

AN UNDERGRADUATE THESIS

**AN ANALYSIS CODE SWITCHING OF THE ENGLISH
TEACHER AND THE STUDENTS IN ENGLISH LEARNING
PROCESS AT MAN 1 METRO IN ACADEMIC YEAR
2019/2020**

Written By:

NAIMAH
Student. Id. 1292697



**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2019 M

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2019/2020**

**Presented as a partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

Written By:
NAIMAH
Student. Id. 1292697

**Tarbiyah and Teacher Training Faculty
English Education Department**

**Sponsor : Dr. Widhiya Ninsiana, M.Hum
Co-Sponsor : Syahreni Siregar, M.Hum**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M**

ABSTRACT

AN ANALYSIS CODE SWITCHING OF THE ENGLISH TEACHER AND THE STUDENTS IN ENGLISH LEARNING PROCESS AT MAN 1 METRO IN ACADEMIC YEAR 2019/2020

**BY:
NAIMAH**

The objective of the study were to investigate the types of code-switching and the reasons of using code-switching of the English teacher and the students in English process learning at MAN 1 Metro in academic years 2019/2020.

This research was conducted through descriptive qualitative method. The researcher use purposeful sampling technique to determine the research subject. The primary source was taken from the observations of the teacher's and the students utterances in using code switching in English learning process and interview with the teacher and the students to know the teacher's reason using code switching in English teaching learning process and to obtain the data regarding students' perception toward code switching that the teacher used. In data collection, researcher used observation, documentation, and interview.

The findings research is the types of code-switching were found in three types: inter-sentential code-switching, intra-sentential code-switching, and tag-switching. The teacher reasons used code switching in teaching process is for clarification and interjection, help students to understand the rule of the teaching in the classroom and to help the teacher in delivering the materials. For students' perception, most of them agreed that using code-switching in English teaching learning process is necessary to help them understand the complex content and the teaching learning process can run well. The conclusions of this research are the code switching can be used to help the teacher easier in teaching foreign language and to help the students understand the material well at MAN 1 Metro.

Keywords: Code-Switching, Descriptive Qualitative Method, English Teaching Process

**ANALISIS ALIH KODE DARI GURU BAHASA INGGRIS DAN SISWA
DALAM PROSES PEMBELAJARAN BAHASA INGGRIS DI MAN 1
METRO DI TAHUN AKADEMIK 2019/2020**

ABSTRAK

**OLEH:
NAIMAH**

Tujuan dari penelitian ini adalah untuk menyelidiki jenis-jenis alih kode dan alasan-alasan penggunaan alih kode dari guru Bahasa Inggris dan para siswa dalam proses pembelajaran bahasa Inggris di MAN 1 Metro pada tahun akademik 2019/2020.

Penelitian ini dilakukan melalui metode deskriptif kualitatif. Peneliti menggunakan teknik purposive sampling untuk menentukan subjek penelitian. Sumber utama diambil dari hasil pengamatan ucapan guru dan siswa dalam menggunakan alih kode dalam proses belajar bahasa Inggris dan wawancara dengan guru dan siswa untuk mengetahui alasan guru menggunakan alih kode dalam proses belajar mengajar bahasa Inggris dan untuk mendapatkan data mengenai persepsi siswa terhadap alih kode yang digunakan guru. Dalam pengumpulan data, peneliti menggunakan observasi, dokumentasi, dan wawancara.

Hasil dari penelitian ini adalah ada tiga jenis alih kode yang ditemukan antara lain: alih kode antar-sentensial, alih-kode intra-sentensial, dan alih-kode tag. Alasan guru menggunakan alih kode dalam proses pengajaran adalah untuk klarifikasi dan kata seru, membantu siswa untuk memahami aturan pengajaran di kelas dan untuk membantu guru dalam menyampaikan materi. Untuk persepsi siswa, sebagian besar dari mereka sepakat bahwa menggunakan alih kode dalam proses belajar mengajar bahasa Inggris diperlukan untuk membantu mereka memahami konten yang kompleks dan proses belajar mengajar dapat berjalan dengan baik. Kesimpulan dari penelitian ini adalah alih kode dapat digunakan untuk membantu guru lebih mudah dalam mengajar bahasa asing dan untuk membantu siswa memahami materi dengan baik di MAN 1 Metro.

Kata kunci: *alih kode, Metode Kualitatif Deskriptif, Proses Pengajaran Bahasa Inggris*



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
(IAIN) METRO**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507. Fax. (0725) 47296 Email: iaim@metrouniv.ac.id Website: www.metrouniv.ac.id

APPROVAL PAGE

The Title : **AN ANALYSIS CODE SWITCHING OF THE
ENGLISH TEACHER AND THE STUDENTS IN
ENGLISH LEARNING PROCESS AT MAN 1 METRO
IN ACADEMIC YEAR 2019/2020**

Name : **NAIMAH**

Student's Number : **1292697**

Faculty : **Tarbiyah and Teacher Training**

Department : **English Education**

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah and Teacher Training Faculty of State
Institute of Islamic Studies (IAIN) Metro.

Sponsor

Dr. Widhiya Ninsiana, M.Hum.
NIP. 19720923 200003 2 002

Metro, December 2019
Co-sponsor

Syahreni Siregar, M.Pd.
NIP. 19760814 200912 2 004

Head of English Education Department

Ahmad Subhan Roza, M.Pd.
NIP: 19750610 200801 1 014



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
(IAIN) METRO**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iaim@metrouniv.ac.id Website: www.metrouniv.ac.id

NOTIFICATION LETTER

Number : -
Appendix : 1 (One) Bundle
Matter : **In order to hold the Munaqosyah of Naimah**

To The Honorable,
The Dean of Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies (IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : Naimah
Student Number : 1292697
Faculty : Tarbiyah and Teacher Training
Department : English Education
Judul : **AN ANALYSIS CODE SWITCHING OF THE ENGLISH
TEACHER AND THE STUDENTS IN ENGLISH
LEARNING PROCESS AT MAN 1 METRO IN
ACADEMIC YEAR 2019/2020**

It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Sponsor

Dr. Widhiya Ninsiana, M.Hum.
NIP. 19720923 200003 2 002

Metro, December 2019

Co-sponsor

Syahreni Siregar, M.Pd.
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
(IAIN) METRO**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iaim@metrouniv.ac.id Website: www.metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) Berkas
Perihal : **Pengajuan Munaqosyah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro
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Tempat
Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama : Naimah
NPM : 1292697
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS CODE SWITCHING OF THE ENGLISH
TEACHER AND THE STUDENTS IN ENGLISH
LEARNING PROCESS AT MAN 1 METRO IN
ACADEMIC YEAR 2019/2020**

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Sponsor

Dr. Widhiya Ninsiana, M.Hum.
NIP. 19720923 200003 2 002

Metro, Desember 2019

Co-sponsor

Syahreini Siregar, M.Pd.
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS CODE SWITCHING OF THE ENGLISH TEACHER AND THE STUDENTS IN ENGLISH LEARNING PROCESS AT MAN 1 METRO IN ACADEMIC YEAR 2019/2020, written by NAIMAH, student number 1292697, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 18th December 2019 at 09.00 – 11.00 am.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M. Hum
Examiner I : Ahmad Subhan Roza, M.Pd
Examiner II : Syahreni Siregar, M, Hum
Secretary : Eka Yuniasih, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



Dr. Alfa, M.Pd

NIP. 19621008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : NAIMAH
Student Number : 1292697
Department : English Education
Faculty : Tarbiyah and Teacher Training

State that this undergraduate thesis is original except certain part of it quoted from the bibliography mentioned.

Metro, 18 December 2019



NAIMAH
NPM: 1292697

HALAMAN ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : NAIMAH
NPM : 1292697
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah Dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 18 Desember 2019



NAIMAH
NPM: 1292697

MOTTO

يَوْمَ تَشْهَدُ عَلَيْهِمْ أَلْسِنَتُهُمْ وَأَيْدِيهِمْ وَأَرْجُلُهُمْ بِمَا كَانُوا يَعْمَلُونَ (٢٤)

*“On the Day when their tongues, their hands, and their feet will bear witness
against them as to their actions.”*
(An-Nuur 24:24)

“The world is a book and if you do not travel, you read only one page”
(*St Augustine*)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they do not know. My beloved family, my parents, my brothers and sisters who always support me in their perfect love. Thanks for everything, because you bring to me it is nothing compared. My guide lecturers Dr. Widhiya Ninsiana, M.Hum and Syahreni Siregar, M.Hum who always guided me so this research can finish. The staffs of Department and teacher training faculty and lecturers of English Department who have given the assistances to accomplish this research. My Inspiration all of my beloved friends who give me a lot of motivation and push me up until I was finish this research.

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In the name of Allah, the Most Gracious. Praise is to Allah, the Lord of the World. Without His Blessings, none of these would be possible. He has given his a chance to accomplish this Undergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to her beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for her to be a successful person someday (Amen).

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Metro, 18 Desember 2019
The writer



NAIMAH
NPM: 1292697

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CHAPTER I

INTRODUCTION

A. Background of the Study

Human is an individual creature and social creature. As a social creature, human lives in social life and always relates to the other people. Man lives in his community within language, culture and also tradition. One thing that makes people can survive from their community is they can interact with the other as well. The interaction can be done by understanding their language. With language, people are able to share and to convey their thought and feeling to the others. Using language in social life is studied in sociolinguistics. Holmes states that sociolinguistic was discussed about the relationship between language and society.

Meanwhile, social life has many variations of contexts and languages in interaction, so the fluency of communication will be influenced by social factor like what Holmes stated in his book, that some relations to the users of language to the participant, other relations to its user – the social setting and function of the interaction. In this case, who is talking to whom. Then, the other factor is the setting/social context. Then, the last factor is the aim/purpose of communication.

Moreover, English switching is done by English teachers toward their students in order to make easier in understanding what teacher conveys. It also helps students who still have several vocabularies, especially in early English

learner. In Senior High School of Indonesia will be very appropriate to be applied the using of English code switching. The researcher sure that English's teachers in many Senior High Schools used code switching in teaching and learning process consciously or unconsciously.

Here, the researcher would like to observe code switching of the English teacher and the students in English learning process. Based on preliminary research conducted at the tenth grade of MAN 1 METRO,¹ the researcher did the preliminary research by interviewing the English teachers and observing the English classrooms. The researcher found that the English teachers there switch the language, English to Indonesian language or conversely or sometimes to their local language like Javanese, the teaching process as a strategy to work on their difficulties in teaching English. For example: when the teacher asked students to open page of the book "*Baik anak-anak hari ini kita mulai pelajaran nya, please open page 24!*" ("Okay my students, let's start our study today, please open page 24"). And the other example, when one of students asked the teacher "Miss, *contohnya purpose simple present tense yang to express wishes itu yang kaya mana?*" (Miss, what are the examples of purpose to express wishes in simple present tense?). The teacher answered "*To express wishes itu maksudnya untuk mengungkapkan keinginan kalian akan sesuatu, contohnya begini nak, 'I hope I can go to the zoo again' yang artinya kalian ingin pergi lagi kekebun binatang. Wes paham to saiki?*" (The meaning of "To express wishes" is to express your desire for

¹ An observation , on Monday 29 July 2019 at MAN 1 Metro

something, for example “I hope I can go to zoo again.” Do you understands now?)

