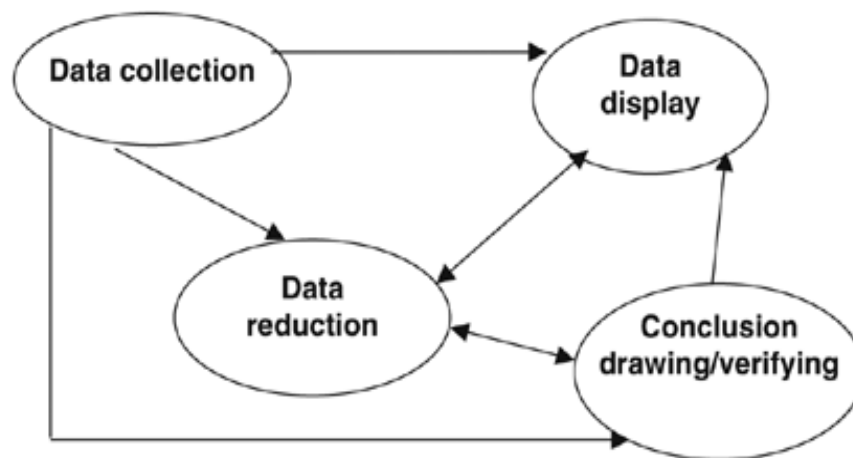
situation under the study) or secondary material (secondhand accounts of the people or situation written by the others).

c. Interview

In this case, the researcher used the question that related to the language learners and teachers opinion. The aim of this interview was to find the answer of their reason about doing code switching in learning process. The subjects of the participant were an English teacher.

2. Data Analysis

The process of data analysis can make sense out text and image data. The researcher will apply Miles and Huberman Model to analyze the data.<sup>47</sup>



**Figure I.** *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:

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<sup>47</sup>Mathew B. Miles and A. Micael Huberman. *Qualitative data analysis*, (London: Sage Publication, 1994), p. 10-11

- a. Data collection is the step when the researcher gather all data which are used to complete the research.
- b. The researcher reduced the data which the researcher have gotten by summarizing and choosing specific things.
- c. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- d. Lastly, the researcher verifies the research by making conclusion of data findings.

## **CHAPTER IV**

### **DATA PRESENTATION**

#### **A. Description of Research Setting**

##### **1. Senior High School 1 Sekampung**

Senior High School 1 Sekampung is located in Jl. Raya Hargomulyo – Sekampung, East Lampung, Post Code 34182, No. Telephone/Fax 08287064765. It was built on 14.175 m<sup>2</sup> area. Meanwhile, Putri Hartina, S.Pd, M.Si had been leading as a principle since 2015. Moreover, Senior High School 1 Sekampung has two majors of study such as IPA and IPS. It has also various extracurricular programs such as scout, sport, English club, KIR, rohis, PBB, etc.

Senior High School 1 Sekampung has professional teachers and officers that have a good quality from various levels of education and have special skills in each major. The total number of the teachers and officers are 45 persons from various levels of education and divided into 38 teachers and 7 officers. Furthermore, it consists of 1 person who was graduated from D3, 3 persons which were graduated from S2 and S3 and 34 persons which were graduated from S1.

In addition, the quantities of Senior High School 1 Sekampung in academic year of 2015/2016 are 688 students. It consists of 265 male students and 432 female students. There are 252 students for the tenth class, 248 students for the eleventh class, and 188 students for the twelfth class.

Furthermore, the condition of infrastructure in Senior High School 1 Sekampung has been getting renovation. It consists of 24 classrooms, 3 laboratories, a principle's room, a teachers' room, a mosque, a staff's room, 14 students' toilets, 4 teachers' toilets, a library, a school's yards, an auditorium, an administrations' room, parking area, OSIS and scoot's room, UKS, canteens, and a students' cooperation.

