

**ANALYZING CODE SWITCHING IN ENGLISH
CONVERSATION PROGRAM
(A Study at Ma'had Al-Jami'ah Walisongo Islamic Boarding
School in the Academic Year of 2016/2017)**

THESIS

**Submitted in Partial Fulfillment of the Requirement for the
Degree of Bachelor of English Language Teaching Department**



**By
Muslihatul Umami
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**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2017**

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RATIFICATION

Thesis with the following identity:

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CONVERSATION PROGRAM (A Study at Ma'had
Al-Jami'ah Walisongo Islamic Boarding School in
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had been ratified by the board of examiners of Education Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining the Bachelor degree in English Language Education.

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Assalamu'alaikum wr.wb.

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Title : **ANALYZING CODE SWITCHING IN
ENGLISH CONVERSATION PROGRAM
(A Study at Ma'had Al-Jami'ah Walisongo
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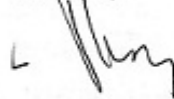
Department : Education and Teacher Training Faculty

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ABSTRACT

Title : **ANALYZING CODE SWITCHING IN ENGLISH CONVERSATION PROGRAM (A Study at Ma'had Al-Jami'ah Walisongo Islamic Boarding School in the Academic Year of 2016/2017)**

Name : **Muslihatul Umami**

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Keywords: Code Switching, Types of Code Switching, Reasons of Code Switching, Islamic Boarding School

The aim of this research is to describe types and reasons of code switching used in English conversation program at Ma'had Al-Jami'ah Walisongo Islamic Boarding School Semarang in Academic Year of 2016/2017. This research used descriptive qualitative as research method. The researcher collected the data from recording and interview. The findings of this research showed that there are 148 data of code switching found during teaching and learning process. There are 84 data or (56.76%) which are classified as intra-sentential code switching, followed by 49 data or (33.11%) which are classified as inter-sentential code switching found in their speech. The last is tag switching, there are 15 data or (10.13%) which are classified as tag code switching. From interview result the researcher found that from students' perspective lacking of vocabulary is the most dominant reason they switched their language. Another reasons are: to make her friends understand, to convey opinion easily, forgetting the English words, thinking about grammar and not being fluent to speak in English. There are some reasons found from tutor's perspective namely lack of vocabulary, having difficulty and not being confident in English pronunciation, not master in English and less experience to speak English. Whereas, the reasons of the tutor switched their language are to make students understand tutor's explanation and to make them not feel bored. The implication of this reserach is code switching can be used as an effective strategy to teach students who have low English proficiency.

DEDICATION

This thesis is dedicated to:

1. My beloved father Suwarno, M.Pd.I and my beloved mother Muntiyati who always give me support emotionally and materially, the person who gives me encouragement whenever I feel hopeless and broke. Thank you for being so patient and your affection for all this time.
2. My beloved Brother Maftuhin Farhi, S.Pd.I and my sister in-law Tatum Ariesya Akmal, S.Pd and my beloved sister Raji'atul Fitriyati, S.Pd who always listen my story and cheer me up when I am down.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of God, the Most Benefit and the Most Merciful)

I do thank to Allah who has given me insight, patience and strength to finish this research complexly. Sholawat and Salam are always given to the Prophet Muhammad who brings us the darkness to the brightness.

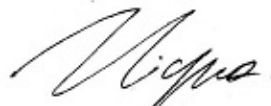
The writer realized that there are many people who already helped her in arranging and writing this thesis directly or indirectly. In this case, the writer would like to express her gratitude for all them:

1. Dr. H. Raharjo, M.Ed., St as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr. Ikhrom, M.Ag as the head English of Education and Teacher Training Faculty of UIN Walisongo Semarang as well as my advisor, thank you for your patience in giving great motivation, helpful correction and suggestion during the consultation.
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13. The last but not the least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the writer realized that this thesis is far from being perfect, the writer will happily accept constructive criticism. The writer hopes that this thesis would be beneficial to everyone.
Amin

Semarang, 07th June 2017



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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is an important component in human's life. Language is a primary instrument for human being to communicate. It means that language is a tool of human's communication. Without language, people will find some troubles when they do their activities and to communicate with the others. Human uses language for several functions. The function of language is to show their feelings, opinion or ideas whether through spoken or written. It is supported by Wardhaugh that language is a means of a system of linguistic communication particular to a group; this includes spoken, written, and signed modes of communication.¹ In other hand, Kridalaksana stated that language is a system of sound symbol which is arbitrarily used by the member of society to work together, communication and identifying themselves.²

The use of language is important to communicate one to another. To provide good communication with the others, people have to use proper language. Allah says in Qur'an surah At Thaha verse 44:

¹ E-book: Ronald Wardhaugh and Janet M. Fuller, *An Introduction to Sociolinguistic*, (UK: John Wiley & Sons, Inc., 2015), p. 2.

² Abdul Chaer, *Linguistik Umum*, (Jakarta: Rineka Cipta, 2007), p. 32.

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿١٤﴾

“But speak to him mildly, perchance he may take warning or fear (Allah)”.³

Based on the verse, in Islam’s communication, a person should speak with gentle speech to others and do not allow using rude words or even speak with high tone. Language is a tool for human to communicate with the others. So, if we want to establish good relationship with other people we should use appropriate language.

There are various languages used by human being to communicate. The variety of societies in this world caused language variation. Sociolinguistic is a study of the relationship between language and society. Holmes said that sociolinguistic is concerned about the social functions of language and the ways it is used to convey social meaning.⁴ Sociolinguistic is the study of characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change, and change one another within a speech community. So, sociolinguistic is a study about language varieties in society. According to Sumarsono cited by Anwar said that there are three kinds of language use to be learned in

³ Depag, Al qur’an Terjemahan Paralel Indonesia-Inggris. Solo: Al qur’an Qomari, 2009, p. 314.

⁴ E-book: Janet Holmes: *An Introduction to Sociolinguistic*, New York: Routledge, 4th Ed, 2013, p.1.

sociolinguistic those are code mixing, code switching, and variation within the same language.⁵

Bilingual and multilingual speakers are the reason why language variation exists. Those speakers are defined as people who speak in more than one language in the conversation. They use two languages in their conversation to interact with the others. Bilingual speakers use certain phenomena to make communication more effective and meaningful. The phenomenon of people switching their languages can be defined as code switching. Code switching is the alternating use of two or more code within one conversation as a part of a verbal action.⁶ Code switching can be used in variety of degrees, for example used at home with family or friends, used in workplace or in education place.

In Indonesia, code switching can be seen in foreign language classroom. English is known as foreign language for Indonesian learners. English is one of international language used in countries throughout the world, including Indonesia. The aim of teaching English in Indonesia as foreign language is to enable learners to communicate using English. Therefore, code switching

⁵ Khoirul Anwar, "The Use of Code Switching in EFL Class" (Descriptive Study at MOB English Course Kampung Inggris Pare Kediri), *Thesis* (Semarang: The Degree of Education Bachelor in English Language Education, 2016, p. 4.

⁶ E-book: Peter Auer, *Code-Switching in Conversation: Language, Interaction and Identity*, New York: Taylor & Francis Group, 2002, p. 2.

occurs in foreign language classroom which is use to bridge the communication between the teacher and students.

Now days, the phenomenon of code switching also occurs in Islamic boarding school. Islamic boarding school is a place for student who wants to learn both of academic and Islamic. Islamic boarding schools usually are required to use English and Arabic as their standard of foreign language. The use of those languages in Islamic boarding school is to train and develop students' skill about foreign language. This requirement would be beneficial for them in the future because that language is used to international communication. The use of foreign language in Islamic boarding school is a tool to communicate as well as to conduct their daily activities. Since those languages are not their mother tongue, the students may switch their language between mother tongue and foreign language.

It also happened in Ma'had Al-Jamiah Walisongo Islamic Boarding School. Ma'had Al-Jamiah Walisongo Islamic Boarding School students are required to speak in two languages, they are English and Arabic. Not all students in Ma'had Al-Jami'ah master those languages. Each student has different English and Arabic proficiency. Here, students are trained to improve their language skills through some programs. Those programs are organized by Ma'had Al-Jami'ah to develop student's language skill, especially English. One of those programs is English conversation program. In this program they were taught knowledge about English.

Basically, English is not their mother tongue and each student has different level to speak English. Based on previous observation, the researcher found that during teaching and learning process the students and tutor tend to switch their language from Indonesian to English or vice versa. In other word, code switching occurs during teaching and learning process. In this case, the researcher will examine the use of code switching in English conversation program at Ma'had Al-Jami'ah Walisongo in the Academic Year of 2016/2017 by describing what are the types and the reasons of using code switching.

B. Question of the Research

Based on the background of the research, the researcher tries to get answer of the following questions:

1. What types of code switching are used in English conversation program of Ma'had Al-Jami'ah Walisongo Islamic Boarding School?
2. What are the reasons of code switching used in English conversation program of Ma'had Al-Jami'ah Walisongo Islamic Boarding School?

C. Objective of the Research

Relating to the research question above, this study has some purposes:

1. To describe the types of code switching used in English conversation program of Ma'had Al-Jami'ah Walisongo Islamic Boarding School.
2. To describe the reasons of code switching used in English conversation program of Ma'had Al-Jami'ah Walisongo Islamic Boarding School.

D. Significances of the Research

This research is expected to give these contributions:

1. Theoretically

This research will give contribution in sociolinguistic research especially in code switching context. The readers are able to understand the types of code switching, the factors and the reasons of code switching.