Based on the observation above, the researcher found that the teacher and students always use code switching in the English learning process at the tenth grade of MAN 1 METRO. As the result of the interview, the teachers believed that switching the language is effected to give the influence in interasting of communication faced by students so that students are able to speak English. The teacher will be able to give accurate instruction to students and teacher will be able to facilitate students in understanding materials. Instructional as a tool for the teacher to manage in teaching process and the as facilitator the teacher should master English in order to conduct instructional activities to facilitate the student in class. In reality, using of code switching highly can give a usefull thing related to students languages development. Obviously one of the strategy that we can apply in teaching process to increase the conversation material. Subsequent to the preliminary research, the researcher deduced that the teachers there switch the language on purpose.

Based on the statement above, the researcher will analyze it according to the types of code switching and the process occurs of the code switching in the learning process. So in this proposal, the researcher would like to research entitle “AN ANALYSIS CODE SWITCHING OF THE ENGLISH TEACHER AND THE STUDENTS IN ENGLISH LEARNING PROCESS AT MAN 1 METRO IN ACADEMIC YEAR 2019/2020”

B. Research Questions

The research questions of this research are:

1. What types of code switching are used by the English teacher and the students in English learning process at MAN 1 Metro in academic year 2019/2020?
2. Why the teacher and the students are used code switching in the English learning process at MAN 1 Metro in academic year 2019/2020?

C. The Objectives and Benefits of the study

1. The Objectives of the study

The objectives of this research are:

- a. To know the types of code switching are used by the English teacher and the students in English learning process at MAN 1 Metro in academic year 2019/2020?.
- b. To know why the teacher and the students are used code switching in the English learning process at MAN 1 Metro in academic year 2019/2020.

2. Benefits of the Study

After doing this research and finding the results, the writer hopes that it will be useful:

- a. For the teacher

This research will help teacher to know the using of code switching in education community with it's the types and functions and

to gives solution to English teachers to face students who still have a few vocabularies or English early learner by applicating code switching in teaching and learning process.

b. For The Headmaster

To give information for headmaster as one of the considerations to develop teachers' achievement, especially English teacher.

c. For the students

By using code switching in English learning process, it hoped that students can increase students' English competencies. Code- switching should be allowed whenever necessary with the students in a specific situation and to practice English instruction more often than mother language in the classroom. Thus, the aim of teaching based on the curriculum may be reached. That is to increase students' English competencies.

d. For the Researcher

The result of this research is hoped to give the answers of the writers' research questions as stated in problem statement, thus the writer will be able to obtain many new findings related to code switching and sociolinguistics field, and hopefully will be able to give the new analysis regarding to the subjects.

e. For the readers

The result of this research is hoped to give information them about code switching and how to apply it in teaching speaking.

D. Prior Research

In this paper, the researcher reviewed several journals related to the references as comparison. The literature review is the research done by Hanife BENSEN entitled “*Reasons For The Teachers’ Uses Of Code-Switching In Adult Efl Classrooms*”, this researcher was explained about the phenomenon of the code switching used by English teacher in the classroom. It is conducted in University of North Cyprus, 2013. The result of this research is *the analysis revealed that all of the teachers code-switched for different purposes and they all believed that it was an effective tool to enhance learning when employed carefully.*²

The researcher reviewed another expert related to this research. It is done by Olcay Sert entitled “*The Functions of Code-Switching in ELT Classrooms*”, this research was explained about an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. It is conducted in Hacettepe University, Turkey, 2001. The result of this research is *Code switching is a widely observed phenomenon especially seen in multilingual and multicultural communities. In ELT classrooms, code switching comes into use either in the teachers’ or the students’ discourse. Although it is not favoured by many educators, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. This*

²Hanife BENSEN, “*Reasons For The Teachers’ Uses Of Code-Switching In Adult Efl Classrooms*,” Hasan Ali Yucel Journal, Vol.xx, no.2 (2013): 69.

*understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to betterment of instruction by either eliminating it or dominating its use during the foreign language instruction.*³

Based on the experts above, the researcher will try to analysing the types of code-switching and the reason of using code switching in English learning process because the researcher deduced that code-switching is the great way to enhance the teaching and learning process in the classroom between teacher and student. With it, the teacher can convey what they teach to the student. And also it is because code switching is a switching phenomenon from one language to another language with the same discourse or purpose.

³Olcay Sert, “*The Functions of Code-Switching in ELT Classrooms*,” TESL Journal, Vol. XI, No.8 (2005): 1.

CHAPTER II

THEORITICAL REVIEW

English as International Language has role in the socio-economic, political, social, education and cultural lives in several countries. Language can be various in heterogenic societies because they have different habitual and social background; Code-switching is related to the language and social. The relation of them will be explained here.

A. The Concept of Sociolinguisticcode switching

1. The definition of Sociolinguisticcode switching

The definition of sociolinguisticcode switching offered in the standard linguisticcode switching lexicon is broad: "A branch of linguisticcode switching which studies all aspects of language and society." In the definition, the word *and* portrays sociolinguisticcode switching at its broadest. Only the initial position of the word *language* suggests any priority, while *all* suggests the potentialscope of inquiry.⁴

Sociolinguisticcode switching is the study of the language function in a social context and the development of language in society. This is consistent with Noam Chomsky in Romaine stated that sociolinguisticcode switching focus on differences in the use of language in society so that an object can be the object language learning another language. Then,

⁴ Douglas Biber and Edward Finegan, *Sociolinguisticcode switching Perspective On Register* (New York: Oxford University Press, 1994), 3.

Chomsky said that the question of language is the fundamental question of power.⁵

Related to the explanation, sociolinguistic code switching is the study of the development and the level of use of language in a society in which there is a discussion about bilingual and multilingual discussion of incorporation language in accordance with the rules and are not in accordance with the rules but is used by the community and accepted by society well studied in the code-switching and code-mixing.⁶

Based on the statement above, it is clear that sociolinguistic code switching is the study of language use in a society that does not focus on the composition of sentence structure but focuses on differences in language use and language development in society.

2. Bilingualism and Multilingualism

Bilingualism is the term for speaking one or more languages. Usually the speakers' mother tongue or first language is one of the two languages that make them bilinguals. Bilingualism is used as a cover term for multilingualism, too speaking more than two languages. Some researchers use the term plurilingualism for speaking more than two languages.⁷

⁵ Suzanne Romaine, *Language In Society: An Introduction to Sociolinguistic code switching*, (New York; Oxford University Press, 2000), 1.

⁶ Sumarsih, Masitowarni Siregar, *et al*, "English Language and Literature Studies," Canadian Center of Science and Education, Vol. 4, No.1 (2004): 78.

⁷ Carol Myers and Scotton, *Multiple Choice: An Introduction to Bilingualism*, (UK: Blackwell Publishing, 2006), 2.

Nowadays, there are many people who are able to speak more than one language; especially it is common for people who live in bilingual and multilingual society. However, in many parts of the world an ability to speak more than one language is not at all remarkable. Bilingualism or even multilingualism is common to be used by people. Bilingualism is situation when two or more language used alternately by the same speaker, it can be said that those languages contact each other. Weinreich define bilingualism as the alternate use of two languages.⁸ It's common to college, school or even boarding house use bilingualism in daily communication. So, the students must master mother tongue and another language that become a second language.

Meanwhile, others are able to write in languages. The skill in the other language may even be limited to reading ability or simple to oral understanding. So, bilingualism means the ability to produce complete meaningful utterances in other languages, this is also the approach of Bloomfield who defines bilingualism as 'the native-like control of two languages'.⁹ It is means that being bilingual equals being able to speak two languages perfectly.

The bilingual competence of a person cannot only be assessed by looking at external language factors, but also involves the study of internal language factors, such as language proficiency.¹⁰ In addition, Grosjean

⁸ Tej K. Bhatia and William C. Ritchie, *The Handbook Of Bilingualism*, (USA; Blackwell Publishing Ltd, 2006), 8.

⁹ Leonard Bloomfield, *Language*, (London: Great Britain, 1973), 56.

¹⁰ Katja F. Cantone, *Code-Switching In Bilingual Children*, (Netherlands; Springer, 2007) 3.

define Bilingualism is the regular use of two or more languages (or dialects), and bilinguals are those people who use two or more languages (or dialects) in their everyday lives.¹¹ On several definitions of bilingualism above, it can be concluded that bilingualism is the study of those who speak two or more languages and the people who only possess some minimal competence in one of the four linguistic skills even in an initial stage of second language learning.

In addition, multilingualism is the use of three or more languages by an individual or by a group of speakers, such as the inhabitants at a particular region or nation. Linguists tend to see multilingualism as a gradient phenomenon, and frequently focus on the endpoints of what is essentially a continuum, juxtaposing individuals with full competency in more than one language against those whose ability does not go beyond the articulation of a limited set of single utterances. In addition, there are those who are able to understand more than one language, even though they might not be able to produce utterances (passive multilingualism), and those who, in addition to speaking a language, also have literacy skills (reading/writing). And finally, proficiency might not be the same across the linguistic system.¹²

Furthermore, based on the definitions concluded from the experts about bilingualism and multilingualism, it can be seen that bilingualism and multilingualism have close definition, that is, bilingualism the study of those

¹¹ François Grosjean, *Studying Bilinguals*, (New York: Oxford University Press, 2008), 10.

¹² Rajend Mesthrie, *The Cambridge Handbook of Sociolinguistic switching*, (New York: Cambridge University Press, 2011), 264.

who speak two or more languages and the people who only possess some minimal competence in one of the four linguistic skills even in an initial stage of second language learning.

In line with the definition of bilingualism, multilingualism is a social phenomenon where an individual or group of speakers uses more than one language to varying degrees of proficiency in societies. Thus, it can be said that there is a similar meaning when the researcher uses term bilingualism as multilingualism or conversely.

B. The Concept Of Code Switching

1. The Definition of Code Switching

A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence. Romaine says that code switching is utterances draw to differing extents on items.¹³

In addition, a code switching may be related to a particular participant or addressee.¹⁴ Auer said code switching can be related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities.¹⁵

¹³ Suzanne Romaine, *Language In Society.*, 55.

¹⁴ Janet Holmes, *An Introduction to Sociolinguistic fourth edition*, (New York; Routledge, 2013), 35.

¹⁵ Peter Auer, *Code-Switching In Conversation.*, 3.

Weinreich's description of switching codes in Nilep suggested that bilingual individuals possess two separate linguistic varieties, which (ideally) they employ on separate occasions.¹⁶ As gal in wardhaugh says, 'code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.' We will now look more closely at this phenomenon.¹⁷

From the definition above, code switching can be seen like in the example below:

Example in Holmes:¹⁸

Example 8

(The *Maori* is in *italicode switching*. the translation is in big capitals)

Sarah : I think everyone's here expects Mere.

John : She said she might be a bit late but actually I think that's her arriving now.

Sarah : You're right. *Kia ora Mere. Haere mai. Kei te pehea koe?*

(Hi MERE. COME IN. HOW ARE YOU?)

Mere : *Kia ora e hoa. Kei te pai.* Have you started yet?