## **B. Description of Data Analysis**

The data were analyzed based on the framework proposed by Miles and Huberman Model. According to Miles and Huberman, qualitative data is more likely to be described by words than numbers. Meaning to say, qualitative research differs from quantitative research on the way to describe the data. Quantitative research requires the researchers to definitely use statistic formulas to analyze data which has been collected. Therefore, quantitative research is always fulfilled by many numbers. Qualitative research, on the contrary, frequently uses words to describe the result of analysis. Consequently, this research contains many words than numbers. The words explain and describe new perspectives. To analyze the data, therefore, the researcher applied Mile and Hubermen model.

This model consists of some steps to qualitatively analyze the data findings.

The steps are:

1. Data collection

This is the first step before the data are lively analyzed. In line with that, the writer collected many data which are greatly needed for this research. The researcher did the research in XI Science 1 of Senior High School 1 Sekampung. Accordingly, the researcher decided to observed English teacher instruction in XI Science 1 which is consists of 36 students, 27 female students and 9 male students.

## 2. Data reduction

Data reduction means the researcher selected the most important parts or the main points of all datum he had gotten by summarizing and choosing specific things. Data reduction is conducted to make this research scientifically vivid and easy to be understood. The researcher also created some notes and codes to more eaiser control the data. So that the researcher can produce the clearer description. The researcher here analyze the teacher's instruction in English class. Also, the researcher focused in finding the type of English-Indonesian code switching which is spoken by English teacher and such the reason doing code switching in the class.

## 3. Data display

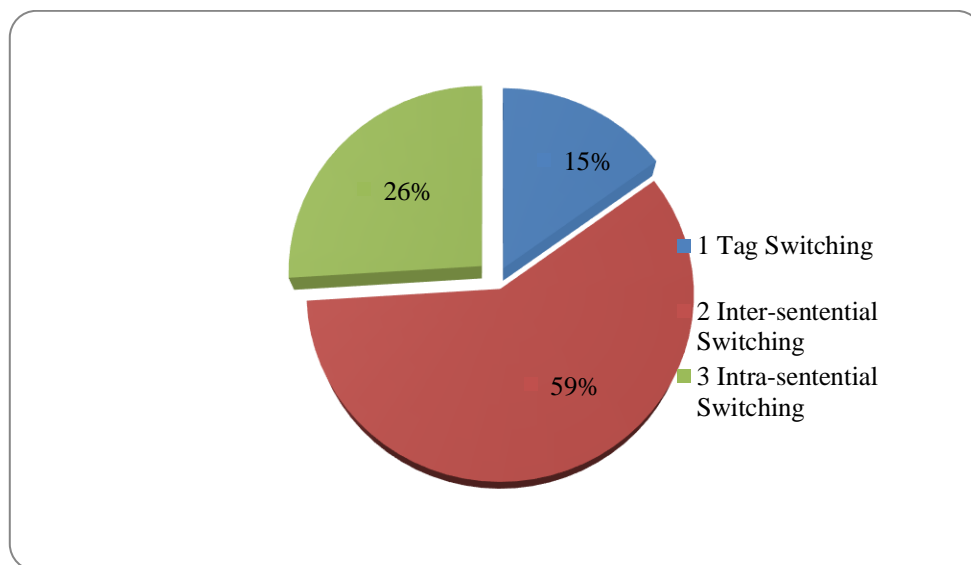
Data display is classifying the data according to certain types or groups. Using graphics or charts to display the data can be very good to make the data easy to be read. In addition, it should be able to decribe the whole or certain parts of the research.

The researcher used observation with conducting record, interview and semantic different scale to analyze English-Indonesian code switching spoken by English teacher. By this, the researcher recorded teaching learning process of



English subject (Expressing Granting Request) in XI Science 1 of Senior High School 1 Sekampung. It is wished that the teacher switch between English and Indonesian naturally in the learning process. The use of interview is to elaborate the teacher's reason in using English-Indonesian code switching in the classroom.