2. Practically

The results if this research hopefully will be useful to provide input to:

- a. English Department Students

The students can enrich their knowledge in sociolinguistic subject especially about code switching.

- b. Readers

This research is to provide contributions for readers in the area of sociolinguistic research especially

about code switching. The readers can get more understanding that code switch occur in bilingual community especially in Ma'had Al-Jami'ah Walisongo Islamic Boarding School.

E. The Definition of Key Term

1. **Code Switching:** The use of more than one language, variety, or dialect by a speaker within an utterance, between different interlocutors or situations.
2. **English Conversation Program** is a program or an activity with the purpose to develop student's capability in language skill especially in English.⁷ In this program, the students are giving English material such as vocabulary, grammar, speaking and listening.
3. **Islamic Boarding School:** According to Poerbakawatja cited by Faulani's thesis, Islamic boarding school is an educational institution of Indonesia Islamic characteristic of “**traditional**” to explore the science and practice of Islam everyday.⁸

⁷ Interview with Miss. Lana Zahratul M, Ma'had Al-Jami'ah Walisongo tutor, at 4/20/2017, 07.30 AM

⁸ Amelia Fian Faulani, “A Descriptive Analysis of Using Code Switching in English-Arabic Daily Conversation of Students Islamic Boarding School” (Ta'miril Islam, Surakarta, Central Java), *Thesis* (Salatiga: English Department of Education Faculty State Islamic Studies Institute, 2012), p. 19.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Language Variation

The phenomenon of language variation occurs in a society which has many kinds of languages. There are various people with different backgrounds in a society, so there are many languages are used. People may not only speak in one language but also some languages are used for interaction with others. Allah says in Qur'an surah Ar Room verse 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا
فِي ذَلِكَ لآيَاتٍ لِلْعَالَمِينَ ﴿٢٢﴾

“And of His signs are the creation of the heavens and the earth and the diversity of your tongues and colors: surely there are signs in this for all mankind”.⁹

According to Shihab's book cited by Anwar, based on the ayah, can be concluded itself appreciate the diversity of language and acknowledge the use of spoken language which is diverse. The diversity of skin color and dialect are a social reality that cannot be avoided.¹⁰

⁹ Depag, Al qur'an Terjemahan Paralel Indonesia-Inggris, Solo: Al qur'an Qomari, p. 406.

¹⁰ Khoirul Anwar, “The Use of Code Switching in EFL Class...”, p. 2.

Based on Wardhaugh and Janet language variation refers to the differences in pronunciation, grammar, or word choice, which may be influenced by social factor such as social class, education background, and regions in language used.¹¹ It means that social factors may cause language variety. Meanwhile, based on Romaine language variation in society is conditioned by uses rather than users and involves consideration of the situation or context of use, the purpose, subject matter, and content of message, and the relationship between participants.¹² For example, when young people talk to their friends, they use informal language. It happened because they have same age. It would be different if there is the presence of older people in the middle of conversation, young people tend to switch the language from informal into formal. It happened because both of them have different social status. The purpose of language variation occurs in their conversation used to respect the older. So, language variation occurs when a speaker talks with different relationship or social class with other speaker. The phenomena of young people switch from one language to another can be defined as code switching in sociolinguistics.

¹¹ E-book: Ronald Wardhaugh and Janet M. Fuller, *An Introduction to...*, p. 4.

¹² E-book: Suzanne Romaine, *Language in Society: An Introduction to Sociolinguistics*, New York: Oxford University Press Inc., 2000, p. 21.

Code switching usually can be found in immigrant family or children of mixed marriages, but it also occurs in workplace and education place. Bilingual or multilingual society use code switching to make communication more effective and meaningful. It is a natural process that often occurs between bilingual or multilingual speakers who share one or more language in common.

2. Definition of Code Switching

In many situations, a speaker may switch from one code to another code, intentionally or unintentionally. It can be in the form of one language to another language or from one dialect to another dialect. A speaker may switch his/her language in order to provide a meaningful communication with other people. This phenomenon can be found as code switching in sociolinguistic. There are various theories about the definition of code switching proposed by sociolinguist. Those definitions are different from each other according to what they are emphasized on.

The first, Laosa, et al., in Ibrahim's book assumed that someone speak in two languages or more and have to choice which one will be used, and sometimes this is called code switching.¹³ A speaker is usually required to select a particular language whenever they choose to speak and they

¹³ Abd. Syukur Ibrahim, *Kapita Selektta Sociolinguistik*, (Surabaya: Usaha Nasional, 1993), p. 60.

may also decide to switch from one language to another. This phenomenon refers as code switching.

In line with Laosa, Grosjean said that code switching is the alternate use of two or more language in the same utterance or conversation.¹⁴ However, people do not only switch from one language to another, but also from one dialect to another. According to Trudgill's cited by Chahayani that code switching as the process whereby bilingual or bidialectal speakers switch back and forth between language or dialect and another within the same conversation.¹⁵ Bidialectal means people using two dialects of the same language. People who have same geographical background speak in same language but it has different way to pronounce it.

From the statement above the researcher concluded that code switching is the use of one or more codes in the same conversation between bilingual speakers as alternative way to provide meaningful communication. The code can be defined as language or dialect.

¹⁴ Hanna Yletyinen, "The Function of Code Switching in EFL Classroom Discourse, *Discourse* (Finland: Department of Languages of University of JYVASKYLA, 2004), p. 8, <https://jyx.jyu.fi/dspace/bitstream/handle/123456789/7407/G0000707.pdf?sequence=1>, accessed on 2/11/2017, 11.01 AM.

¹⁵ Yutama Ndaru Chahayani, "The Analysis of Lecturers' Code Switching in Teaching Learning Process: (A Case Study in The English Department Teaching Learning Process Faculty of Cultural Sciences Sebelas Maret University)", *Thesis* (Surakarta: English Department Faculty of Cultural Sciences of Sebelas Maret University, 2015), p. 24.

3. Types of Code Switching

There are several types of code switching. The types can be classified in two classifications, those are based on the position of different codes found in the utterances or sentence and based on the reasons why people switch the language. In this case, Appel classified into three types of code switching based on the position of the changing in the utterance, they are:¹⁶

a. Intra-Sentential Code Switching

Intra-sentential switching is a code switching occurs within a sentence. It means speakers switch between two languages where the switching occurs within a sentence or utterance. Based on Appel this type also defined as code mixing. Appel also adds that “often people will include a single word from another language because of having forgotten or not yet learnt that word in the base language of sentence”.¹⁷

For example: “I started acting real *CURIOSA*”. (*I started acting real strange*)

From the example above, the word of “*CUIROSIA*” has a meaning *strange* in English. It shows

¹⁶ E-book: Rene Appel and Muysken Pieter, *Language Contact and Bilingualism*, London: Amsterdam University Press, 1987, p. 118.

¹⁷ E-book: Rene Appel and Muysken Pieter, *Language Contact ...*”, p. 120.

that the speaker switched between two languages in the middle of a sentence or utterance.

b. Inter-Sentential Code Switching

Inter-sentential code switching covers a switch at clause or sentence boundaries. It means that inter-sentential code switching is the alternation between two languages, where the switching occurs after a sentence or utterance in the first language has been completed and the next sentence starts with a new language.

For example : “Kamu belum pernah ke Norwegia ya. *I have been there before*”.

From example above, the speaker switched from Indonesian to English between sentence boundary.

c. Tag Code Switching

Tag switching involves the insertion of tag or short phrase from one language into an utterance that is in another language. The form of English tag switching such as *you know, it's okay, I mean, well*. It occurs at the end or in the beginning of his/her utterances.

For example : **Well**, Aku harus pergi sekarang.

From example above, it shows that the speaker inserted English tag switching in the beginning utterance.

According to Wardhaugh, there are two kinds of code switching which classified based on the reasons why people switch, they are:¹⁸

a. Situational Code Switching

Situational code switching appears when there is change in the situation that causes the bilingual switches from one code to another. The changing situations involved such as the change in participants or setting. For example, there is short conversation between Indonesian bilingual speakers switch the language from Indonesian to English because of the presence of Lyra's friend an American (participant).

Lyra : Ay, kita makan siang dimana?

Aya : Di kantin aja.

Eric : *Hey Lyra, how are you?*

Lyra : *Hey Eric I'm fine, and you?*

Eric : *I'm fine too, thanks.*

Lyra : Aya kenalkan *this is Eric.*

Aya : Hi! Eric nice to meet you.

Eric : Hi! Nice to meet you too Aya.

¹⁸ E-book: Ronald Wardhaugh, *An Introduction to Sociolinguistics*, New York: Blackwell Publishing Ltd., 2006, p 104.

b. Metaphorical Code Switching

Metaphorical code switching appears when the speakers change the code as formal to informal, official to personal, serious to humorous, and politeness to solidarity. According to Nurhidayah, 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 of metaphorial code switching:¹⁹

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.

¹⁹ Diani Nurul Nurhidayah, "Code Mixing and Code Switching Analysis of English of English Teacher in MTs Al Hidayah Semarang, *Thesis* (Semarang: Department of English Education of University of PGRI Semarang, 2015), p. 20.