(HELLO MY FRIEND. I'M FINE)

From the example above, Sarah changes her code when Mere comes. Then Mere replies by the same code then changes by their formal code. A code may be related to a particular participant or addressee. Like the

¹⁶ Chad Nilep, "Code Switching In Sociocultural Linguisticcode switching," Colorado Research In Linguisticcode switching, Vol.19 (2006): 5.

¹⁷ Ronald Wardhaugh, *An Introduction To Sociolinguisticcode switching*, 101.

¹⁸ Janet Holmes, *An Introduction To Sociolinguisticcode switching Fourth Edition.*, 34.

situation that shown by Sarah who addresses Mere by their informal language i.e. Maori. Then, the utterance above occurs in English by its grammatical system to Maori in its grammatical system.

Code switching can take place in a conversation when one speaker uses one language answer in different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence. Romaine says that code switching is utterances draw to differing extents on items.¹⁹

Living with more than two languages is normal in many parts of world. It is in line write Wardhough's opinion that the ability to shift from one language to another is accepted as quite normal.²⁰ Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits.

Code switching is going from one language to the other in mid-speech when both speakers know the same two languages. Sometimes the switch between languages occurs between sentences rather than within them. It is often hard to say which is the main language of such a conversation, or indeed of an individual sentence.²¹

From the definitions above, the writer conclude that code-switching is an alternation of using two or more languages, varieties and dialects of

¹⁹ Suzanne Romaine, *Language In Society.*, 55.

²⁰ Ronald Wardhaugh, *An Introduction To Sociolinguisticcode switching.*, 96.

²¹ Vivian Cook, *Second Language Learning and Language Teaching : Fourth Edition*, (UK: Hodder Education, an Hachette UK Company, 2008), 174.

language in conversation which the switch occur from one language within its grammatical structure to another language within its grammatical structure too.

2. Types of Code-Switching

The speaker may speak one language in one situation and another in a different situation. In terms of situational switching, each point of switching corresponds to a change in the situation. In other words, one speaker may speak a different language depending on the situation, but the language spoken in that particular situation does not vary. It means, in this situation, many features relating to social factors are involved in determining which language is to be used.

Since code-switching is said to occur during conversation, from sentence to sentence, or within a sentence, there are a lot of different opinions about which types of code-switching exist and what they mean. The latter is called intra-sentential code-switching, the former inter-sentential code-switching, and the term of tag-switching refers to a mix involving an utterance and interjection (or a tag).

Code-switching can be classified in accordance with two different classifications named here grammatical and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

The grammatical classification results in three types of codeswitching, namely tag-code-switching, inter-sentential code-switching and intra-sentential code-switching.²²

a. Tag Code-Switching

A tag code-switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances. Tag-switching sometimes also called as emblematic switching because the tags serve as an emblem of the bilingual character of an otherwise monolingual sentence. This type of code switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions thus not violating syntactic rules when being inserted into monolingual sentences. Common English tags such as (*I mean, you know* and *right, etc*) are some of the examples that fit into that category. In short, Tag- switching is the switching of either a tag phrase or a word, or both, from language-B to language A. Here is the example:

An Indonesian bilingual switches from English to Indonesian.

e.g. *It's okay, no problem, ya nggak?*

b. Inter-sentential Code-Switching

An inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. In short, in inter-sentential switching, the switching

²² Suzanne Romaine, *Language In Society.*, 122-123.

occurs after a sentence in the first language has been completed and the next sentence starts with a new language. Here is the example.

An Indonesian bilingual switches from Indonesian to English.

e.g. *Ini lagu lama, tahun 70an. It's oldies but goodies, they say. Tapi, masih enak kok didengerin.*

c. Intra-sentential Code-Switching

An intra-sentential code-switching is found when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language. Intra-sentential switching is possibly the most complex type among the three. In intra-sentential switching, code switching occurs within a clause or sentence boundary or even word. It means that speakers switch from one language to another within the same sentence. This type also involves the greatest syntactic risk as words or phrases from another language are inserted into the first language within one sentence or utterance. Here is the example.

An English bilingual switches from English to Indonesian.

e.g. *The hotel, **yang megah itu**, is really huge and unbelievably majestic.*

Meanwhile, Wardaugh has explained two types of code-switching, as situational code-switching and metaphorical code-switching.²³

a. Situational Code-Switching

A situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the

²³ Ronald Wardaugh, *An Introduction To Sociolinguistic code switching*., 104

other. The changing situations involved could be the Setting, the Participants, or the Norms of Interaction. The following short dialogue describes an example of a situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker friend (participant). Here is the example.

An English bilingual switches from English to Indonesian.

Agus : Menurutku, semuanya karena mereka tidak tahu persis artinya De...

Mark : Hi, Agus.

Agus : Eh, how're you Mark? Mark, this is Made, our friend from Mataram.

Made : Nice to meet you, Mark.

Mark : Nice to meet you, too.

What are you two talking about?

Agus : Nah, ini dia kita bisa.....Mark, can you help us?

b. Metaphorical Code-Switching

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference with the factors, this type of code-switching involves the Ends, the Act Sequences, or the Key, but not the situation.

Bilinguals that code-switch metaphorically perhaps try to change the participants' feeling towards the situation. The following example illustrates how some Indonesian students jokingly switch from English

to Indonesian to affect a serious dialogue to be a bit humorous. Here is the example.

An English bilingual switches from English to Indonesian.

*Made : We want to take it, to where ... **Ya, itu tempat kita biasa mancing** (fishing), and we are drinking, singing, having fun, ok.*

*Ali : And, there we are surfing, swimming...**terus, kita jadi pusing-pusing** (feeling dizzy) dah... ha ha ha...*

Made : Are you joining, Jim?

Jim : Okay, then.

3. Functions of Code-Switching

The teachers employ code-switching strategy as a means of providing students with opportunities to communicate and enhance students understanding. It further helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the students or search for the simplest words to clarify any confusion that may arise. The teacher use code switching by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible.

As it is the case for teachers' code switching, the students also are not always aware of the reasons for code switching as well as its functions and outcomes. Although they may unconsciously perform code switching, it clearly serves some functions either beneficial or not.²⁴ Code-switch

²⁴ Olcay Sert, "The Functions of Code-Switching in ELT Classrooms," 3.

passages are clearly identifiable either as director reported speech. It also serves to direct message to one of the several possible addressees (addressee specification). Code-switching serves to mark an interjection; to repeat a message either in literal or modified form; quality construction as sentences and verb complements or a predicate following copula message qualification. Another category serves to relate such things as the distinction between the talk about action and talk as an action; the degree of speaker involvement in, or distance from, a message; whether the statements reflected to a personal opinion or knowledge, or referred to a specific instances, or whether it has the authority of a generally known fact (personalization or objectification). Meanwhile, the last category is intended to facilitate the speaker when he faces difficulty in finding the right word at the time of speaking. Thus, the function of code-switching is:²⁵

a. Quotation

In many instances, the subject code switched to quote themselves and others directly or simply to state a slogan or a maxim. Subject quoted themselves or others directly or indirectly to sound more credible to the addressees. Seemingly, a quotation as a proof that what they are saying were fact and that the addressees had to believe them. This is exemplified in example below:

²⁵ E. Marasigan, *Code Switching And Code Mixing In Multilingual Societies*, (Singapore University For SEAMO Regional Language Center, 1983), 7.

1) *The speaker wanted to prove to the addressees that she turned up on their appointment date*

- ***Ku kan sudah bilang ke kamu Yeni.*** “*Yen, you tell Silvi that if she brings the letter to the house, I’ll play her there*”

2) *The speaker was commenting on the inconsistency of the school Policy regarding promotions.*

-***Mereka nanti akan memberitahumu,*** “*You are promoted...however...may*”

From the examples given, it can be deduced that the subject switched the codes to preserve the originality of the message. They could have restricted the quotation in Indonesian but they did not. Perhaps they felt that the message, which was originally said in English, would not have the same impact on the addressees if they have been translated into Indonesian.

b. Addressee Specification

In the second set of examples the switch serves to direct the message to a specific person. This type of code-switching recognizes not only the interacting members of the speech events but it also recognizes that their language behavior may be more than merely a matter of individual preference or facility But also a matter of role relation. For example, the teacher heard that one of her pupils was asking permission from one of her co-teachers to leave the room to be able to practice for becoming intramural.

Teacher : Tak akan ada yang bisa membuatku untuk mengizinkannya pergi. Dia tak mempelajari materinya. No! I am not allowing you to go out! Jika kamu meminta bantuan orang lain di sekolah.

The speaker reported to his teacher that two of his classmates were quarrelling.

Mark : Miss, O, fighting again the two.

Teache : Siapa yang bertengkar?

Andy : The two, Miss.

Teddy : Selalu saja bertengkar.

Mark : Ya, kalian kan juga sebangku!

In example 3, the speaker used Indonesian when she told her co-teacher that she would not let her pupil leave the classroom during the teaching period. She switched to English when she actually told the boy that he could not go. She switched back to Philipino to murmur a threat. The boy in example 4, Andy used English; he reported to his teacher that two of his classmates were quarrelling. He switched to mix-mix (an Indonesian based sentence only one English word substitution) when he talked to his classmate, Mark.

c. Repetition

Sometimes a message is repeated in the other code, either literally or in somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize the message, or mark a joke.

Maria felt uncomfortable in the car because of the position of the Kristin's legs.

Maria : Mbak Kristin, you stretch your legs.

Kristin : Apa?

Maria : I said "you stretch your legs"

*Tom : Darling, **pakai B. Indonesia**. Mbak Kristin does not understand English.*

*Maria : Ah! **Mbak Kristin, rentangkan kakimu.***

*Tom : **Ku kan sudah bilang**, "You speak in Indonesian". **Pakai B. Indonesia.***

*Maria : **Ya, ku sudah memintanya untuk merentangkan kakinya.***

The example above was considered as a form of repetition rather than quotation although Maria and Tom practically quoted themselves. This was because the span of time between the original and the repeated were contained in the text. This is not the case in quotations. The original message has been uttered by the speaker a long time ago and they are just recalling them aloud.

d. Interjection

Other cases of code switching are also marked by an interjection or sentence filter. Normally the subject uses Indonesian when they uttered interjections. This can be ascribed to the fact interjections express strong feelings or emotions.

While having lunch together, Reva noticed that Tina was about to eat her banana (Reva's banana) for desert.

*Reva : **Very bad!** Itu punyaku.*

Tina : He? Ini milik kita

Reva : Hei, bel bunyi, kelas selanjutnya mau mulai.

In example above, the choice of English interjection was influenced by the setting. "Very good" and "Very bad" are among the first and the most common interjections learned by the students in school since they are used by the teachers to assess their performances of behavior.

e. Message Qualification

Another large group of switches consists of qualifying reflect a personal opinion, feeling or knowledge; whether it refers to specify instances, or whether it has status if generally known fact.

The composition is about the coming of basketball game between two of the country's most popular basketball teams, Aspac Texmaco and Satria Muda.

*"It's Aspac Texmaco–Satria Mudadeal. I'm one of the Aspac die-hard fans. **Saya berharap mereka memenangkan pertandingan ini**".*

The subject in this example used English to express what to him an objective fact was. He switched to Indonesian to express personal wish. Here the subject was not only stating the message. He was expressing his involvement in it. He would not only watch the game for

fun. He would want his favorite team to win and certainly disappointed if it did not.

f. Facility of Expression

The subject switches the code whenever there are difficulties in finding the new words in the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style he is using.