The participants in this research are Miss Dewi Mustika (English teacher) and 36 students of XI Science 1 of Senior High School 1 Sekampung. The teacher used English-Indonesian code switching during teaching learning process in the class. As assert by the result observation, there was code switching which was uttered by English teacher. There are 3 type of code switching which have categorized, such as 13 tag switching, 53 inter-sentential switching, and 23 intra-sentential switching. The following chart is to describe the analysis data result:



**Figure I.** *Frequency of the types of English-Indonesian code switching*

Based on the above data, it can be elaborated that:

a. The Types of Code Switching

In the analysis below, the researcher uses code in the data of conversation, ..... (space) = space on speaking, *Italic* = The Indonesian utterance, Underline = the utterance in which any switching, **Bold** = the point of switching which become the categories. The researcher also presents table of data presentation as below:

No.	The Type of Code Switching	Categories of Switching	Utterances
1.	Tag switching	English tag switching	<b>I think</b> sudah terlihat, <i>ayo juana.</i>
		Indonesian tag switching	can you mention one of request the day or two days ago, <b><i>banyak kan?</i></b>
			For the last semester to your parents, <b><i>ada ga'?</i></b>
			Ok next the second sentence; please gede artawan, please read the second sentence, <b><i>ya ayo.</i></b>
			What is the meaning the third sentence <b><i>maknanya apa?</i></b>
			<b><i>Ada lagi,</i></b> asking someone for something meminta seseorang untuk suatu hal
			Amir can you complete this sentence? <b><i>Kok diem?</i></b>
			We have learned about request the last class, kelas sepuluh kemarin, <b><i>pernah ya.</i></b>
			<b><i>Nah coba,</i></b> let's try, come on jimmy and jesica
			Ok the first one, your friend asks you to play tennis this afternoon, at first you refuse, <b><i>paham?</i></b>
First one, <b><i>paham ya</i></b> the first situation			
Ok make a dialog <b><i>yang sesuai ya</i></b>			

			Then, you can translate, <i>paham?</i>
2.	Inter-Sentential Switching		Please mention whose follow paskib today, <i>yang ikut paskib siapa?</i>
			Today our first material, we have written all the material for the first semester right? <i>Udah nulis semua kemarin kan?</i>
			<i>Pertama, kemarin adalah menanyakan pendapat, ada tambahan, I forget to add one material about granting one request</i>
			Granting one request, have you ever made a request? <i>Pernah meminta sesuatu?</i>
			What is your request to your parents? <i>Ayo pernah meminta kepada orang tuanya?</i>
			<i>makan makan mungkin one person please, raises your hand.</i>
			I think you are already, <i>kan dapet peringkat semua disini.</i>
			Ok lulu, what is your request for your parents? <i>Salah satunya aja coba.</i>
			Anybody know what is granting request? <i>Ada yang tahu ga apa itu granting request?</i>
			<i>Jadi, saat ini apapun yang kamu minta, it will be grant of your parents.</i>
			So, we have to grant, <i>meluluskan permintaan.</i>
			So, granting request <i>adalah meluluskan permintaan.</i>
			<i>Mana nika? Okay nika please read the first sentence.</i>
			The first one, can you give me the book, <i>bisakah kamu.</i>
			Ok good job, next biar hafal, <i>tadi nika sekarang juana.</i>

			<p>Louder please, <i>belajar suaranya yang kenceng masak mentang mentang udah siang belajarnya lemes.</i></p>
			<p>Come on juana, <i>kurang besar tulisannya.</i></p>
			<p>Ok would you mind? Okay, <i>apakah kamu dapat memperbaiki,</i></p>
			<p>Do you think you could <i>apakah kamu bisa.</i></p>
			<p>Jadi kalo mau kerja kan pake' surat lamaran, so what is the meaning the sentence irfan?</p>
			<p>Ok this is asking someone to do something. <i>Meminta seseorang untuk melakukan sesuatu.</i></p>
			<p>What is the meaning of <i>bisakah saya duduk</i></p>
			<p>And the the third one is the expression to accepted <i>jd ini adalah ungkapan untuk menerima.</i></p>
			<p>Can I borrow your pen? <i>Yang pertama meminta untuk melakukan yang kedua meminta sesuatu barang atau apapun permintaan.</i></p>
			<p><i>Yang ketiga, Ok sure Alright Certainly, It's a pleasure</i></p>
			<p><i>Nah kayak gitu juga bisa interlanguage ga' papa, Yeah nevermind.</i></p>
			<p>Can you fill the blank in the sentence? <i>Bisakah atau maukah kamu melakukan sesuatu untuk saya?</i></p>
			<p>Would you mind <i>apakah kamu bisa can you bisakah kamu would you like to.</i></p>
			<p>Do you mind if I ask you to accompany me to the teacher office, <i>biasanya kan kalo diminta kantor minta anter sana temannya.</i></p>