The table below present the classification on code switching based on two different points of view described here:

Table 2.1
Table of Types of Code Switching

| Point of View | Code-Switching |
|---|---|
| Position of the changing in the utterance | 1. Inter-sentential code-switching. 2. Intra-sentential code-switching. 3. Tag code-switching |
| Reason for switching | 1. Situational code-switching 2. Metaphorical code-switching |

4. The Factors that Cause Code Switching

There are some factors that cause code switching. According to Chaer cited by Aprilia, the following are the factors that cause code switching:²⁰

a. Speaker

Speakers usually do code switching to get advantage or benefit. For example, Clara and Sam speak in English to talk about their work, and then Clara

²⁰ Vika Aprilia, “Analisis Alih Kode dan Campur dalam Lirik Lagu Baby Don’t Cry oleh Namie Amuro”, *Thesis*, (Sumatera Utara: Sarjana Ilmu Sastra Universitas Sumatera Utara, 2009), p. 28, https://www.researchgate.net/publication/42354988_Analisis_Alih_Kode_Dan_Campur_Kode_Dalam_Lirik_Lagu_Baby_Don%27t_Cry_Oleh_Namie_Amuro, accessed on 2/10/2017, 10:43 AM.

switches the language from English to Spanish to talk about their personal life because both of Clara and Sam are Spanish. The benefit from those speakers' switches the language is to convey the speech content easily to his/her partner or to express intimate atmosphere because they have same mother tongue.

b. Partners/Interlocutor

Another factor that causes code switching is partners or interlocutor. For example, a speaker wants to balance her/his partner's language skill. It is supported by Basudha that one can use code-switching as a tool to indicate the social relationship between the interlocutors. The speakers may code switch either to hide the gap in their rank or position in society or to manifest his power and apply it on the other participant. When people interact, they adjust their speech, their vocal patterns and their gestures, to accommodate to others.²¹

c. The presence of a third speaker

The presence of third speaker is also one of the factors that cause code switching. For example, there are two Korean-English bilingual speakers switch their

²¹ Basudha Das, "Code-Switching as a Communicative Strategy in Conversation", *International Journal of Students Research*, (Vol. 3, No. 2, June/2012), p. 6, <http://www.caluniv.ac.in/global-mdia-journal/GMJ%-20DEC2012%20STUDENTS%20RESEARCH/2%20student%20research%20basudha.pdf>, accessed on 2/13/2017, 4:49 PM.

language from Korea to English because of the presence of their friend an American in the middle of conversation. The use of code switching here is in order to make the third speaker can understand what those bilingual speakers said.

d. The Changing of Situation

The use of code switching depends on the situation. It depends on what we are talking to, where we are talking, what we are talking. People may switch the language due to the changing of situation. For example, a speaker switches from informal into formal because he/she is talking with older people. So, they switched the language because of the changing of situation.

e. The Changing of Topic

The changing of topic can also make the speakers switch their language. For example, Clara talks about her works to Janet using English then she changes the topic about her personal life using Indonesian. Based on that example there is code switching occurs in a conversation because of the changing of topic.

5. The Reason of Using Code Switching

Speakers switch from one code to another with various reasons. Hoffman classified the reason of code switching into seven points, they are as follow:²²

a. Talking About a Particular Topic

Topic can be one of the reasons that lead the speaker to switches the language. It is supported by Eldin that people may switch code within a speech event to discuss a particular topic. Speakers may tend to use more than one language within one same utterance according to topic.²³ Sometimes, a speaker feels free and more comfortable to talk about particular topic in another language rather than using their native language.

b. Quoting Somebody Else

Faulani states that when someone is talking or making conversation, occasionally there is a quote concerning the words of a person which has the possibility of different languages then there was the

²² Charlotte Hoffman, *An Introduction to Bilingualism*, London: Longman Group, 1991, p. 116.

²³ Ahmad Abdel Tawwab Sharaf Eldin, "Sociolinguistics Study of Code Switching of the Arabic Language Speakers on Social Networking", *International Journal of English Linguistics*, (Vol. 4, No. 6, 2014), <https://www.questia.com/library/journal/1P3-3527294781/socio-linguistic-study-of-code-switching-of-the-arabic>, accessed on 3/17/2017, 6:30 AM., p. 80.

transition language in conversation.²⁴ It means that code switching is used as a quotation when a person reports the speech of another speaker in a conversation in different language. For example:

Chika: I met with Arif last night and he says, “*Saya tidak bisa hadir ke rapat malam ini karena saya akan pergi ke rumah sakit*”.

From example above, it shows that Chika quoted Arif’s speech in direct speech from English to Indonesian. The speaker switched it into Indonesian because Arif is an Indonesian. According to Yletyinen, when a person is being quoted is not always in the language the person normally uses.²⁵ So, a speaker may switch the language to quote someone speech in different language.

c. Being Empathic about Something (Express Solidarity)

People switch their language to express empathy about something. For example:

Azka : Semangat Vita. *You can do it!*

From example above shows that Azka switched his language from Indonesian to English. Azka switched the language because he wants to encourage Vita to be more confident and optimistic to do something. In this

²⁴ Amelia Fian Faulani, “A Descriptive Analysis of Using Code Switching...”, p. 29.

²⁵ Hanna Yletyinen, “The Function of Code Switching in EFL ...”, p. 17.

case, he switched the language because he may feel convenient to be emphatic using English rather than Indonesian.

d. Interjection

Interjection is a part of speech that shows the emotion or feeling of the speaker. An interjection may be a word, phrase or short sentence such as *uh*, *wow*, *oops* and *hey*. Speakers may switch the codes to express happiness, excitement, anger, sadness and many other feelings. Generally, it happens consciously or unconsciously.

e. Repetition Used for Clarification

Repetition may serve to clarify what is said or emphasize the message. According to Chahayani, when a bilingual wants to clarify his/her speech so that it will be understood more by listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).²⁶ So, repetition occurs when a message is repeated in another language. This repetition may serve as a clarification of what has just been said but it also carries to make the listener understand what the speaker said.

²⁶ Yutama Ndaru Chahayani, "The Analysis of Lecturers' Code Switching...", p. 31.

f. Intention of Clarifying the Speech Content for Interlocutor

When a bilingual person talks to another bilingual there will be lots of code switching occurs. Code switching is also often used to clarify the content of the speech. They switch from one language to another to make the content of the speech run smoothly and can be understood better by listener.

g. Expressing Group Identity

Code switching can be used by speakers to express their group's identity. A speaker may switch from one language to another as a signal of group membership. It is supported by Eldin that a speaker may switch to another language as a signal of group membership and shared ethnicity within an addressee.²⁷

B. Previous Research

To develop the original analysis, the researcher presents the previous study dealing with similar topic.

The first topic is from Amelia Fian Faulani (11308137) 2015 English Department of Education Faculty State Islamic Studies Institute (STAIN) Salatiga. A Descriptive Analysis of Using Code Switching in English-Arabic Daily Conversation of

²⁷ Ahmad Abdel Tawwab Sharaf Eldin, "*Sociolinguistics Study of Code Switching...*", p. 80.

Students Islamic Boarding School (Ta'mirul Islam, Surakarta, Central Java).²⁸ This research used qualitative research, she investigates how is code switching used in Ta'Mirul Islamic Boarding School in Surakarta. The aim of this research is to analyze the type of code switching used by Ta'Mirul Islamic Boarding School students in their daily conversation. The result of this research shows that there are three types of code switching, they are the metaphorical, conversational and situational switching.

The similarity of her research and this research is both of us analyzing code switching in Islamic boarding school. While the differences both of the research are the focus of the research. Faulani only focuses to analyze the type of code switching while in this research the researcher focuses to analyze the types and the reason of code switching.

The second topic is from Yutama Ndaru Chahayani (C0310068) 2012 English Department Faculty of Cultural Sciences Sebelas Maret University Surakarta.²⁹ The Analysis of Lecturers' Code Switching in Teaching Learning Process (A Case Study in the English Department Teaching Learning Process Faculty of Cultural Sciences Sebelas Maret Univesity). This research used descriptive research, she investigates code switching

²⁸ Amelia Fian Faulani, "A Descriptive Analysis of Using Code Switching...", p. i.

²⁹ Yutama Ndaru Chahayani, "The Analysis of Lecturers' Code Switching...", p. i.

used by the lecturer in the classroom. The aim of this research is to describe how lecturer using code switching in the class. The result of this research shows that there are two types of code switching based on the reasons why people switch the language including metaphorical and situational code switching. Three types of code switching based on the position of different codes found in the utterances or sentence including inter-sentential, intra-sentential and tag switching.

The similarity of her research and this research is both of us choose code switching as main topic. While the differences both of the research are the types of code switching. Chahayani uses code switching based on the reasons why people switch the language and based on the position of different codes found in the utterances or sentence while in this research the researcher only used code switching based on the position of different codes found in the utterances or sentence

The third topic is from Khoirul Anwar (123411057) 2016 Education and Teacher Training Faculty Walisongo Islamic State University Semarang. The Use of Code Switching in EFL Class (Descriptive Study at MOB English Course Kampung Inggris Pare Kediri).³⁰ This research used qualitative research. The aim of this study is to examine the use of code switching in English Foreign Learners. The result of this research shows that there are three

³⁰ Khoirul Anwar, "The Use of Code Switching in EFL Class (Descriptive ...", p. i.

types of code switching based on the position of different codes found in the utterances or sentence they are inter-sentential, intra-sentential and tag switching. There are five functions of code switching that identified in this research they are self correction function, clearing misunderstanding function, unofficial interaction function, teacher admonitions and lapses function and requesting for help.