In this article a movie star confessed her admiration for another movie star.

*Saya banyak belajar dari dia. Dia berperan mirip dengan Revalina S. Temat dan Dian Sastrowardoyo. Dia pandai berbahasa menggunakan tubuhnya. Namun, pembawaannya yang kuat saat **characterizing** wajahnya yang paling saya suka*

4. Approaches to Code Switching

Code switching has been investigated from a number of approaches, among them grammatical, psycholinguistic and sociolinguistic approaches. The goal of grammatical approaches to Code switching has already been described (see Introduction). Psycholinguistic approaches to Code switching explore, among other issues, how Code switching sentences are processed, whether Code switching sentences take longer to process than monolingual sentences, whether Code switching derives from the interaction of monolingual grammars or from a separate grammar, the so-called third or Code switching grammar.

Sociolinguistic approaches to Code switching seek to determine why bilingual speakers sometime engage in Code switching. In this section, I shall concentrate on the latter approaches, for they provide the background against which classroom Code switching can be understood better. Some of the approaches to be discussed below include the interactional approach. The markedness approach and the political–ideological approach.²⁶

5. Reasons for Code Switching

There are a number of possible reasons to code switch from one language to another and these how will be considered. The reasons for using code switching happens in community are because the switcher recognizes that the use of either of two languages has its value in the term of the rewards and costs which accrue the user. The switcher chooses a “middle road” in the term of possible rewards and decides to use both languages in the single conversation. According to scotton there are four reasons for code switching to occur:²⁷

Firstly lack of knowledge of one language or lack of facility in that language on a certain subject. The second reason for the code switching is its use including certain person presents from apportion of conversations. It is known that those persons do not know the language used for switching.

While the third reason uses code switching is also used as stylistic device to indicate a change in the tone of his conversation, at a certain point

²⁶ Nancy H. Hornberger and Sandra Lee McKay, *Sociolinguistic code switching and Language Education*, (USA: Multilingual Matters, 2010), p. 122.

²⁷ Carol Myers And Scotton, *Social Motivation For Code Switching*, (UK: Blackwell Publishing, 2006), 96.

or to signal the introduction of subject more or less formal than what had been under discussion. The fourth reason is an attempt to impress another with his virtuosity in one language or at least in one prestige language.

The people surely also have reasons why he or she switches their native language into English. According to Grosjean, code-switching can also be used for many other reasons, specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person), qualifying that has been said, or talking about past events. Hoffman classifies the reason of code switching into seven points, which are:

a. Talking about a particular topic

Hoffman said that talking about a particular topic is people sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language.

b. Quoting somebody else

Regarding this function, Hoffman suggests that “people sometimes like to quote a famous expression or saying of some well-known figures”.

c. Being emphatic about something

Usually, when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about

something, as Hoffman stated “he/she” either intentionally or unintentionally, will switch from his or her second language to his or her first language.

d. Interjection

Regarding the reason, Hoffman suggests that “language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.”

e. Repetition used for clarification

About this reason, Hoffman states that “when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).”

f. Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman, it was mentioned that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

g. Expressing group identity

Code switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups by Hoffman.²⁶

6. Code Switching in Language Classroom

The existence of code-switching cannot be separated from a foreign language classroom because the teachers and the students have their own mother language to speak. Supporting the existence of code-switching in language classrooms, an analysis is needed to examine the data and the facts that uncover and understand the cause-effect relationship, thus providing the basis for problem-solving and decision making of code-switching. Code switching in a foreign language classroom has recently been the subject of considerable study and debate. When especially the use or the roles of the first language and the target language, get benefits from code switching.

Code switching may be used as an effective teaching strategy for second language learning state by Gulzar, Farooq & Umer .The use of code-switching in the classroom would provide for an acceptable method of communication. Students then would feel comfortable switching languages within normal conversations providing for a bilingual society.²⁸ It has also been outlined that code-switching may facilitate language development as a mechanism for providing language samples and may also be utilized as a teaching method for teaching second language.

In addition, Hornberger and Mckay explain classrooms code switching entails simultaneous use of two language including target language such as English and students' first language for interaction and

²⁸ Moses Makgato, "*The Use of English and Code Switching in the Teaching and Learning of Technology in some Schools in Eastern Cape Province*," South Africa Mediterranean Journal of Social Sciences Vol 5, (2014): 3.

instructional exchanges.²⁹ Teacher and students interact each other using two language and they may switch one language into other. Teacher also uses two languages and switch one language to another when give the interaction to the students.

From the definition above in teaching process, code-switching helps the students to enhance understanding in teacher's materials. The intelligible input allows the students to feel less unpleasant, stressful, unconfident, and more relaxed to learn. When they are relaxed in studying English without any anxiety, the students are able to take a part in classroom activities effectively.

7. Social factors in Code Switching

Code switching is often manifest within the process of language change, which can lead to the creation of new varieties such as pidgins or mixed languages. In other cases, it may be a temporary phenomenon, leading only to some limited borrowing. The outcome of language contact situations is determined by social and economic variables: the relative prestige of one variety as opposed to another, or its association with a more powerful or up-and-coming group.

Here are the types of Social Factors in Code Switching:³⁰

- a. Factors independent of particular speakers and particular circumstances in which the varieties are used, which affect all the speakers of the

²⁹Nancy H. Hornberger and Sandra Lee McKay, *Sociolinguistic code switching and Language Education.*, 127.

³⁰ Penelope Gardner and Chloros, *Code Switching.*, p. 43.

relevant varieties in a particular community, e.g. economic “market” forces such as those described by Bourdieu , prestige and covert prestige, power relations, and the associations of each variety with a particular context or way of life.

- b. Factors attaching to the speakers, both as individuals and as members of a variety of sub-groups: their competence in each variety, their social networks and relationships, their attitudes and ideologies, their self-perception and perception of others.
- c. Factors within the conversations where code switching takes place: code switching is a major conversational resource for speakers, providing further tools to structure their discourse beyond those available to monolinguals.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Study

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

Commonly, there are three types of doing research are qualitative research, quantitative research and action research. Yet, in this case the researcher is going to use the qualitative research related to the title above.

Qualitative research uses text as empirical material (instead of numbers), starts from the notion of the social construction of realities under study, is interested in the perspectives of participants, in everyday practices and everyday knowledge referring to the issue under study.³¹ Moreover, qualitative is a research attempts to reveal phenomena holistically by describing them through non-numeric language in context and scientific paradigm.

Qualitative research is a type of research that encompasses a number of philosophical orientations and approaches. It focuses on the on understanding the meaning of experience, the researcher is the primary instrument in data

³¹ Uwe Flick, *Designing Qualitative Research*, (London: SAGE Publications, 2007), p. 2.

collection and analysis, the process is inductive, and rich description characterizes the end product.³²

The type of this research is descriptive qualitative. It aims to produce factual description based on face-to-face knowledge of individual's and social groups in their natural settings. It is useful for obtaining insight into situations and problems concerning which one may have little knowledge. This research is commonly used for providing in depth descriptions of procedures, beliefs and knowledge related to health issues or for exploring the reasons for certain behaviors including the opinion of respondents about particular issues.

Descriptive research can be used to identify and classify the elements or characteristics of the subject. So, in this research identify the data and then classify the data into types of code switching. The descriptive research attempts to describe, explain and interpret conditions of the present i.e. "what is". The purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time. A descriptive research is concerned with conditions, practices, structures, differences or relationships that exist, opinions held processes that are going on or trends that are evident.

Based on the explanations above, the researcher will conduct this research at MAN 1 Metro. In this research, the researcher will investigate and analyze Code switching of the teacher and students in English learning at MAN 1 Metro in academic year 2019/2020.

³² Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation*, (San Francisco: John Wiley & Sons, Inc., 2009), p. 19.

B. Data Source

In this research, the researcher used purposeful sampling technique to select the research subject. The goal of purposeful sampling is not to obtain a large and representative sample; the goal is to select persons, places, or things that can provide the richest and most detailed information to help us answer our research questions.

The primarily the data are from the observations of the teacher's and the students utterances in using code switching in English learning process. So, this research is focused in utterance that use by the teacher and student and The data in the form of recorder that containing teacher and student's utterances during English learning process. In other hand interview with the teacher and the students, this research also in the form of information from the teacher and the students why they uses code switching in English learning process And how to apply code switching in classroom.

C. Data Collecting Technique

In this research, the researcher used observation and interview to collect the data. The data will be collected by observing the English classrooms to find appropriate information for obtaining the objectives of the study. It will be collected from the speeches and the conversations of the English teachers in the classroom. Then, the data will be interpreted and transferred into the observation form. In order to support the completeness of the data, a video recorder was used as the supplementary method of observation. It will be used as the

authentic document. The researcher also conduct and interview to gather the data from the teachers about their perspective of code-switching which used a voice recorder as the instrument to save the data to be analyzed. The interview was needed to make sure the data validity.

1. Observation

Observation is the most basic method for obtaining data in qualitative research. It is a more global type of observation than the systematic observation used in quantitative research. In this study, the researcher took primary data from observation in English class in the tenth grade of MAN 1 METRO. Direct observation may make an important contribution to descriptive research. Certain types of information can best be obtained through direct examination by the researcher. The researcher came to the class in English teaching-learning process. Then the researcher observed what teacher conveyed to the students by using code switching.

2. Documentation

In conducting this research process, the researcher will collect the data from the teacher and students of MAN 1 Metro are a subject of this research. The researcher also collected the data by using recorder to record what teacher conveyed in English teaching-learning process. Especially, this method was used to observe code switching spoken by the teacher clearer. In addition, the researcher also used field note to collect the data in which the observer observed then wrote every code switching that appeared for teaching-learning process.

3. Interview

The interview is one of the most widely used methods for obtaining qualitative data. Interview is used to gather data on subjects' opinion, beliefs, and feeling about the situation in their own words. Interview provides information that cannot be obtained through observation. An interview has the advantage of supplying large volumes of in-depth data rather quickly. Here, the researcher will interview to the students and the English teacher of MAN 1 Metro related to the research. The original aim of this interview is to elicit information about the reasons toward the using of use code switching and to get details information.

D. Data Analysis Technique

The researcher analyzed the data which had gotten from the observation and interview. The data were analyzed by using descriptive qualitative method. The data were transcribed into written transcript, and then the data were identified, selected, and also classified. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.³³ There are three major phases of data analysis:

³³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications, 1994), 12.

1. Data reduction

Firstly, selecting and summarizing the relevant documents then encode the data, here the researcher developed a starting coding list based on the theoretical orientations" researcher and then examined the data or it called pattern coding. And the In data reduction there also mamboing steps or make a reflective note, the researcher can write down her thinks and clarifies in relation to the object. In this case, the data from the observation was transcribed into the written transcript. Then, the transcript was identified to determine the utterances which considered as the code switching phenomenon and the utterances which were not contained code-switching.