		Excuse me may I bolehkah saya?
		I am happy too <i>dengan senang hati</i> , not at all <i>tidak keberatan sama sekali</i>
		If any question just ask, <i>Silahkan ada yang mau tanya?</i>
		Thank you so much, <i>masih ada dua ok.</i>
		It is requesting <i>artinya meminta.</i>
		What is the meaning Can you do me a favour? <i>Bisakah kamu melakukan kebaikan, nanti. Bisakah kamu menolong ku, membantuku.</i>
		This is one of granting request <i>ini salah satu meluluskan permintaan.</i>
		Here it is jimmy, <i>baiklah ini dia.</i>
		You are welcome, <i>ungkapan berterima kasih.</i>
		Do you have question? <i>Sampe didialog ini ada pertanyaan?</i>
		<i>Contoh dialognya sudah, gimana kira kira ada pertanyaan, any question for granting</i>
		is it clear? <i>Yes, kalo suruh maju bingung.</i>
		<i>Sampai disini tidak ada yang bertanya, No question at all.</i>
		Find your partner <i>cari temannya masing masing miss tidak akan menentukan pasangannya siapa.</i>
		I said, if English subject you bring dictionary, <i>bawa kamus semua.</i>
		So, you ask him to write it down. <i>Menuliskannya langsung.</i>
		What is willing? <i>Ada yang tahu?</i>
		So, you ask him to write it down. <i>Meminta ayahmu untuk write it down.</i>
		Can you go playing tennis this afternoon? <i>Kira kira sesuaikan dengan situasi yang ada.</i>

		<p>First you refuse but your friend keeps insisting. So, you agree ya, <i>Harus memaksa.</i></p> <p><i>Ayahmu meminta mengirim sebuah undangan, you are willing kamu akan melakukannya.</i></p> <p>However your father forgets to write the address on the card, <i>kemudian ayahnya lupa menulis alamat</i></p> <p>So, you ask your father to write it down. <i>Jadi, bagaimana kamu mewujudkan situasi itu menjadi dialog.</i></p> <p><i>Waktunya sudah habis.</i> Ok thank you so much for today.</p>
3.	Intra-Sentential Switching	<p>So, granting request is an action to give an allowance to someone to grant her/his request who ask for something politely in an official way, <i>jadi adalah meminta allowance permisi kepada seseorang untuk meluluskan permintaannya.</i></p> <p>Next, expressing granting request, <i>ada asking seperti biasa ada yang bertanya.</i></p> <p>Ok can you give me the book? Asking someone to do something <i>ya meminta someone, iya meminta sesuatu kepada orang lain.</i></p> <p>Meaningnya apa itu de? Meaningnya apa itu kalimatnya? Could you phone me at the seven o'clock?</p> <p><i>Bukan, watch itu jam tangan, kalau o'clock itu baru jam dinding jangan salah, Watch is for jam tangan</i></p> <p>Do you think you could take me to the shop? What is the meaning ayu, take me <i>apa take me.</i></p>