The similarity of her research and this research is both of us describing code switching based on the position of different codes found in the utterances or sentence. While the differences both of the research is the references used in analyzing the data. Anwar used Made's theory while in this research the researcher used Appel's theory.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study the researcher used descriptive research. Descriptive research is the research that is intended to describe the situation and condition to be explained in the research report.³¹ The descriptive research is not to examine the hypothesis but it shows the data in the research field. According to Susanto cited by Chahayani, the objective of the qualitative research is to examine the condition of the object in which the researcher is the main instrument in doing the research.³² This research is conducted by collecting the data through recording and interview. The aim of this research is to describe types and reasons of code switching used in English conversation program at Ma'had Al-Jami'ah Walisongo Islamic Boarding School in the Academic Year of 2016/2017.

B. Setting of Research

The setting of the research is Ma'had Al-Jami'ah Walisongo Islamic Boarding School that located in Jl. Prof. Dr. Hamka Ngaliyan, Semarang right inside campus 2 of Walisongo

³¹ Suharsimi Arikunto, *Prosedur Penelitian cet. VI*, (Yogyakarta: PT Rineka Cipta, 2010), p. 3.

³² Yutama Ndaru Chahayani, "The Analysis of Lecturers' Code Switching...", p. 38.

Islamic State University. The researcher chose Ma'had Al-Jami'ah Walisongo because during teaching and learning process the tutor and students use two languages, they are English and Indonesian. Therefore, the phenomenon of code switching occurs in English conversation program at Ma'had Al-Jami'ah Walisongo. The researcher conducted recording on 19th April and 20th April 2017.

C. Source of Data

The source data of this research were from students of Ma'had Al-Jami'ah Walisongo. While, the data were in the form of students' utterance and interview.

D. Respondent of Research

The respondents of this research were students of Ma'had Al-Jami'ah Walisongo Islamic Boarding School. The students have been classified based on their English proficiency level through placement test beforehand, the students were divided into three classes, and they are high, medium and low class category. The researcher used low class as respondent of this research. Among three classes, the phenomenon of code switching often occurs in low class rather than medium and high class. Therefore, in order to reach the data of code switching, the researcher chose low class category to collecting the data.

E. Focus of Research

The focus of this research was to describe the types based on Appel's theory and the reason of code switching used by the tutor and students of low class in English conversation program at Ma'had Al-Jami'ah Walisongo Islamic Boarding School in the Academic Year of 2016/2017.

F. Technique of Collecting Data

The technique of collecting data which was used in this study is recording and interview.

1. Recording

The researcher collected the data through recording. In this case, researcher recorded teaching and learning activity by tutor and students in English conversation program of low class. The topic of the conversation was discussed depend on the tutor and students. The process was stopped after the numbers of the data are sufficient. The adequacy of the data is restricted when the data obtained is sufficient. The data obtained indicate the presence of code switching. The data were sufficient if it reached the purpose of this research.

Then, researcher transcribed the recording data. The transcribed data was based on the reality, so there are so many grammatical errors can be found. The researcher transcribed the data recoding to classify and analyze the types of code switching. This method was used to increase the authenticity of the data.

2. Interview

The researcher conducted interview with tutor and students to gain information related to the reason why they switched the language during English conversation program. The researcher used interview guideline in the form of a set questions arranged in advanced which is developed to gain the specific information. Researcher used semi structured interview in order to give the respondent freedom to express their opinion or perspective.

The aim of this interview is to get information about the reasons of using code switching. This interview was conducted by audio recording and with respondent's permission beforehand. The interview lasted approximately 15-20 minutes and conducted in Indonesian in order to make the interviewee more understand related to the questions and feel comfortable while conversation.

G. Validity of Data

The researcher used triangulation to confirm the validity of data. According Arikunto, the reason used two data that will be collected to convince of data's truth. The term in research is the researcher do cross check or re-check to the data. Another term of re-checking is 'triangulation.' Tri = three and Angulasi from angle

is viewpoint. So cross check or re-check data can be done through three sources data or three methods technique.³³

This research used methodological triangulation in order to cross check data's truth which is used three angles from recording, interview to students and interview to tutor.

H. Technique of Analyzing Data

According to Bodgan cited by Sugiyono, "data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present that you have discovered to others".³⁴ In this method, the researcher would analyze transcribed data from recording result which is aimed to find the types of code switching. Then, the researcher transcribed the interview result which is aimed to find the reason of code switching.

In this step, after gathering the data through recording, the researcher transcribed the tutor and student's utterance from audio recording. The researcher identified the transcribed data to find the occurrence of code switching. The data were classified according to types of code switching used by tutor and students based on Appel's theory. Then, the data were analyzed by using qualitative methods. While, quantitative method would be used to

³³ Suharsimi Arikunto, *Prosedur Penelitian ...*" p. 52.

³⁴ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2014), p. 88.

find out the percentage of code switching in English conversation program at Ma'had Al-Jami-ah Walisongo in general. Quantitative method used as minor data, to find the percentage of each type code switching that found. The percentage of the types of code switching is formulated as follow:

$$\frac{\text{Frequency of words}}{\text{Total of words}} \times 100\%$$

Then, the data from interview was transcribed comprehensively into a written form. The transcribed data were explained to find out the reasons of code switching. After all data were explained, the conclusion of them was drawn to describe the reason of code switching.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding

In order to get the type and reasons of code switching used by tutor and students, the researcher has conducted observation and interview. This activity is conducted in natural environment exactly right in front of Ma'had Al-Jami'ah Walisongo Islamic Boarding School. This activity was conducted every morning at 05.40 until 06.30 AM for one week except Friday and Sunday. The researcher conducted recording on 19th April and 20th April 2017. The researcher conducted recording only two days because it reached the purpose of this research.

The researcher found that the phenomenon of code switching was employed by tutor and students in teaching learning activities. The findings are relevant with Appel's theory. There are three types of code switching, namely intra-sentential code switching, inter-sentential code switching and tag code switching. With the total data of 148, the type used the most is intra-sentential code switching, followed by inter-sentential and tag code switching. The following table shows the percentage data of types of code switching in low class produced by tutor and students.

Table 4.1
Table of Types of Code Switching Occurrences

| No. | Types of Code Switching | Frequency | Percentage |
|-------|---------------------------------|-----------|------------|
| 1. | Intra-Sentential Code Switching | 84 | 56.76 % |
| 2. | Inter-Sentential Code Switching | 49 | 33.11 % |
| 3. | Tag-Switching | 15 | 10.13 % |
| Total | | 148 | 100 % |

As can be seen in the table above, intra-sentential code switching seemed to be the most frequent of code switching that occurred in tutor's and student's speech (56.76%), the second type is inter-sentential code switching (33.11%), and the last is tag switching (10.13%). This number shows that intra-sentential code switching is more dominant than inter-sentential code switching and tag switching during teaching learning activity.

B. Discussion

In this section the researcher classified and analyzed it according to the types of code switching based on Appel's theory that appeared in the transcribed data of tutor's and students' speech in English conversation program of low class category during recording. Then, the researcher discusses and gives explanation for each type used by tutor and students in general.

1. Data Analysis

a. Types of Code Switching

After having recorded teaching and learning process of low class in English conversation program at Ma'had Al-Jami'ah Walisongo Islamic Boarding School, the researcher found three types of code switching used by the tutor and the students. They are intra sentential, inter sentential and tag code switching. In this research, the researcher limited the code switching in English to Indonesian or vice versa. The following are some examples of the analysis about the type of code switching:

1) Intra-Sentential Code Switching

Intra-sentential code switching is the alternation between two languages, where the switching occurs within a sentence or utterance. In this type, the researcher found that the tutor switched the language in the form of word, phrase or clause within sentence or her utterance. From the observation, the researcher found that there are 45 data of this type produced by tutor. There are some examples that have intra-sentential code switching in English conversation program. Those examples can be explained like the following.

One of the reason the tutor used intra-sentential code switching is to emphasize Indonesian

term. It can be seen from utterance “How to say *kejadian ini?*” (appendix 2 , no. 2). Based on her utterance, she switched two languages within her utterance to ask students about Indonesian term. In this case, a student asked the tutor about Indonesian term of “*kejadian ini*” in English, and then the tutor asked the other students to clarify what Indonesian term for “*kejadian ini*” is in English. It can be concluded that tutor switched the language within her utterance to emphasize Indonesian term.

Another reason the tutor used this type is to give explanation. It can be seen from utterance “Beggars the meaning is *gelandangan*” (appendix 2, no.8). Based on her utterance, it shows that the tutor switched two languages within her utterance to give explanation to her students by emphasizing her utterance that the meaning of “*beggars*” in Indonesian is “*gelandangan*”. So, tutor switched her language from English to Indonesian within her utterance to emphasize the message in order to be understood by students.

In other hand, the tutor used intra-sentential code switching to give clarification to her students. As we can see from utterance “I must *apa sih* deliver *ini yah* I must do hard” (appendix 2, no. 15). It shows

that the tutor switched two languages within her utterance to give students clarification. Here, tutor may switch the language unconsciously. It can be seen from “*apa sih*” and “*ini yah*” indicated that she was trying to remember English word before she gave clarification to her students.

The researcher also found the tutor used this type to confirm her speech. It can be seen from utterance “*Pencapaian* achieve the meaning is *pencapaian prestasi* good” (appendix 2, no. 30). Based on her utterance, the tutor switched two languages within her utterance to confirm her students that the meaning of “*achieve*” in Indonesian is “*pencapaian*”. She confirmed her speech in order to be understood by students.

The last but not the least, the following is another example of intra-sentential code switching produced by tutor to give explanation. As we can see from utterance “If you have feel with someone it’s a generally *ya secara umum ya manusiawi* but you must control your felling” (appendix 2, no. 33). It shows that the tutor switched two languages within her utterance to give explanation to her students. Here, tutor switched two languages within her

utterance in order to students can understand more about what she said.