2. Data Display

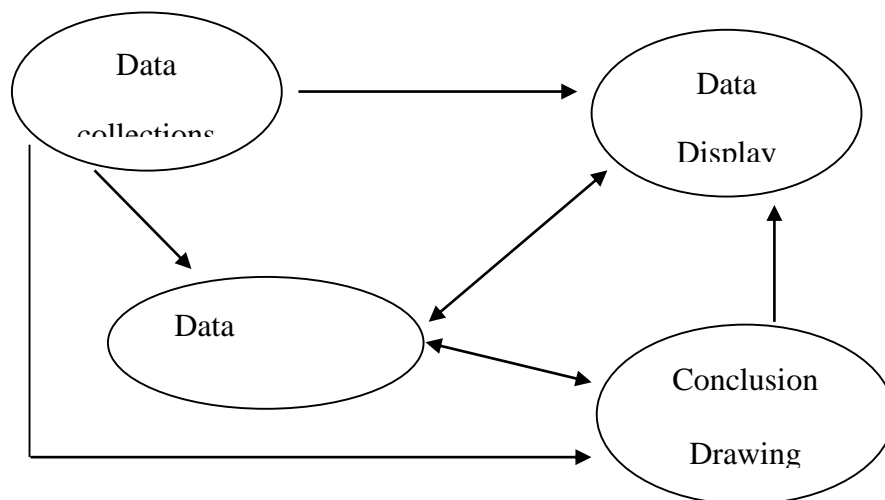
Data display in the second phase in Miles and Huberman"s model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer displayed the data to identified the data form utterances of the teacher and the students. Put them into appropriate categories as define then displayed them in form of tables and the result of interview is done by narrative form.

3. Conclusion/Verification Drawing

Conclusion drawing involves stopping ask to consider what analyzed data mean and to assess their implication for the research question. In this phase, the writer drew meaning from the data in a display. Furthermore, the

data have to be checked for their sturdiness and conformability. The writer checked the validation of the data using triangulation strategy.

According to Miles and Huberman, triangulation is a tactic for verifying of confirming finding by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid finding of this study.



E. Research Approach

In this study, the researcher will use the case study approach related to the researcher's intention that is to analyze and to investigate Code Switching in English learning process of MAN 1 Metro. In this case, the researcher used Donald Ary, Lucy Cheser Jacobs, *et al* book in doing the approach.

The following are several steps to conduct this approach in the research:

1. *Selecting a problem.*

The first step is to select the problem to investigate. The problem should be consequential enough to warrant investigation. Also, the answer

to the problem is not already available, but the means for finding answers are available.

2. *Reviewing the literature on the problem.*

Researcher should thoroughly review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been done. The beginning researcher will likely turn to the literature for help in locating and formulating a researchable problem.

3. *Designing the research.*

The investigator next plans how to conduct research to answer the question. The design is the researcher's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom. In qualitative research, the design is flexible and may change during the investigation if appropriate. The design of qualitative research is thus often described as "emergent."

4. *Collecting the data.*

The next step involves executing the research plan. Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.

5. *Analyzing the data.*

The data collected in research must be analyzed. Although the qualitative researcher does not deal with statistics, analyzing qualitative data is not easy. It is a time-consuming and painstaking process.

6. *Interpreting the findings and stating conclusions.*

The researcher next tries to interpret the findings in terms of the research problem. Qualitative researchers present their interpretations and explanations in narrative form. They do not talk about probability but try to emphasize the *trustworthiness* and *credibility* of the findings.

7. *Reporting results.*

Researchers must make their procedures, findings, and conclusions available in a form intelligible to others who may be interested.³⁴

³⁴ Donald Ary, *et al.*, *Introduction to Research in Education.*, (United States: Holt, Rinehart and Winston, Inc, 1979), 31-32.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Setting

a. Historical Background of MAN 1 Metro

Madrasah Aliyah Negeri 1 Metro was established since the enactment of the Decree of the Indonesian Minister of Religion No. 64 of 1990 on 25 April 1990 and Number 42 of 1992 on 27 January 1992 concerning the transfer of the function of the State Religious Teachers Education (PGAN) to become the State Aliyah Madrasas (MAN).

Strategic steps in the context of developing policies so that Madrasas in turn become Islamic-style public schools can be realized, after the enactment of Law No. 2 of 1989 concerning the national education system as implementing the law in PP.No 28 of 1998 concerning Dik Das and the minister of education and culture decree No 0489 / v / 1992 concerning public Madrasas in article 1 paragraph 6 stated that Madrasah Aliyah is a high school which is characterized by the Islamic Religion organized by the Department of Religion (DEPAG).

In connection with this Madrasah Aliyah is required to provide at least the same study as high school in addition to the study material given to the madrasa in article 26 Kep. MENDIKBUD No. 0487 / V /

1992 and article 22 paragraph 6 No 0489 / V / 1992 Madrasah Aliyah has the same task as a Public School (SMA), which provides the ability of students to develop their lives as private members of the public, citizens, and prepare them to attend education higher.

Thus there is a common thread that connects and further develops wisdom since the entry of seven general subjects in madrassas in 1950 until the enactment of Law No. 2 of 1989 which provides confirmation that Madrasah Aliyah is a Public School (SMA) which is characterized by the Islamic Religion.

b. Vision and Mission of MAN 1 Metro

- 1) The vision of the school: Righteousness, Excellence in Achievement, Professional and Religious.
- 2) The mission of the school:
 - a) Carry out effective learning and guidance so that each student develops optimally, according to his potential. .
 - b) Growing a spirit of excellence intensively for all school members.
 - c) Grow and encourage excellence in the application of science, technology and art,
 - d) Growing appreciation and practice of the teachings of Islam and good national culture so that students are competent.
 - e) Creating graduates, who are qualified, accomplished, of high character, and devoted to Allah SWT.

c. The The formation of Teacher at MAN 1 Metro

The formation of the teacher in MAN 1 Metro, the numbers of the formation of the teacher in MAN 1 Metro in the academic year 2019/2020 that can be identified, as follows:

Table 1
The formation of the teacher in MAN 1 Metro
in the academic year 2019/2020

No	Subject	Staff	
		Needed	available
1	Religius Education		3
	a. Akidah akhlak		3
	b. Al-Qur'an hadist		3
	c. Fiqih		3
	d. SKI		3
2	Civic Education		2
3	Indonesian language		3
4	English		3
5	Other FL		3
6	Mathematics		4
7	Physics		3
8	Biology		3
9	Chemist		3
10	History		2
11	Geography		3
12	Sociology		2
13	Anthropology		-
14	Economy		3
15	Accountancy		2
16	Arts		1

17	TIK		3
18	Cultural Art and Craft		
19	Physical Education		2
20	Counselor		2
21	Production Unit		-
22	Laborer		2
23	Technician		1
24	Librarian		2

d. The quantity students of MAN 1 Metro

The quantity students of MAN 1 Metro that can be identified, as follows:

Table 2
The Students Quantity of MAN 1 Metro
in the Academic year 2019/2020

No	Class		Gender		Total
			Male	Female	
1.	Class X		105	212	317
2.	Class XI		104	176	280
3.	Class XII		90	166	256
Total			299	554	853

e. The Building of MAN 1 Metro

The condition of facilities in MAN 1 Metro in the academic year of 2019/2020 that can be seen on the table below:

Table 3
The Building of MAN 1 Metro
in the academic year of 2019/2020

No.	Names of Building	Sum
1	Class Room	25
2	Headmaster Room	1
3	Vice of Headmaster Room	2
4	Administration Room	1
5	Teacher Room	1
6	Counseling Room	1
7	Laboratory Room	
	a. Science Laboratory	1
	b. Physics Laboratory	1
	c. Biology Laboratory	1
	d. Chemist Laboratory	1
	e. Language Laboratory	1
	f. Computer Laboratory	3
8	Library Room	1
9	School Medical Room	1
10	OSIS Room	1
11	Store Room	1
12	A public toilet	14
13	Parking Area	1
14	School Yard	1
15	Mosque	1
16	Canteen	3
17	Sport Yard	1
18	Kitchen	1
19	Gate	1
20	Boreholes	1

2. Description of the Research

This section began with the presenting of the findings found by the writer after conducting the research methods. The result of observation session was done by using voice recording and the interviews with the teacher and the students.

In this research, the researcher used observation and interview to collect the data. The observation was the main instrument in this research. The researcher carried out observation in two sessions using video recorder in order to find out the types and the reasons using code switching in the process of code-switching practiced by the teacher and the students. The observation was started on October 29th, 2019 and November 4th 2019 at the tenth grades of MAN 1 Metro. The data from the observation, a video recording firstly was transcribed (see appendix 1). Then, the transcript was identified to determine the utterances which were considered as the code-switching phenomenon and the utterances which were not contained code-switching. Through the data reduction, the utterances which were not contained code- switching were omitted, so that the utterances which were contained code- switching left. The data which had been reduced and described was classified into specific groups based on the research focus into the observation form.

Based on the observation employed in the classroom, the researcher found that there are three types of code switching. The first type of Code switching is inter-sentential switching, that there were a total of switches in

the data set: 22 inter-sentential switching practiced by the teacher, 14 occurred in the first session - 8 occurred in the second session. Some the example included of inter-sentential switching that occurred in the classroom are;

- 1) *Gimana hasil mid semester kemarin?* It's good or not?
- 2) Ok, I will remind you about the last material. *Kita review dulu materi yang terakhir.*
- 3) Ok, thank you very much. You are so smart. *Kalian benar-benar pintar.*
- 4) Who will try? *Siapa mau coba?* Please give me expression.
- 5) If you are invited you will accept or refuse it. *Kalau ada undangan kalian mau menerima,* what will you say?

From example above the researcher analyze that the teacher used Inter-sentential switching in teaching process. It called Inter-sentential switching because the teacher has a completed sentences in one language in this case English and then the teacher switches to another language in the next sentence in this case Indonesian.

The second type of Code switching is Intra-sentential switching, that there were a total of switches in the data set: 14 Intra-sentential switching practiced by the teacher, 7 occurred in the first session - 7 occurred in the second session. Some the example included of intra-sentential switching that occurred in the classroom are;

- 1) please *kasih contoh* some expressions of giving congratulations and compliments just two.
- 2) There are some expressions of inviting, *contohnya* please come to my hunt.
- 3) Oke teks itu menceritakan tentang Riris. *Next* Nomor dua.
- 4) Coba diperhatikan pertemuan lalu kita membahas tentang *descriptive text*, masih ingat?
- 5) Oke, Anggi please. The first sentence, *ayo dibaca*.

In all data above, this type is intra -sentential switching, in every sentence occurs switch in the sentence, a clause or sentence boundary and in sentence with no change of situation. In this sentence occurs change Indonesian word and English word for make familiar with both languages.

The third type of Code switching is tag switching, that there were a total of switches in the data set: 10 tag switching practiced by the teacher, 6 occurred in the first session - 4 occurred in the second session. Some the example included of inter-sentential switching that occurred in the classroom are;

- 1) Besides that, you can use I wonder, *itu boleh*.
- 2) Then, any question about motivation and offering? *Sudah paham?*
- 3) Next Ike, second sentence *ya?*
- 4) Invitation in Indonesian means *undangan, ya*

From the examples above, there were three simple fixed words or

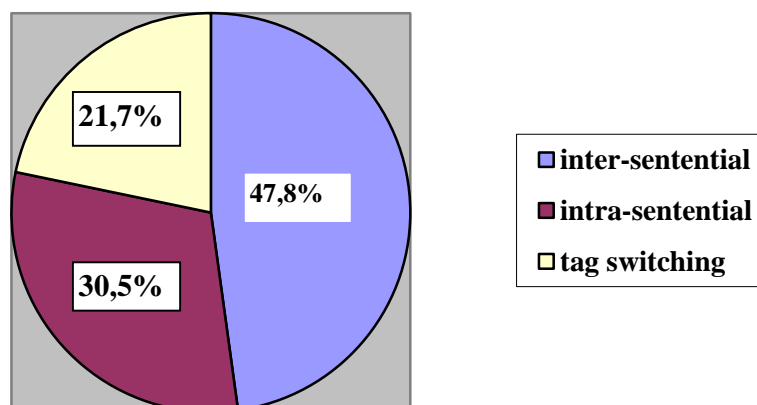
sentence filler were formed in Bahasa Indonesia *ya* and *iya*. Besides that, there were simple fix words *itu boleh* and *okay*. They are used to give a confirmation related to the topic.