		<p>take me? <i>Mengantar ke toko, kalo shop tokonya kalo shopping baru belanja.</i></p>
		<p><i>Sampai disini any question? The first asking someone to do something meminta seseorang melakukan sesuatu.</i></p>
		<p>Ok class lanjut, ya ini udah bentuk sentence expressing granting request.</p>
		<p>Menaingnya <i>apa itu dadang?</i> Could I leave the meeting now.</p>
		<p><i>Ini cara yang polite yang sopan.</i> Could I or would you like to, <i>hampir sama dengan requesting ya.</i></p>
		<p><i>Apabila kamu meminta seseorang</i> if you want to grant someone request, you can say of course, ok, or sure you can, certainly not <i>kenapa tidak</i>, yes you may <i>ya kamu boleh</i>, here you are</p>
		<p><i>Biasanya kita practice in front of the class, two students ya. Siapa volunteers? Present the dialog in front of the class boys and girls.</i></p>
		<p>Ok <i>biasanya</i> usually we have dialog and <i>expresinya dikeluarin</i></p>
		<p><i>Serius, ayo dadang be serious dadang.</i> Jimmy repeat from the beginning <i>diulangi lagi jimmy. Serious lulu</i></p>
		<p>So, for granting request <i>meminta sesuatu atau melakukan sesuatu</i>, then you grant it the request.</p>
		<p><i>Kita belajar ya listeninya. Coba ibu pilihkan.</i> Ok I will give two situations.</p>
		<p>Please the secretary, <i>sekretarisnya siapa?</i> Lulu please helps me because I have schedule.</p>
		<p>Ok <i>jadi</i> from two situations please</p>

			choose one of them <i>pilih salah satu kemudian</i> find your partner <i>ya dua</i>
			Ok good, what would both of you say? <i>Jadi</i> how the dialog? <i>Paham?</i>
			<i>Silahkan</i> if you have question raise your hand and ask. <i>Ada yang kurang paham?</i>
			If you bring a book, <i>ya</i> bring a book. <i>Ya sesuaikan dengan dialognya</i>
			Ok guys, hello <i>besok masih ada waktu</i> , if you want to ask me, you can go to the office.

Based on the table above, it showed that the inter-sentential switching was used frequently by the English teacher in the classroom interaction. The inter-sentential switching is about syntactical rather independent units, while intra-sentential switching is more complex than inter-sentential switching in the balance of the syntactic systems of different languages.

b. The Students' Language Attitude toward English-Indonesian Code Switching

Code switching is an inevitable consequence in bilingual phenomenon. It occurs when there is changing in the situation. In educational setting, there are various attitudes toward the use of code



switching. The attitude toward code switching can be positive or negative. As a result, it will affect to the language learning.

Attitude toward code switching will determine the using of code switching. In this case, attitude can be analyzed through the students' English-Indonesian code switching in their utterances and their perception toward English-Indonesian code switching in the classroom instruction. The researcher analyzed the students' language attitude toward English-Indonesian code switching by which observed in the classroom interaction. In this observation, the researcher wanted to know the participants' response of English-Indonesian code switching in classroom interaction.

In this case, most of the students argued that English-Indonesian code switching is allowed in classroom interaction, because their teacher uses it frequently. It can build communication effectively between teacher and students in classroom. Besides that, English-Indonesian code switching is really needed for the students because it can help them to understand the material comprehensively. Primarily, for the students who have low vocabulary and find it difficult to understand the material when the teacher explain the material using full English. Students stated that English-Indonesian code switching is positive for them because it is beneficially. Nevertheless, it can confer negative impact for them, because it is showed that the students do not expend their effort to learn more about the target language. Besides that for the students' higher

proficiency, code switching is the failure way to study about target language. So, the teacher must have the best strategy to overcome the students' problem. The strategy is sometimes the teacher does code switching and in other time the teacher does not do it. It means that the teachers do not every time using English-Indonesian code switching in the classroom interaction. Indeed, it can help them to increase their English proficiency. One of the students thought that the switching is embarrassing because it is pointed out that the student has low vocabulary and knowledge of English.

c. The Reason of the Teacher's English-Indonesian Code Switching

The data show that the teacher utilized English-Indonesian code switching in the learning process, the switching is classified into three types of code switching, such as tag-switching, inter-sentential switching, intra-sentential switching. According to the data of the English teacher's interview, the teacher argued that when the teacher explains some material by using full English in the learning process is difficult to be understood by most of the students. As a result, they cannot get the point from the material when the teacher said; sometimes it can also make misunderstanding among the students. The following statement is the English teacher opinion in using English-Indonesian code switching in the classroom interaction:

*“When the students cannot get my point when I deliver my material then they seem like confuse they start to ask me to in bahasa and I will do code switching for them. When I use full English I do not think that they can understand the material because the students’ vocabulary is low.”* (English Teacher of SMAN 1 Sekampung)