From utterances above, it shows that the tutor switched the language within her utterance. The researcher concluded that this type usually appeared when the tutor asked students about English word, to give explanation, to confirm and to give student clarification. The rest of data can be seen in appendix 2.

From the observation, the researcher found that there are 39 data of this type produced by students. In this type, the researcher found that students switched their language in the form of word or phrase within sentence or utterance. There are some examples that have intra-sentential code switching in English conversation program. Those examples can be explained like the following.

The reseracher found that students used intra-sentential code switching to clarify about something. It can be seen from utterance “Same *berarti* miss? (appendix 3, no. 2). Based on her utterance, the student switched two languages within her utterance to clarify information was given by the tutor. In this case, she asked tutor the differences about English vocabulary. Then, she wanted to clarify it but she did

not know the English word of “*berarti*”, therefore she switched it into Indonesian within her utterance.

The reason students used this type when they did not know English word. As we can see from utterance “Because lack of *SDM* and lack of knowledge and *minim* job in *sekitar* my town” (appendix 3, no.18). It shows that the student switched two languages within her utterance when she did not know English word. She switched the word “*SDM, minim* and *sekitar*” within her utterance because she could not mention those words in English.

In the same reason with utterance above as we can see from utterance “Because I ... *apa* ... mistake pronoun ... mistake pronoun and I... *apa* ... I ... *di suruh apa ya* miss?” (appendix 3, no 27). It shows that the student switched two languages within her utterance because she did not find English word. It can be seen from “*apa*” within her utterance. Moreover, she also switched the languages to ask her tutor what is the meaning “*di suruh*” in English.

Another reason students used this type to ask their tutor. It can be seen from utterance “Two ... *dua kali apa* miss?” (appendix 3, no.6). Based on her utterance, the student switched two languages within

her utterance to ask her tutor what is the meaning of “*dua kali*” in English. In this case, the student did not know how to say “*dua kali*” in English. That is why she switched the language from English to Indonesian within her utterance to ask the tutor.

The last but not the least, the following is another example of intra-sentential code switching produced by students to emphasize their speech. It can be seen from utterance “There is value *pelajaran* so I must ...” (appendix 3, no. 36). Based on her utterance, the student switched two languages within her utterance to emphasize her speech. It can be seen from “value *pelajaran* “, she repeated from English into Indonesian to emphasize her speech in order to make it clearer.

According to utterances above, it shows that students switched the language within their utterance. The researcher concluded that intra-sentential code switching used by students to ask unfamiliar English word or when students did not know English word. From all of the types, this type often produced by students because most of them still lacked of vocabulary. So, they switched two languages within their utterance. The rest of data can be seen in appendix 3.

2) **Inter-Sentential Code Switching**

Inter-sentential code switching is the alternation between two languages, where the switching occurs after a sentence or utterance in the first language has been completed and the next sentence starts with a new language. From the observation, the researcher found there are 39 data of this type produced by tutor. There are some examples that have inter-sentential code switching in English conversation program. Those examples can be explained like the following.

One of the reason the tutor used intra-sentential code switching is to give explanation. It can be seen from utterance “Please say Alhamdulillah that is our blessing. *Bersyukur anugerah*” (appendix, 4 no.3). Based on her utterance, the tutor switched from English to Indonesian between sentences boundary to give student explanation about particular topic. In this case, she explained in English then she emphasized it in Indonesian. So, her students can understand what she said.

In the same reason with utterance above it can be seen from utterance “Ok. Big applause for Miss. Alfi, thank you very much. *Tu di degerin yang suka buka hijab, sudah itu masa lalu biarkan berlalu*”

kodmadhoh mamadhoh gitu ya” (appendix 4, no. 16). Based on her utterance, the tutor switched from English to Indonesian between sentences boundary. Here, the tutor switched the language to give explanation about particular topic in order that students can understand her speech content.

In other hand, tutor used this type to ask clarification. As we can see from utterance “Thank you very much Miss. Mega. *Walaikumsalam wr.wb, salam ya barusan ya?*” (appendix 4, no. 11). It shows that the tutor switched from English to Indonesian between sentences boundary to ask clarification to her students. In this case, there is a student that has finished her speech in front of class then the tutor giving thanking expression to her in English. After that, the tutor switched it in Indonesian to ask another student to clarify that the student who just finished her speech gave greeting to her before she close her speech or not.

The tutor also used this type to emphasize her message. It can be seen from utterance “So, you must be confident by yourself. *Jadi harus percaya diri*” (appendix 4, no. 14). Based on her utterance, the tutor switched from English to Indonesian between sentences boundary to emphasize her message. Here,

tutor emphasized her message by using repetition. First, she explained it in English then she repeated it in Indonesian. It is supported by Faulani, in her research she states that in some cases such repetition may serve to clarify what is said, but often they simply amplify or emphasize a message to make audience understand.³⁵

The last but not the least, the following is another example of inter-sentential code switching produced by tutor to emphasize her speech. As we can see from utterance “Your mother is not a someone for you?. *Ibu itu bukan seseorang dalam hidupmu?*” (appendix 4, no.21). It shows that the tutor switched from English to Indonesian between sentences boundary to emphasize her speech. In this case, tutor switched between sentences through repetition from English to Indonesian to emphasize her speech.

According to utterances above, it shows that the tutor switched the language between sentences boundary. The researcher concluded that intra-sentential code switching used by tutor to make her message can be reached by students. So, students can understand the content of her speech. Basically,

³⁵ Amelia Fian Faulani, “A Descriptive Analysis of Using Code Switching...”, p. 36.

students mostly know Indonesian or mother tongue better than English. The students of low class usually have problem to understand English. Therefore, the tutor tends to switch her language to transfer the necessary knowledge, to give explanation and to emphasize message for students during the teaching learning activity. The rest of data can be seen in appendix 4.

From observation, the researcher only found 9 data of this type produced by students. In this type, the researcher found that students switched her language in the form of phrase, clause or a whole sentences boundary level. There are some examples that have intra-sentential code switching in English conversation program. Those examples can be explained like the following.

One of reason students used this type when they could not find any idea. As we can see from utterance “*Apa lagi ya*. What else?” (appendix 5, no. 16). It shows that the student switched from Indonesian to English between sentences boundary. In this case, the student switched the language as the repetition of Indonesian because she could not find any idea to convey.

Students also used this type to convey her opinion more easily. It can be seen from utterance “And now, I will to... tell about...I will tell my opinion. Crime is an activity which afflicts the victim. *Menurut saya kejahatan adalah suatu kegiatan yang merugikan korban baik itu menimbulkan luka di hati maupun luka finansial seperti ekonomi, luka di tubuh*” (appendix 5, no.3). Based on her utterance, the student switched from English to Indonesian between sentences boundary to convey her opinion more easily. It can be seen that at first the student explained it in English but she was difficult to convey her opinion in English. In order to make her message clearly, she switched it into Indonesian.

The researcher also found students used this type when they did not know the meaning of Indonesian term in English. It can be seen from utterance “*Pengamen apa pengamen. Dustman?*” (appendix 5, no. 5). Based on her utterance, the student switched from Indonesian to English between sentences boundary. In this case, the student used Indonesian because she did not have any idea about what is the meaning of “*pengamen*” in English then she switched it into English to ask clarification to her friends.

In other hand, students used intra-sentential code switching to clarify her message. As we can see from utterance “With good miss. *Dengan baik itu lo*” (appendix 5, no. 6). It shows that the student switched from English to Indonesian between sentences boundary to clarify her message. In this case, the student explained it in English then she explained again in Indonesian in order to her tutor can understand what she meant.

The last but not the least, the following is another example of inter-sentential code switching produced by students to ask the meaning of English term. As we can see from utterance “Because if someone ever steal something, maybe he or she can be addicted, you know addicted?. *Kecanduan*” (appendix 5, no. 8). It shows that the student switched from English to Indonesian between sentences boundary. In this case, the student wanted to ask her friends the meaning of “*addicted*” in Indonesia. The student asked in English then she gave the answered in Indonesian.

According to utterances above, it shows that students switched their language between sentences boundary. The researcher concluded that inter-sentential code switching was used by students to

convey their opinion easily, can be understood by her friends or to emphasize their message to be clearer because they still lack of English proficiency. Based on the utterances above, it shows that students tend to repeat her utterance from English to Indonesian. The rest of data can be seen in appendix 5.

3) **Tag Code Switching**

Tag code switching happens when a bilingual inserts short phrase or (tag) from one language into an utterance in another language. The tag can be inserted anywhere, which is in another language. It is often very short and it rarely happens in teaching and learning process. This type also serves for expression of emotions. From observation, the researcher only found 11 data of this type produced by tutor. There are some examples that have tag code switching in English conversation program. Those examples can be explained like the following.

The reseacher found that the tutor used tag code switching to give command. As we can see from utterance “You must give lesson, *ya!*” (appendix 6, no.5). It shows that the tutor inserted short phrase in the end of her utterance. The tutor inserted Indonesian tag “*Ya*” to give command to her students. In this case, tutor asked the students to tell about their

experience and they have to give lesson or value in her speech.

The tutor used this type when she wanted to emphasize her question. It can be seen from utterance “**Gimana?** Let’s gone, bye gone” (appendix 6, no. 9). Based on her utterance, the tutor inserted short phrase in the beginning of her utterance. In this case, the tutor inserted Indonesian tag then she switched again in English. The tutor inserted tag “*Gimana*” with the stress on it to emphasize her question that she asked to her students.