As can be seen at the descriptions above, the total of data set the types of code switching in English learning process at MAN 1 Metro in academic years 2019/2020 is 46 code switching. The frequency of the types code switching that can be seen on the table and the graph below:

Table 4
Frequency of the Types Code Switching at Classroom

No	Session	Types of Code-Switching		
		Inter-sentential	Intra-sentential	Tag
1	1	14	7	6
	2	8	7	4
Total Number		22	14	10
Persentase		47,8%	30,5%	21,7%

Graph 1
Frequency of the Types Code Switching At Classroom



Referring the data above, the types commonly used by the teachers fulfilled the three types of code-switching. They were inter-sentential switching 47,8 %, intra-sentential switching 30,5%, and tag switching 21,7%. the most frequently code switching type practiced by the English teacher at MAN 1 Metro is inter-sentential switching. The researcher also found that there were three languages involved in the teachers' practice of code-switching. They were English, Bahasa Indonesia and arabic. The teachers mostly use Bahasa Indonesia besides English. The use of Arabic occurred only in the phase of opening and closing the teaching activity.

To validate the data of observation, the researcher employed an interview to the teachers and the students in order to get further information about the types of code-switching, and the reasons in the process of code-switching practiced by the teacher in the classroom. The Interview was conducted on November 4th 2019. Firstly, the researcher asked the teacher about whether the teacher realize of using code switching during teaching

process. Then the teacher answered, “I realize used code switching during teaching process”. It is a normal for the teacher in teaching foreign language to use code switching. They usually use code switching consciously or unconsciously.

The second question is what the reason of the teacher in use code switching in teaching and learning process. Then the teacher answered, “*I think it make the students easier speak in the completed sentences. It is mean that to help them to understand the rule of the teaching in the classroom and to help them in delivering the materials.*” The teacher answered that is to help the students` more understand about the materials. It is impossible when the teacher explains by using English in a whole of lesson, because the students haven`t enough vocabulary. So, they will difficult to understand the lesson. It is also impossible when the teacher uses Indonesia in their English class. They will`s know and learn English in real for example in speaking and listening.

The third question is What are the languages do you often use besides English as target language taught. Then the teacher answered, “I mostly use Bahasa Indonesia besides English; they prefer to use Arabic in greeting students to open or to close the teaching activity”. The teacher answered that is English as a foreign language in Indonesia, it is automatically as a the foreign language teacher, she mostly use Indonesian beside English and sometimes use Arabic only in greeting to open and close activity.

The fourth question is about the affectively of using code switching in English learning process. Then the teacher answered, “I think that the use of code-switching is effective and help them in teaching English, because not all the students understand about the English very well. They think uses code switching can help them to understand the rule of the teaching in the classroom and to help the teacher in delivering the materials and also to make them pay attention when the teacher explains the material”.

The teacher said that it is affective to using code switching code switching in the classroom, it can be to make the students can speak English meanwhile in little context. The teacher 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 last question is about the mostly types code switching used by the teacher in the English learning process. Then the teacher answered, “I switched the language by inserting the word in the sentence, using English

and then another language, or mixing the language in one sentence, but the one I use the most is inter-sentential code switching”. The teacher's answered is synchronous with the findings of the researcher that the most frequently code switching type practiced by the English teacher at MAN 1 Metro is inter-sentential switching.

To get students' perception, the researcher employed an interview to the students. There were two students interviewed. The first question is about whether they realize that their teacher is using code switching. Both of them answered that they realize that the teacher use code switching in English learning process.

The second question is their perception about affectivity of using code switching in classroom. Both of them agree that it is affective, because not the all of the students can speak English. So, this is the main point or the important to the teacher can help to understand them to switch between English and Indonesian. This is very important and it can help them to understand the lesson.

The next questions are about the students' reason use code switching in the classroom with the teacher or the other students and the most commonly used language besides English. Both of them answered that they use Indonesian beside English to communicate each other or with the teacher. Their reason of using code switching in the classroom it is because it can helps them to communicate with my friend and teacher well.

From the result of the interview, it can be said that the teachers used

Bahasa Indonesia, Arabic, and Javanese besides English. The teacher use of Arabic occurred in the phase of opening and closing the teaching activity. The teacher used code switching in teaching process is for clarification and interjection, help students to understand the rule of the teaching in the classroom and to help the teacher in delivering the materials. For students' perception, most of them agreed that using code-switching in English teaching learning process is necessary to help them understand the complex content and the teaching learning process can run well.

B. Interpretation

In this part, the researcher would like to discuss the research findings from observation and interview. The researcher discussed the findings regarded to the research questions.

1. The Types of Code-switching Commonly Practiced by the Teacher

The findings showed all the types of code switching proposed by romaine simply occurred in the classroom. The first type was inter-sentential switching code switching occurred after the speaker has a completed a sentences in one language, switches to another language in the next sentence. The second type was intra-sentential switching of a phrase within a single sentence. Whereas, the last one involved inserting a tag occurred when speaker inserted short expression from different language at the end of the sentences. These types will be explained specifically in the following sentences below:

a. Inter-sentential Switching

This type of code-switching frequently appeared 22 times in the classroom likely for two aims. Firstly, it could help the teachers in delivering the information and instruction, thus the materials or the instructions were expected become easier to be understood by the students. Secondly, it could appeared also in the teachers' attempt to get respond from the students about the information or instruction which had been explained. This type of code-switching also used to lead the students to be focus and to gather the students' attention. The example of inter- sentential switching can be seen in (1) and (2) below:

1) Teacher : How about means *bagaimana dengan*. *Contoh*, “How about fishing? *Berarti bagaimana dengan memancing?*” atau “How about watching”

Student : It means “*bagaimana kalau menonton?*”

2) Teacher: What does the text tell about? *Menceritakan tentang apa teks tersebut?* the answer is...?

Isa: (Answering) the text tells about Riris miss.

From two examples above is code switching especially in inter-sentential switching. It called code switching because the teacher after she has completed a sentences in one language, switched to another language in the next sentence, or occurs at sentence levels, where each sentences is in one language of his utterances. The teacher switched their code to make the explanation or instruction comprehensible for the

students. Thus, the students were expected to understand the teaching materials or instructions better, and then they were also expected to be able to do the task as the instruction correctly.

b. Intra-sentential Switching

This type was applied 14 times by the teachers through switching the two codes within a single sentence. The purpose of this type was to assist the students in understanding the meaning of certain difficult English words while explaining the certain topic. The factor using this switching was easily observed for the sake of the ease of access to those words which was being discussed or the words which were connected to the topic which was being raised. This pattern was mentioned in (1) and (2):

- 1) Teacher: *Apa pengertian* identification?
- 2) Teacher: Number five, *seharusnya bukan* I would be nice *tapi* it would be nice.

From two examples included code switching, because the teacher switch one language to another language. Above example called intra-sentential switching because the teacher inserted phrase of second language in first language in a single utterance or sentence. It is mean that the teacher using phrase to switched her language in the single sentence.

c. Tag Switching

This type of code-switching means inserting a tag in one language to an utterance that is otherwise in another language. It was found the Bahasa Indonesia fillers used within English sentences and conversely, there was also the possibility of the use of English fillers into Bahasa Indonesia. Furthermore, a tag can be moved freely in a sentence, they did not have syntactic constraints. It was frequently found 10 times by using English fillers: okay, yes, right, please, and Bahasa Indonesia fillers: *nah, yah, ya, iya, jadi, coba, tapi, and hah*. These fillers occurred one after another between English into Bahasa Indonesia or vice versa. The examples were stated:

- 1) Invitation in Indonesian means *undangan, okay?*
- 2) Ok, I would like to invite you. *Iya, sebentar, ya.*
- 3) Besides that, you can use I wonder, *itu boleh.*
- 4) Next Ike, second sentence *ya?*

From example above, included code switching especially in tag switching, the teacher start the sentence but attaches a tag like switch (in English and Indonesian). It is mean that a tag switching happens when the teacher inserted short expression (tag) from different language at first or the end his utterance.

2. Reasons of Using Code Switching

There were several reasons why the teacher used code switching in the teaching process. Based on the result of interviewing the researches

connected all the answers with the Hoffman's theory about the reason using code switching.

- a. The teacher use code switching is to make utterance clearer, sometimes when their students misunderstand or do not understand what the teacher say, she always do repetition to make the students more understand, this reason is same with Hoffman's theory called repetition use for clarification, it means that when a speaker wants to clarify his/her speech so that is will be understood better by the listener, she or he can sometimes use both of the languages (code) that she/he masters to say the same massage. Based on explanation above the researcher concludes that one of the teacher's reasons to use code switching is repetition used for clarification.

The teacher use code switching in order to expressing her emotion or feeling to the students by using English expressions. Sometimes when the teacher is in the teaching process and she want to expresses their emotion to get the student's attention. She always use some interjection in English, this reason is same with the Hoffman's theory about the reasons of code switching called Interjection. Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation and has no grammatical value, but the speaker uses it in the conversation. So the researcher concludes that one of the teacher's reasons to use code switching is interjection.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, it can be concluded that:

1. The types of code-switching practice by the teacher in the process of teaching English was mainly in three types, where the types of code-switching proposed by Romaine. These types were: (a) inter-sentential code-switching (code-switching occurred between sentence or clause boundaries), (b) intra-sentential code-switching (translation or word/phrase substitution within a sentence), and (c) tag-switching (interactional fillers code-switching).
2. The reason why the teacher used code switching in teaching process of Basic Speaking repetition use for clarification for example: “What does the text tell about? *Menceritakan tentang apa teks tersebut?*” And the teacher code switching in teaching process because of interjection. The teacher uses code switching can help them to understand the rule of the teaching in the classroom and to help the teacher in delivering the materials and also to make them pay attention when the teacher explains the material. The conclusions of this research are the code switching can be used to help the teacher easier in teaching foreign language and to help the students understand the material well.

B. Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the Teachers

The teachers are suggested practice code-switching wisely in the classroom. Since the use of code-switching may help them in teaching English. Yet, the use of code-switching excessively is involved risk in achieving the goal of teaching English based on the curriculum. The teachers are suggested practice English more than another language like Bahasa Indonesia and local language in teaching English. That is to familiarize students to use English as a tool of communication.

2. For the Students

It is better if they can talk in English, they should try to talk in English. And for the students with lower English ability, they still can try to talk in English and if they really cannot find the vocabulary they want to say, they can switch code in Indonesian.