Based on the statement above, the teacher assumes that code switching is an effective way to explain the material in the learning process. Furthermore, when the teacher elaborates the difficult material by using full English, it will be a long explanation and it will take long time to explain it, because they have a little bit English vocabulary and some students have low English proficiency. Consequently, the teacher switches from English to Indonesia to avoid miscommunication in the learning process. Moreover, the students stated that code switching can facilitate learning and they can understand by using English-Indonesian code switching in the classroom interaction. They also assumed that code switching should be only prohibited in English subject. The student believes that code switching is communicative strategy in the learning process. It is the main reason for the English teacher in using English-Indonesian code switching in the classroom interaction.

### **C. Interpretations**

The conclusion of the data analysis described that the English teacher of Senior High School 1 Sekampung did code switching in classroom interaction.

The teacher switched the target language to source language when she explained the material. It was used to help the students to understand the material comprehensively which had given by the teacher. Most of the students could not catch the material, when the teacher used full of English in giving explanation. Especially for the students who have a low English proficiency, they found it difficult to comprehend the material. abstracts translated by the students still have several errors.

It elaborates that in classroom interaction the teacher used inter-sentential switching frequently than the others. However, there are three types of code switching commonly, such as tag switching, inter-sentential switching, and intra-sentential switching. Furthermore, it was showed that there were 29 tag switching (28%), 41 inter-sentential switching (39%), and 34 intra-sentential switching (33%). Besides that, The main reason of English teacher accomplished code switching in classroom instruction was English-Indonesian code switching could be an effective way to explain the material in the English learning process and the students can understand the material perfectly.

By conducting this research, we could know the types of code switching which was used in the classroom interaction and the main reason of the English teacher executed the code switching. Then, it can be said that the English-Indonesian code switching give a positive impact for students' English material mastery, especially for low student English proficiency.

#### **D. Limitation**

It should be comprehend that this research was limited only for administrating the analysis of English-Indonesian Code switching spoken by the English teacher of Senior High School 1 Sekampung based on the three types of code switching which was used by the English teacher and the main reason of the English teacher conducted code switching in the classroom interaction. The researcher was not accountable in another analysis for other times.

In line with, the researcher focused her research on analyzing the of English-Indonesian Code switching spoken by the English teacher, the types of code switching commonly occurred in classroom interaction and the main reason of the teacher did code switching. Accordingly, the limitation of this analysis focused on the types of code switching commonly occurred in classroom interaction and the main reason of the teacher did code switching to the students.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of the data analysis, the researcher eagerly would like to conclude this research as follows:

1. The English teacher of Senior High School 1 Sekampung used English Indonesian code switching. It can be conclude that English-Indonesian code switching can give positive impact for the students who have low proficiency. In the other side, it can be negative for the students who have high English proficiency. There are three types of code switching which have categorized, such as 13 tag switching (15%), 53 inter-sentential switching (59%), and 23 intra-sentential switching (26%). Accordingly, inter-sentential switching was used more frequently than the other types.
2. The main reason of English teacher did code switching in classroom instruction is that it can be an effective way to explain the material in the English learning process and the students can understand the material perfectly. The student got positive from English-Indonesian code switching because it can help them to understand and code switching is allowed, helpful, effective and beneficial for them.

#### B. Suggestions

Through this research, the researcher would like to constructively give suggestions for:

1. For the language learner & Teachers

Students who have low proficiency in English should be more active in speaking performance and pay attention in listening session in English classroom. For the students' higher proficiency, they should pay attention to the teacher explanation. However the teachers do code switching in the classroom. The teacher as a motivator and a facilitator should be able to build the enjoyable class. So, code switching not only can be accepted by the students' low proficiency, but also for the students' high proficiency too.

2. For other researchers

The researcher does hope that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be informative to the researches. Hopefully, further researchers are going to be interested in using actual and more corpuses to the limitation of this research.

3. For the Head Master

The head master should support the English learning and teaching process by conducting the teacher development. Thus, the teaching learning process gets a good progression.

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