The reseacher also found that this type used to emphesize tutor’s expression. It can be seen from utterance “**Walah,** borax... borax that you ever eat it everyday” (appendix 6, no. 10). Based on her utterance, the tutor inserted short phrase in the beginning of her utterance. The tutor inserted Indonesian tag “*Walah*” with the stress on it to emphasize her expression. It can be seen the tutor was surprised when her students discussed about borax in the middle of learning process.

The tutor also used tag code switching when she wanted to emphasize the meaning of English term. As we can see from utterance “**Yak,** what is the meaning of achievement?” (appendix 6, no. 11). It

shows that the tutor inserted short phrase in the beginning of her utterance. In this case, the tutor inserted Indonesian tag “*Yak*” with the stress on it to emphasize what is the meaning of “*achievement*” in Indonesian.

According to utterances above, it shows that the tutor switched the language by inserted short phrase. The researcher concluded that tag code switching used by tutor to give command, to ask question, to show her expression or emphasized her speech content. The rest of data can be seen in appendix 6.

From the observation, the researcher only found 4 data of this type produced by students. Students inserted tag in Indonesian in the beginning of their speech. There are some examples that have tag code switching in English conversation program. Those examples can be explained like the following.

The reseacher found students used tag code switching when they showed their expression. It can be seen from utterance “*Eh kok, conclusion... solution*” (appendix 7, no. 1). Based on her utterance, the student inserted short phrase in the beginning of her utterance. She switched from Indonesian to English. In this case, in her mind she wanted to say an

English word of “*solution*” but she accidentally mentioned conclusion rather than solution. So, she inserted Indonesian tag “*Eh kok*” with the stress on it in the beginning to show her expression of surprise.

Students used this type when they wanted to emphasize their speech content. As we can see from utterance “*Ya*, because I am choose in here” (appendix 7, no.2). it shows that the student inserted short phrase in the beginning of her utterance. She switched from Indonesian to English. In this case, she inserted tag in Indonesian “*ya*” with the stress on it to emphasize the content of her utterance.

In the same reason with utterance above it can be seen from utterance “*Oh iya*, with boy, because of if you steady with boy you can ... your...” (appendix 7, no 3). Based on her utterance, the student inserted short phrase in the beginning of her utterance. She switched from Indonesian to English. In this case, she inserted “*Oh iya*” with the stress on it to emphasize her explanation. She inserted tag in Indonesian to emphasize her explanation by inserting “*Oh iya*” in the beginning then she continued her speech in English.

The following is the last example of tag code switching produced by students to emphasize her

speech. It can be seen from utterance “*Loh*, miss when I get first achievement, I’m so happy and I have to make happy my parent” (appendix 7, no 4). Based on her utterance, the student inserted short phrase in the beginning of her utterance. She switched from Indonesian to English. In this case, she inserted tag in Indonesian “*Loh* “with the stress on it to emphasize her speech. She inserted tag in Indonesian to emphasize her speech then she continued her speech in English.

According to utterances above, it shows that students switched their language by inserted short phrase. The researcher concluded that tag code switching used by students to show their expression or to emphasize their speech. The rest of data can be seen in appendix 7.

b. The Reason of Code Switching

The researcher gained deep information through interview section with 15 students and 2 tutors of Ma’had Al-Jami’ah related to the reason why they switched their language from English to Indonesian or vice versa during teaching learning process in conversation program. From interview result, the researcher can highlight the reason why tutor and students from low class switched their language.

The researcher gained information related to the reason of code switching from student's perspective. Those reasons are lack of vocabulary, to make her friends understand, to convey opinion easily, forgetting the English words, thinking about grammar and not being fluent to speak in English. Those reasons can be explained like the following:

1) **Lack of Vocabulary**

Lacking of vocabulary becomes one of reason why students switched from one language to another. It also happened in low class category students at Ma'had Al-Jami'ah Walisongo. Lack of vocabulary was found as the dominant reason why students switched their language. The researcher found eleven students that said they switched the language because lack of vocabulary.

A low class student, Nida said that "*because I'm still lack of English vocabulary*".³⁶ Fauziyah said that "*Sometimes it's difficult to express English vocabulary*".³⁷ Fadliana said that lack of vocabulary was the reason she switched her language from

³⁶ Interview with Nida, Ma'had Al-Jami'ah Walisongo a student of low class, at 4/19/2017, 06.48 AM.

³⁷ Interview with Fauziyah, Ma'had Al-Jami'ah Walisongo students, a student of low class, at 4/22/2017, 07.03 AM.

English to Bahasa Indonesia or vice versa.³⁸ Afiani said that “*because I do not know about the English words*”.³⁹ Another low student such as Lutfiatur, Arwaningsih, Rofiqoh, Amalia, Rosyida, Inayah felt the same thing that lack of vocabulary is the main reason why they switched the language.

From the statements above, it shows that lack of vocabulary becomes the main reason for low class students switching their language. They switched their language from English to Indonesian or vice versa when they did not know English words. It is supported by Appel that code switching often involves lack of knowledge of one language. Apple also adds that people tend to switch their language because they do not know the word in other language.⁴⁰ The researcher concluded that most of students with low category tend to switch the language from English to Indonesian or vice versa during learning process.

³⁸ Interview with Fadliana, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/20/2017, 06.48 AM.

³⁹ Interview with Afiani, Ma’had Al-Jami’ah Walisongo students, a student of low class, at 4/20/2017, 07.01 AM.

⁴⁰ E-book: Rene, Appel and Muysken Pieter, *Language Contact ...*”, p. 118.

2) To Make Her Friends Understand

As low English proficiency students, they are unable to speak English fluently. Therefore, students switched their language to make her friends understand. The researcher found eight students that said they switched the language because of this reason.

Hanna said that *“In order to my friends can understand what I say”*.⁴¹ Another a low class student, Nida said that to make her friends understand what she said, so she switched her language from English to Bahasa Indonesia.⁴² Radita said that *“the reason is when I’m talking with my friend I switch my language so they can understand what I say”*.⁴³ For another low student such as Lutfiatur, Rofiqoh, Fauziyah, Fadliana and Amalia also said that they switched the language in order to make her friends can understand what they said.

According to the statements above, the researcher concluded that students of low class

⁴¹ Interview with Hanna, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/19/2017, 06.46 AM.

⁴² Interview with Nida, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/19/2017, 06.48 AM.

⁴³ Interview with Radita, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/19/2017, 06.49 AM.

category switched their language from English to Indonesian or vice versa in order to make their friends understand. Basically, most of them often mispronounced English words when they practice speaking, so their friends could not understand what the student said. Moreover, when a student practice speaking in front of classroom she tried to explain or tell about something to her friends but their friends could not understand because they are still unfamiliar with the word that she mentioned. Therefore, there must be a lot of misunderstanding both of the student and their friends. So, students decided to switch their language to make their friends understand.

3) To Convey Opinion Easily

Another reason that caused student of low category at Ma'had Al-Jami'ah Walisongo switched the language is how they can convey their opinion easily. The researcher only found three students that said in order to convey their opinion easily they would switch the language.

Lutfiatur said that she switched the language from English to Indonesian or vice versa to convey her opinion clearly.⁴⁴ Similar statement came from

⁴⁴ Interview with Lutfiatur, Ma'had Al-Jami'ah Walisongo a student of low class, at 4/20/2017, 06.38 AM.

Fauziyah, she said that “*to convey my opinion easily*”.⁴⁵ Another low class student, Rosyida said that she also switched her language to convey her opinion.⁴⁶

According to the statements above, the researcher concluded that low class students switched their language from English to Indonesian or vice versa to convey their opinion easily. In this case, at first they tried to convey their opinion used English but when students did not know word in English, they would switch it into Indonesia directly. In addition, they may feel comfortable and easier to use Indonesian to convey their opinion rather than using English. So, code switching is a natural phenomenon that can be seen in English conversation program at Ma’had Al-Jami’ah Walisongo.

4) Forgetting the English Words

The researcher found that forgetting the English words is one of reason that caused students of low class category at Ma’had Al-Jamiah Walisongo switched the language. Here, the researcher only

⁴⁵ Interview with Fauiyah, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/19/2017, 06.45 AM.

⁴⁶ Interview with Rosyida, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/22/2017, 06.52 AM.

found one student who said that she switched the language because she forgot the English words.

Hanna said that “*Sometimes when I forget about English words I switch it into Indonesian*”.⁴⁷

According to the statement above, the researcher concluded that Hanna switched her language because she forgot the English words. English is only taught as foreign language in the classroom. Moreover, English has various vocabularies that can made her confused. It seems to be a common thing happened to Hanna because she did not use English as mother language. Therefore, she switched the language from English into mother tongue or Indonesian.

5) Thinking about Grammar

Thinking about grammar also being another reason why students of low class category switched the language. As a low category, they confused about English grammar where the structure of English is very contrast with their native language. The researcher only found one student who said she switched her language because of grammar.

⁴⁷ Interview with Hanna, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/19/2017, 06.46 AM.

Fauziyah said that she switched the language from English to Bahasa Indonesia when she cannot express English grammar.⁴⁸

According to the statement above, the researcher concluded that Fauziyah switched her language when she could not express English grammar. Fauziyah may feel frustrated and confused when she thought about grammar. It would make her hesitate whether what she said is right or wrong. That is why she decided to switch the language from English to Indonesian during learning process.