3. For the Schools

In schools, where it is a principal goal to give students the best education possible, the students should be facilitated to learn English better. Perhaps schools will be able to set up an English area for the students to practice their English like at canteen, library, *etc.*

4. For next researchers

The next researchers who are interested in the field of a code switching do the research further. It may be of interest to investigate further analysis of code- switching in the students' attitude toward the use of code-switching by English teachers in the language classroom.

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Appendix 1. Teacher's and Students' Speech Transcription

Teacher's And Students' Speech Transcription

Date : October 29th 2019

Time : 08.45-10.00

Class : 10 IPA 4

- Teacher : Assalamualaikum wr.wb
- Student : Waalaikumsalam wr.wb
- Teacher : How are you this morning?
- Student : I am fine, and you?
- Teacher : I am very well. Thanks for asking. Well, before we start the lesson, have taken a pray?
- Student : Not yet
- Teacher : Ok. Please, Wilda, please lead your friends taking a pray
- Student : Let's pray together
- Teacher : All right, before I start the lesson I will check your name. Please say present if You are here.
- Student : Yes
- Teacher : *Gimana hasil mid semester kemarin?* It's good or not?
- Student : memperhatikan miss.
- Teacher : kok bisa? Kalian kurang belajar ya? Ya udah gak usah disesali, buat pelajaran untuk UAS nanti jangan sampai di ulangi lagi.
- Student : iya miss.
- Teacher : well, are you ready for today?
- Students : ready miss.
- Teacher : Ok, I will remind you about the last material. *Kita review dulu materi yang terakhir.* Do you still remember what have we learned in the last meeting? *Masih ingat tidak apa yang kita pelajari?*
- Student : Yes. Giving Congratulations and Compliments

Teacher : Ok, please ***kasih contoh*** some expressions of giving congratulations and compliments just two.

Student : Congratulations. Congratulations on your bla . . .bla . . . bla . . .

Teacher : Good. There are the expressions of congratulations. Now, please give me three examples of some expressions of giving compliments.

Student : That is a lovely dress.

Teacher : That is a lovely dress. Ok, good. The next?

Student : You are beautiful. How beautiful dress

Teacher : Ok, thank you very much. You are so smart. ***Kalian benar-benar pintar.*** Ok, now we will continue our material. That is about invitation. Do you still remember? Arti dari invitation?

Student : Undangan

Teacher : Invitation in Indonesian means ***undangan, ya?*** nani, do you have another marker? ***Ini terlalu encer.*** No? Ok, I will use chalk. Ok, when we want to invite someone, what should we say? ***Apa yang seharusnya diucapkan?***

Student : Thank you

Teacher : Oh, No. . . No . . . ***undangan.*** If you want to invite someone, please ***satu orang, satu suara.*** Who will try? Siapa mau coba? Please give me expression. ***Beri saya beberapa*** expressions to invite someone.

Student : I want to invite you.

Teacher : Ok, I would like to invite you. ***Iya, sebentar, ya.*** Want to, ***boleh kita ganti dengan*** would like. Ok, dila, please give me example.

Student : Iya, Miss. We should be very pleased if you bla. . .bla . . . bla . . .

Teacher : Ok, ***ada lagi?***

Student : Ada miss. Please come to my party.

Teacher : Please come to my party. Another?

Student : Come on

Teacher : Ok, good. Others?

Student : Will you?

Teacher : Yang lain?

- Student : How about
- Teacher : How about means *bagaimana dengan*. Contoh, “How about fishing? *Berarti bagaimana dengan memancing?*” atau “How about watching”
- Student : It means “*bagaimana kalau menonton?*”
- Teacher : *Iya, bagaimana kalau menonton?* Any other,? *Iya, kita akan belajar tentang invitation. Sebenarnya enggak belajar.* We will review about our material.

Kita Cuma akan review. Now, please open your worksheet on page thirty seven. Worksheet **itu LKS** on page thirty seven. Thirty seven means...?

- Student : *tiga puluh tujuh.*
- Teacher : *Nah, yang paling atas.* There are some expressions of inviting. *Contohnya, please come to my hunt. Hunt itu gubug yah.walaupun rumahnya tingginya selangit boleh menggunakan my hunt. Would you like to come to my hunt?itu boleh ya, untuk merendahkan hati.*
- Student : “Would you mind to come to my house”, Miss. *Itu artinya maukah kamu datang ke rumahku.*
- Teacher : *Ya, atau yang paling umum bisa menggunakan you like ya.* Example, would you like to have dinner tonight?
- Student : Artinya apakah kamu mau makan malam nanti malam?
- Teacher : Kemudian yang lain ada how about bla . . . bla . . .bla . . . yang jelas setelah how about yang diikuti kata kerja harus ditambah ing atau disebut gerund.

Besides that, you can use I wonder. *Itu boleh. Bukan* wonder woman, *ya.* I wonder if you liked to *titik-titik, dilengkapi sendiri ya. Selain itu disebutkan tujuannya baru diikuti kata* will you joint us? Ok any question?

- Student : Nothing
- Teacher : Ok, *kita* review *dulu tentang* accepting and refusing. *Kalau tadi kan* expressionnya. If you are invited you will accept or refuse it. *Kalau ada undangan kalian mau menerima,* what will you say?

Student : Miss, (raising hand), I would like, thanks.

Teacher : Ok, good. Thanks. "I would like. Thanks." ***Kita harus berterimakasih karena telah diundang.***

Student : "That's sounds nice." ***Kedengarannya bagus.*** Thanks.

Teacher : Yah, itu boleh menggunakan compliment atau pujian. Any question?

Student : Not yet

Teacher : Ya, itulah expressions of accepting. Sebelah kanannyaa refusing. ***Kalau kalian ingin menolak,*** make sure that you refuse it politely. Some expressions to refuse . . .?

Student : I'd like to, but bla . . . bla . . . bla . . . ***saya mau, tapi.*** . . thanks

Teacher : Ya, atau boleh juga "I'm sorry, I'm afraid." But, afraid ***disini bukan berarti takut diundang, tapi takut tidak bisa datang ke undangannya.*** Then, we

will learn about offering. ***Tapi untuk mengecek pemahaman kalian,*** please do task five. If you have any difficulties please ask me.

Student : Miss, what the meaning of not possible?

Teacher : Possible ***artinya mungkin, kalau ketambahan not berarti. . .?***

Student : Tidak mungkin.

Teacher : Ok, ***tidak mungkin***

Student : How about number . . . question number 2.

Teacher : What? ***Yang apa?*** Please read the question. What do we learn from the dialogue? Cari yang benar ya. Please conclude.

Teacher : Number five, ***seharusnya bukan*** I would be nice ***tapi*** it would be nice. ***Nah, selanjutnya kalau ingin menawarkan bantuan,*** what will you say? Ok, ***sebenarnya kalian tidak ada kesulitan*** about offering, ya? ***Ada pertanyaan? Kalau tidak ada*** please do task six. Task six ***itu,*** there are 10 dialogues. Please complete with ***yang ada di dalam*** box. You may discuss with your partner.

Student : (One student asked to another) What is the answer of number one? What is the meaning of sound?

Student : Where? Oh, *suara*

Student : What is the meaning of annoyed?

Teacher : Annoyed *itu terganggu*. Number five, my motorcycle was stolen.
What is the meaning of stolen?

Student : Dicuri

Teacher : Yeah, it is from steal-stole-stolen. *Kalau ada to be diikuti* verb 3
berarti passive. *Bukan lagi mencuri tapi dicuri*. Ok now, please read
berpasangan dengan partnernya. Anny and Sony please read aloud.

Student : It is very hard in this room

Student : How I open the windows or turn on the fan?

Teacher : Number 2?

Student : This book seems very heavy for you

Student : *Jawabannya*, can I help you carry this book?

Student : Thank you. You are very kind

Teacher : Number 3 who will read? *Siska dengan* partnernya and you the next
number (The teacher chooses one student). *Selanjutnya* there is a bad
news. *Bilangnya gimana ini?*

Student : I'm sorry to hear that

Teacher : Then, any question about motivation and offering? *Sudah paham?*

Student : Yes

Teacher : Ok, *kalau sudah* thank you very much for your nice attention and the
last I say wassalamualaikum wr. Wb

Teacher's And Students' Speech Transcription

Date : November 4th 2019

Time : 08.45-10.00

Class : 10 IPA 2

Teacher : Assalamualaikum warahmatullahi wabarakatuh
Students : Wa'alaikum salam wr wb
Teacher : Get ready first.
Leader : Get ready.....
Students : (Silent and pray)
Leader : Finish. Greeting
Students : Good morning mom.
Teacher : Good morning students. How are you today?
Students : I am fine. Thank you, and you?
Teacher : I am fine too, thank you. Who is absent today? *Siapa yang tidak masuk?* kemana ini? Kok tidak ada keterangan?... ok, ada PR gak?
Students : Tidak ada.
Teacher : Ada nda?.....
Students : Ada. Ada miss....
Teacher : Oke, what page? *Halaman berapa?*
Students : Halaman 87.
Teacher : Clean white board please, *siapa yang piket?*.
Students : Yusuf bu,
Teacher : Coba diperhatikan pertemuan lalu kita membahas tentang *descriptive text*, masih ingat? Yaitu teks yang...
Students : Mendeskripsikan sesuatu suatu benda atau seseorang tertentu.
Teacher : Generic structur nya *ada berapa?*
Students : Dua
Teacher : *Apa pengertian* identification?
Students : Pengenalan/ perkenalan.
Teacher : Nah untuk describtion itu yang paling banyak disebutkan itu adalah

ciri-ciri dari apa yang kita describsikan. Untuk hari ini kita akan coba buat descriptive text tentang orang. Nah untuk mendeskripsikan orang, sebelumnya kita akan belajar dulu tentang sifat-sifat yang dapat digunakan untuk mendeskripsikan orang. ***Oke, sesuai tugas yang kemaren untuk dikerjakan dirumah, Sekarang saya minta kalian menuliskan di depan.*** let's start from nindi, number one, please write.

Nindi : (Write the answer in the whiteboard).

Teacher : Kiki. Selanjutnya, sampe mana tadi?.... ya mulai dari sini lagi. Ayo cepat. yang terakhir. Coba..... bener apa salah? Oke, jadi inilah beberapa kata sifat beserta artinya. Untuk yang sudah selesai, ***please open your book on page 88 task 4 ya, task 4.*** kita sekarang membaca text yang menggunakan beberapa dari kata sifat itu, untuk menmdeskripsikan orang.

Students : Task berapa bu?

Teacher : Task 4, task 4. Oke I will read it. ***saya akan bacakan.*** please listen carefully, ***tolong didengarkan dengan baik.***

Teacher : Tolong ketika saya membacakan, kalian mendengarkan dan kalau bisa langsung memahami beserta artinya. Karena beberapa kata sudah diartikan, paham?.... oke,

(teacher continue reading) rina is beatiful girl, she is tall she is slim too. She has long wavy black hair. She always has a hair pink. She has round face, she has round eyes too. She has a stik.

(Teacher finished reading). Oke, gimana kira- kira? Kalian bias memahami isi teksnya? Sudahkan?

Students : (Silent).

Teacher : Sudah apa belum? Coba tadi sampe mana ya?... ya udah sekarang tolong Anggi dibaca kalimat pertama kemudian plus artinya kemudian dilanjut ke sampingnya. Oke, Anggi please. The first sentence, ***silahkan dibaca.***

Anggi : (reading the sentence and give the meaning).