6) Not Being Fluent to Speak in English

The last reason that the researcher found from interview result is not being fluent to speak in English. The researcher only found one student who said the reason she switched the language because of this reason. A low class student, Lutfiatur said that *“I’m not fluent to speak English”*.⁴⁹ From what Lutfiatur said before, the reason that made her switched the language is not being fluent to speak English. Lutfiatur may know about English well but

⁴⁸ Interview with Fauiyah, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/19/2017, 06.45 AM.

⁴⁹ Interview with Lutfiatur, Ma’had Al-Jami’ah Walisongo a student of low class, at 4/20/2017, 06.38 AM.

she was unable to speak fluently. It is because she rarely to practice speaking English.

In this section, the researcher wanted to know how tutor's perspective related to the reason that her students switched their language during teaching and learning process. Those reasons are lack of vocabulary, having difficulty and not being confident in English pronunciation, not master in English and less experience to speak English.

According to Miss. Nafilatul, a low class tutor, she said that the reason why her students switched their language from English to Indonesia or vice versa because they lack of vocabulary. She also explained that her students were facing difficulty and not being confident in English pronunciation. It happened because the students were confused between English writing and how to pronounce it, it results confusion for the students. Further, she added that when a student practiced speaking in front of class their friend could not understand what she said. It can be seen from their expression. Therefore, her students tended to switch the language in learning process.⁵⁰ Another low class tutor, Miss. Lana explained that there are some reasons why her students switched their

⁵⁰ Interview with Miss. Nafilatul Ilmiyyah, Ma'had Al-Jami'ah Walisongo a tutor of low class, at 4/19/2017, 07.20 AM.

language. First, her students felt that they were not master in English. Second, her students still lacked of vocabulary. Third, when her students were in senior high school, they were rarely practice speaking English.⁵¹

Based on the statements above, there are the differences and the similarity perspective related to the reasons why students switched language. The similarity is both of the tutors stated that students have limited English vocabulary. The researcher concluded that the main reason of low class students switched the language because of lack of vocabulary. So, that is why the phenomenon of code switching often appeared in English conversation program. While the differences, the first is pronunciation, students of low class category may feel confused how to pronounce English word. It is because they could not remove their accent or sometimes slip of the tongue when speaking English. Second, the students not mastering in English. Most of students of low class category still lack of English proficiency, so they tend to switch the language during leaning process. The last reason is that the students have less experience to practice speaking English when they were in senior high school. It

⁵¹ Interview with Miss. Lana Zahratul M, Ma'had Al-Jami'ah Walisongo a tutor of low class, at 4/20/2017, 07.30 AM.

happened because their teacher only taught them theoretically.

Meanwhile, the researcher also gained information of the reason tutor switched their language during teaching process. From interview result, the researcher found two reasons, namely to give explanation and to make their students not feel bored.

According to Miss Nafilatul Ilmiyyah, she stated *“Even I also switch my language from English to Indonesian or vice versa because if I used full English in my class they would not understand. Because it is learning process that needed an understanding, so I switch my language”*.⁵² The same statement said by Miss Lana *“In this conversation program, in order to make my students understand with my explanation I have to use Indonesian because their English are still limited. If I teach them using all in English, my students will not understand”*. She also added if she used full in English her students might feel bored and she could not achieve the goals of conversation program like she expected. Then, she said again the conversation program would not run smoothly if she used all in English.⁵³

⁵² Interview with Miss. Nafilatul Ilmiyyah, Ma’had Al-Jami’ah Walisongo a tutor of low class, at 4/19/2017, 07.20 AM.

⁵³ Interview with Miss. Lana Zahratul M, Ma’had Al-Jami’ah Walisongo a tutor of low class, at 4/20/2017, 07.30 AM.

From statement above, both of tutors switched their language during teaching and learning process tutors in order to make students understand with their explanation. According to Johansson, teachers' code switching is an important tool for explanation and instruction.⁵⁴ Moreover, if tutor used English while giving explanation, students tend to feel confused and bored because they do not understand what their tutor said. The researcher concluded that code switching is a useful tool or a strategy in learning process for low English proficiency students to develop their language deficiency. It is supported by Ahmad, that code switching might be a helpful strategy to use in low proficient classroom.⁵⁵ Code switching in foreign language classroom was used as appropriate way or communicative strategy to teach students, especially for students who have not English proficiency. The tutor should be aware of to making students understand with her explanation.

⁵⁴ Sara Johansson, "Code-Switching in The English Classroom: What Teachers Do and What Their Students Wish They Did", (Karlstads: Literature and Intercultural Studies", Fall/2013), p. 4, <https://www.diva-portal.org/smash/get/diva2:691914/FULLTEXT02.pdf>, accessed on 5/14/2017, 7:47 AM.

⁵⁵ Badrul Hisham Ahmad, "Teachers' Code-Switching in Classroom Instructions for Low English Proficient Learners", *International Journal of English Language Teaching*, (Vol.2, No.2, June/2009), p. 52.

Sometimes the tutor has to switch from source language to target language or vice versa.

The researcher drew the reasons why the tutor and students of low class category switched their language in English conversation program at Ma'had Al-Jami'ah Walisongo in Academic year 2016/2017. There are six reasons found from students' perspective such as lack of vocabulary that was found the most dominant reason. Another reasons are to make her understand, to convey their opinion easily, forgetting the English words, thinking about grammar, not being fluent to speak in English. There are some reasons came from tutor's perspective, they are: lack of vocabulary, having difficulty and not being confident in English pronunciation, not master in English and less experience to speak English. Whereas, the reason of the tutor switched the language is to give explanation and to make their students not feel bored.

C. The Limitation of the Research

The researcher realized that this research had not been done optimally. There is limitation of this research:

1. This research was limited on English to Indonesian or vice versa code switching used by low class category tutor and students in English conversation program of Ma'had Al-Jami'ah Walisongo Islamic Boarding School in the Academic Year of 2016/2017. So, when the similar research is

conducted in other university or same university and the same grade, it is possible to get different result.

Considering limitation above, it is a need to do more research about code switching using the same method or different method to obtain more optimal result.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of analysis and discussion in previous chapter, there are some conclusions which can be drawn. They are as follow:

1. After analyzing the data, the researcher concluded that intra-sentential code switching appeared as the most frequent of code switching that occurred in tutor's and student's speech during the teaching learning process. It can be seen from the finding data that there are 84 data or (56.73%) which are classified as intra-sentential code switching, followed by 49 data or (33.11%) which are classified as inter-sentential code switching that found in their speech. The last is tag switching, there are 15 data or (10.13%) which are classified as tag code switching.
2. According to interview result the researcher found that from students' perspective the most dominant reason they switched their language is because lack of vocabulary. Another reasons are to make her friends understand, to convey opinion easily, forgetting the English words, thinking about grammar and not being fluent to speak in English. There are some reasons found from tutor's perspective namely lack of vocabulary, having difficulty and not being confident in English

pronunciation, not master in English and less experience to speak English. Whereas the reasons of the tutor switched their language are that to make students understand tutor's explanation and to make them not feel bored.

B. Recommendation

1. For tutor, students in low class still lack of English proficiency. Therefore, code switching can be an effective strategy as communicative technique to teach students in the process of learning English.
2. For low class students, they should be aware of and more confident in learning English, especially about English vocabulary. The researcher hopes that students can gain knowledge even they are from low level. They can develop their language skill through keep practicing and put a little effort to learn English.
3. For further studies, hopefully the next researcher can explore more various types, function and the reason about code switching from different theory in order to make comparison with this study.

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APPENDIX

APPENDIX 1

Table of Intra-Sentential Code Switching Produced by Tutor

| | Utterances |
|-----|--|
| 1. | How to say <i>pencurian</i> ? |
| 2. | How to say <i>kejadian ini</i> ? |
| 3. | How to say <i>dua kali</i> ? |
| 4. | How to say <i>yang dicuri</i> ? |
| 5. | How to say <i>pelajaran</i> ? |
| 6. | How to say <i>waspada</i> ? |
| 7. | How to say <i>pengemis</i> ? |
| 8. | Beggar the meaning is <i>gelandangan</i> . |
| 9. | <i>Kemaren apa habis</i> disguise. |
| 10. | <i>Di</i> take <i>aduh</i> ... |
| 11. | <i>Iya</i> up to you <i>iya</i> . |
| 12. | <i>Hikmah</i> or ... we can use lesson <i>hikmah</i> . The meaning is <i>hikmah</i> or we can use ... <i>apa ya</i> suggestion. <i>Jadi bisa pake kata</i> lesson <i>atau pake kata</i> suggestion <i>nanti yang di akhir itu lo</i> . <i>Pelajaran hikmah itu pakainya</i> lesson <i>atau</i> suggestion. |
| 13. | How to say <i>makalah</i> ? |
| 14. | How to say <i>terjadi</i> ? |
| 15. | I must <i>apa sih deliver ini yah</i> I must do hard. |