Teacher : Next Ike, second sentence *ya?*

Ike : (Reading and give the meaning).

Teacher : selanjutnya dibaca dulu.

Student : (reading and give the meaning).

Teacher : Oke next... louder please. *Yang keras bacanya ya?*

Student : (Reading and translate the sentence).

Teacher : okay the last (finish), nah sekarang dari contoh *descriptive text* tersebut kalian kan bisa membayangkan seorang Riris, orangnya seperti apa, cantik, tinggi, langsing, apa lagi? Rambutnya?

Students : Panjang, hitam, bergelombang,

Teacher : Wajahnya? Bulat, dan bola mata yang bulat juga, dan memakai jepitan warna kuning. Nah, demikian tadi adalah descriptive text. Jadi orang yang membaca itu akan bisa membayangkan orang yang diceritakan dalam text itu seperti apa. Jadi sudah paham ya tentang descriptive text ini? oke saya akan memberikan beberapa pertanyaan, silahkan ditulis di bukunya masing-masing. (the teacher write some questions in), *Tolong ditulis dan dikerjakan.* Fifteen minutes for you.

Students : (The students write and answer the teacher's question in the white board).

Teacher : Oke, time is up, number one ? *Tadi gilirannya sampai devi ya tadi terakhir?* oke, risa number one. Please read it.

Risa : (Read and answer the question).

Teacher : What does the text tell about? *Menceritakan tentang apa teks tersebut?* the answer is...?

Isa : (Answering) the text tells about Riris.

Teacher : Oke teks itu menceritakan tentang Riris. *Next* Nomor dua.

Student : (Reading the question)

Teacher : So the answer?

Student : No, she is not.

Teacher : Number three

Student : (Reading the question and answer).

Teacher : The last number four,

Student : (Reading question and answering)

Teacher : So the answer is?

Students : No she is not.

Teacher : Then, any question about descriptive text? *Sudah paham?*

Student : Yes

Teacher : Oke, sebelum diakhiri, ada pertanyaan?

Students : Tidak

Teacher : Sebagai evaluasi dikerjakan di rumah evaluasi selanjutnya ya,,, halaman 89 task 6. *Oke, saya akhiri kelas hari ini.* Thank you very much for your nice attention and the last I say wassalamualaikum wr. Wb.

Appendix 2. The Result Of Classroom Observation

THE RESULT OF CLASSROOM OBSERVATION

NO	UTTERANCES	Type Of Code Switching		
		tag	inter	intra
1	<i>Gimana hasil mid semester kemarin?</i> It's good or not?		√	
2	Ok, I will remind you about the last material. <i>Kita review dulu materi yang terakhir.</i> Do you still remember what have we learned in the last meeting?		√	
3	please <i>kasih contoh</i> some expressions of giving congratulations and compliments just two.			√
4	Ok, thank you very much. You are so smart. <i>Kalian benar-benar pintar.</i> Ok, now we will continue our material. That is about invitation.		√	
5	Invitation in Indonesian means <i>undangan, ya?</i>	√		
6	Wilda, do you have another marker? <i>Ini terlalu encer.</i> No? Ok, I will use chalk. Ok, when we want to invite someone, what should we say?		√	
7	If you want to invite someone, please <i>satu orang, satu suara.</i>	√		
8	Who will try? <i>Siapa mau coba?</i> Please give me expression.		√	
9	Please give me expression. <i>Beri saya beberapa</i> expressions to invite someone.			√
10	Ok, I would like to invite you. <i>Iya, sebentar, ya.</i>	√		
11	How about means <i>bagaimana dengan.</i>	√		

12	“How about fishing? Berarti bagaimana dengan memancing?” atau “How about watching”		√	
13	We will review about our material. Kita Cuma akan review. Now, please open your worksheet on page seventy seven.		√	
14	Would you like, ya . Example, would you like to have dinner tonight.			√
15	There are some expressions of inviting, contohnya please come to my hunt.			√
16	Besides that, you can use I wonder, itu boleh.	√		
17	I wonder if you liked to titik-titik, dilengkapi sendiri ya. Selain itu disebutkan tujuannya baru diikuti kata will you joint us? Ok any question?		√	
18	If you are invited you will accept or refuse it. Kalau ada undangan kalian mau menerima, what will you say?		√	
19	Then, we will learn about offering. Tapi untuk mengecek pemahaman kalian, please do task five. If you have any difficulties please ask me.		√	
20	What do we learn from the dialogue? Cari yang benar, ya. Please conclude.		√	
21	Bukan I would be nice tapi it would be nice.			√
22	Please do task six. Task six itu, there are 10 dialogues.		√	
23	Yeah, it is from steal-stole-stolen. Kalau ada to be diikuti verb 3 berarti passive. Bukan lagi mencuri tapi dicuri. Ok now, please read berpasangan dengan partnernya.		√	

24	Ok now, please read <i>berpasangan dengan partnernya</i> . Anny and Sony please read aloud			√
25	Number 3 who will read? <i>Siska dengan partnernya</i> and you the next number		√	
26	Then, any question about motivation and offering? <i>Sudah paham?</i>	√		
27	Ok, <i>kalau sudah</i> thank you very much for your nice attention and the last I say wassalamualaikum wr. Wb			√
28	Who is absent today? <i>Siapa yang tidak masuk?</i>		√	
29	Oke, what page? <i>Halaman berapa?</i>		√	
30	Clean white board please, <i>siapa yang piket?</i>		√	
31	Coba diperhatikan pertemuan lalu kita membahas tentang <i>descriptive text</i> , masih ingat? Yaitu teks yang...			√
32	Generic struktur nya <i>ada berapa?</i>			√
33	<i>Apa pengertian</i> identification?			√
34	<i>Oke, sesuai tugas yang kemaren untuk dikerjakan dirumah, Sekarang saya minta kalian menuliskan di depan.</i> let's start from nindi , number one, please write.		√	
35	<i>Untuk yang sudah selesai</i> , please open your book on page 98 task 4 ya, task 4. <i>kita sekarang membaca text yang menggunakan beberapa dari kata sifat itu, untuk mendeskripsikan orang.</i>		√	
36	Students: Task berapa bu? Teacher: Task 4, task 4. Oke I will read it. <i>saya akan bacakan.</i> please listen carefully. <i>tolong didengarkan dengan baik.</i>		√	

37	Oke, Anggi please. The first sentence, <i>ayo dibaca.</i>			√
38	Next Ike, second sentence <i>ya?</i>	√		
39	Oke next... louder please. <i>Yang keras bacanya ya?</i>	√		
40	nah sekarang dari contoh <i>descriptive text</i> tersebut kalian kan bisa membayangkan seorang Riris, orangnya seperti apa, cantik, tinggi, langsing, apa lagi?			√
41	<i>Tolong ditulis dan dikerjakan.</i> Fifteen minutes for you.	√		
42	Oke, time is up, number one ? <i>Tadi giliranya sampai devi ya tadi terakhir?</i> oke, risa number one. Please read it.		√	
43	What does the text tell about? <i>Menceritakan tentang apa teks tersebut?</i> the answer is...?		√	
44	Oke teks itu menceritakan tentang Riris. <i>Next</i> Nomor dua.			√
45	Then, any question about descriptive text? <i>Sudah paham?</i>	√		
46	<i>Oke, saya akhiri kelas hari ini.</i> Thank you very much for your nice attention and the last I say wassalamualaikum wr. Wb.			

Appendix 3. Interview Guideline for the Teacher of the Research

Interview Guidelines for the Teacher

Interviewer : The Researcher

Interviewee : The English Teachers of MAN 1 Metro

Day/Date : November 4th 2019

Time : 10.15 A.m-10.25 Am

Place : MAN 1 Metro

1. Do you realize that you used code switching during teaching process?
2. Why you use code switching in teaching process?
3. What are the languages do you often use besides English as target language taught?
4. Do you think that used code switching in teaching process is affective?
5. What type of code switching do you use most often?

Appendix 4. Result of Teacher Interview in the Research

The Result of Interview

Interviewer : The Researcher

Interviewee : The English Teachers of MAN 1 Metro

Day/Date : November 4th 2019

Time : 10.15 A.m-10.25 Am

Place : MAN 1 Metro

1. Do you realize that you used code switching during teaching process? Answer:
Yes of course. I do, depends on the situation, because not all the students understand about the English very well.
2. Why you use code switching in teaching process?
Answer: I think to make the students easier speak in the completed sentences. I think it's mean that to help them to understand the rule of my teaching in the classroom and to help me in delivering the materials, And also to make them pay attention when I explain the material.
3. What are the languages do you often use besides English as target language taught?
Answer: Bahasa Indonesia, sometimes Javanese too.
4. Do you think that used code switching in teaching process is affective?
Answer: Yes, back to I said depend on the situation. If we need code switching go on and if we fell that the students understand y automatically we use English fully. I think.
5. What type of code switching do you use most often?
Answer: I think Inter-sentential code switching. I switched the language by inserting the word in the sentence, using English and then another language, or mixing the language in one sentence.

Appendix 5. Interview Guideline for the students of the Research

Interview Guidelines for the Students

Interviewer : The Researcher

Interviewee : The English Teachers of MAN 1 Metro

Day/Date : November 4th 2019

Time : 10.00 A.m-10.15 Am

Place : MAN 1 METRO

1. Do you realize that your teacher use code switching in teaching process?
2. Do you think when your teacher use code switching it can affective to help you understand the lesson?
3. Do you use code switching during in the classroom?
4. Why you use code switching in the classroom?
5. What are the languages do you often use in the classroom?

Appendix 6. Result of students Interview in the Research

The Result of Interview

Interviewer : The Researcher

Interviewee : The English Teachers of MAN 1 Metro

Day/Date : November 4th 2019

Time : 10.00 A.m-10.15 Am

Place : MAN 1 Metro

1. Do you realize that your teacher use code switching in teaching process?

Answer: Yes, I am realize that my teacher used code switching in teaching process.

2. Do you think when your teacher use code switching it can affective to help you understand the lesson?

Answer: Yes. It can affective. Because the people of my class not the all of the people can speak English. So, this is the main point or the important to the teacher can help to understand us to switch between English and Indonesian. This is very important and it can help me to understand the lesson.

3. Do you use code switching during in the classroom?

Answer: Yes. I switch my language during in the class.

4. Why you use code switching in the classroom?

Answer: because it helps me to communicate with my friend and teacher well.

5. What are the languages do you often use in the classroom?

Answer: **Bahasa Indonesia.**

PHOTOS EVIDENCE OF THE RESEARCH





CURRICULLUM VITAE



The full name of the researcher is Naimah. She was born in karyatani, January 5th 1993. She is the seventh child of happy couple namely Mr Mahrowi and Mrs Siti Muayah. She lives in Adiwarno, Batang Hari, Eats Lampung.

The researcher had studied at the elementary school for 6 years in SD N 2 Adiwarno, Batang Hari. Then she continued her studying in junior high school for 3 years in SMP N 1 Batang Hari, after that she took her senior high school at MA Ma'arif NU 5 Sekampung for 3years and finishing her studying in 2011. And the last she kept on her school at state of institute of Islamic study (IAIN) of Metro in tarbiyah faculty. English education department began in 2012 until now.