| | |
|-----|---|
| 16. | <i>Setelahnya</i> miss. Alfi who wanna be volunteer. |
| 17. | <i>Nah setelahnya</i> miss. Alfi siapa yang mau menjadi relawan directly come forward. |
| 18. | <i>Relawan itu</i> reward nya is so big. |
| 19. | <i>Kontek disini adalah</i> influence <i>itu adalah negatif jadi persoalannya</i> negative matter <i>masalahnya negatif</i> . |
| 20. | <i>Gimana</i> by gone <i>itu tau gak?</i> |
| 21. | <i>PR ya</i> home work <i>ya lupa</i> the correct one how to say <i>yang lalu biarlah berlalu</i> . |
| 22. | <i>Nabi aja</i> ever do mistake <i>lo</i> . |
| 23. | If say I am beautiful <i>kan itu dulu ngerasa</i> beautiful <i>gitu kan ya kalau</i> mistake <i>kan ya bisa aja gitu</i> . |
| 24. | <i>Melarang</i> prohibit <i>melarang</i> and then? |
| 25. | Yes without <i>kan</i> if you say without the <i>kan</i> . |
| 26. | How to say <i>hikmah?</i> just now I have tell you and then repeat many times. |
| 27. | How to say <i>jauh dari orang tua?</i> |
| 28. | Discuss <i>in apa? Cilok kampus 3? Kentang kampus 3?</i> |
| 29. | Steady <i>pacaran</i> steady. |
| 30. | <i>Pencapaian</i> achieve the meaning is <i>pencapaian prestasi</i> good. |

| | |
|-----|--|
| 31. | Six <i>og ya... ya...ya ...</i> I see ok...ok. |
| 32. | Falling in love <i>nya</i> oh my god. |
| 33. | If you have feel with someone it's a generally <i>ya secara umum ya manusiawi</i> but you must control your felling. |
| 34. | Love also can disturb or can destroy maybe not disturb but destroy <i>merusak menghancurkan</i> destroy <i>itu lebih tepat buat kata bencana-bencana yang hancurnya waw gitu lo.</i> |
| 35. | Can destroy your dream and your achievement <i>itu bisa</i> and all of depend on you. |
| 36. | <i>Tu kan</i> not only me <i>lo.</i> |
| 37. | <i>Karena itu sangat bisa mengganggu bahkan merusak</i> your achievement or your dream. |
| 38. | <i>Ada aja dan itu hanya sedikit lah mendukung kok</i> miss give me support <i>wah itu awal-awal aja.</i> |
| 39. | <i>Ya jawaban</i> correct <i>atau</i> incorrect <i>ya terserah gitu.</i> |
| 40. | <i>Ya</i> video call <i>an yuk</i> with Miss. Lana <i>ya tapi saya gak punya kuota.</i> |
| 41. | Who wants to be the volunteer <i>yuk silahkan yang menjadi</i> volunteer. |
| 42. | <i>Hanya dengan</i> how are you, hi, hello. |
| 43. | Left <i>nya kalian mana berarti siapa?</i> |
| 44. | How to say <i>bukti?</i> |

| | |
|-----|---------------------------|
| 45. | How to say <i>yakin</i> ? |
|-----|---------------------------|

APPENDIX 2

Table of Intra-Sentential Code Switching Produced by Students

| No. | Utterances |
|-----|--|
| 1. | Kok homework sih miss?. |
| 2. | Same berarti miss? |
| 3. | That we know school is the place for education but why in education place ... can happen this ... kejadian ini ... how to say kejadian ini miss? |
| 4. | And, we be...so difficult about ... bukti ... |
| 5. | Because the reason ... the reason people ... but I ... but we ... so yakin apa miss? |
| 6. | Two ... dua kali apa miss? |
| 7. | And ... how to say yang dicuri? |
| 8. | And we get ... we get ... pelajaran apa miss? |
| 9. | I see something to ... I see... I saw... what to say penjahat? |
| 10. | And you must be berhati-hati . |
| 11. | So, I just suggest you to worry... how to say waspada? W-A-R-Y? |
| 12. | I will tell you about ... same with itu kok miss. |
| 13. | This is kan lagi marak kidnaper . |
| 14. | This is modus in ... pengamen...pengemis apa to ya Allah . |

| | |
|-----|---|
| 15. | and <i>pengamen</i> ... <i>penyamar</i> ... this ...this disguise... |
| 16. | Disguise ... like <i>pengamen terus</i> their children in front of home there isn't ... <i>orang tua apa?</i> |
| 17. | Parent <i>terus di itu</i> miss ... <i>di</i> take. |
| 18. | Because lack of <i>SDM</i> and lack of knowledge and <i>minim</i> job in <i>sekitar</i> my town. |
| 19. | and <i>SDA di proses</i> with good. |
| 20. | I get punishment ... no miss <i>jangan direkam miss</i> . |
| 21. | Then I... <i>apa ... hukuman apa?</i> . |
| 22. | Because I ... <i>mengerjakan apa</i> miss ... <i>mengerjakan</i> . |
| 23. | Ok <i>langsung</i> directly please tell us about your mistake. |
| 24. | When I can ... when I can <i>giliran apa ya</i> miss <i>ya?</i> |
| 25. | When I get turn...hitobah in Ma'had, I ... can ... <i>apa</i> ... I delivery about ... <i>apa</i> miss? |
| 26. | I deliver about benefit of ... benefit of ... and I very ... I very much <i>banyak salah</i> miss. |
| 27. | Because I ... <i>apa</i> ... mistake pronoun ... mistake pronoun and I... <i>apa</i> ... I ... <i>di suruh apa ya</i> miss? |
| 28. | The supervisor asks me to not repeat again and I ... <i>apa namanya</i> I ... and I... |
| 29. | I must <i>hu'uh ya</i> miss <i>ya?</i> |

| | |
|-----|---|
| 30. | how to say <i>waspada</i> . |
| 31. | I am constant <i>kan</i> miss. |
| 32. | So <i>kan</i> I chose in Semarang <i>kan</i> ... |
| 33. | I want to <i>mandiri apa</i> miss? |
| 34. | But ... <i>di balik itu apa ya</i> miss? |
| 35. | Behind that have ... <i>hikmah</i> miss? |
| 36. | There is <i>value pelajaran</i> so I must ... |
| 37. | <i>Ya</i> , because I chose in here, I want to <i>mandiri apa</i> miss? |
| 38. | And then <i>jauh dari orang tua</i> miss. |
| 39. | Video call <i>an aja</i> . |

APPENDIX 3

Table of Inter-Sentential Code Switching Produced by Tutor

| No | Utterances |
|-----|--|
| 1. | Maybe you may ... what is that ... share your ... like Ilma. <i>Apa tadi? Mau pengalaman.</i> |
| 2. | Maybe be you may tell your experience. <i>Pernah di jahatin apa.</i> |
| 3. | <i>Kejadian ini.</i> This event. |
| 4. | Dustman. <i>Pemulung.</i> |
| 5. | Please say Alhamdulillah that is our blessing. <i>Bersyukur anugerah.</i> |
| 6. | <i>Iya lo, gak ada yang ini kan ... nyeting kan... pilihan tuhan itu.</i> So, do it well. |
| 7. | <i>Mengerjakan.</i> Do. |
| 8. | <i>Mbak Ami namanya siapa mbak?.</i> What is your name, full name?. |
| 9. | <i>Dapat giliran kan?.</i> Get turn. |
| 10 | <i>Yaa... hikmah atau pelajaran.</i> What lesson? |
| 11. | Thank you very much Miss. Mega. <i>Walaikumsalam wr.wb, salam ya barusan ya?</i> |
| 12. | <i>Udah ya kemarin ya. Udah semua ya, ya gak papa. Takdir tuhan menentukan kalian.</i> Ok, miss. Mega choose one your friend from the behind one or from the first line or the last line |

| | |
|-----|--|
| | or the middle line. From first line, last line or the middle line. |
| 13. | I don't know lillahitaallah or... but the reward is so big. <i>Lo itu lo yang ngomong lo ya barusan lo ya.</i> |
| 14. | So, you must be confident by yourself. <i>Jadi harus percaya diri.</i> |
| 15. | <i>Jangan mempengaruhi dan jangan terpengaruh.</i> Not only you that ever open the hijab maybe one of them when senior high school also open their hijab, but stay in Ma'had we hope that all of you don't open your hijab again. Say together, amin. |
| 16. | Ok. Big applause for Miss. Alfi, thank you very much. <i>Tu di degerin yang suka buka hijab, sudah itu masa lalu biarkan berlalu kodmadhoh mamadhoh gitu ya.</i> |
| 17. | Let's gone,bye gone. <i>Ada satu kata yang hilang deh kayaknya.</i> |
| 18. | <i>Udah kayak kena bencana alam aja, gitu ya.</i> Like artist from middle stage, around stage. |
| 19. | Who follow Ma'had voice? Only Nabila? Aziah also? I ex-Ma'had voice. <i>Vokalis juga ini lo... vokalis dibelakang layar.</i> |
| 20. | I don't hear your voice. <i>Udah eror ini udah tua.</i> |
| 21. | Your mother is not a someone for you?. <i>Ibu itu bukan seseorang dalam hidupmu?.</i> |
| 22. | <i>Saya mendapatkan pelajaran.</i> So what? |

| | |
|-----|--|
| 23. | What lesson that you get. <i>Itu kan kamu membangkang orang tua to. itu. Iya, makannya apa?.</i> |
| 24. | Isna please come forward!. <i>Belum kan?</i> |
| 25. | <i>Ini cintanya belum terwujud.</i> So, only you know about your feeling. But he doesn't know about your feeling. |
| 26. | Oh my god, Oh my no. <i>Ternyata... gue kira udah ini.</i> |
| 27. | Don't fall in love too much. <i>Jangan-jangan suka keterlalu.</i> |
| 28. | <i>Tu kan langsung putus hari ini.</i> Actually you can, if you have feel... listen carefully!. |
| 29. | The main point is control your feeling, it means that your love. <i>Jadi harus di kontrol sukanya atau cintanya.</i> |
| 30. | <i>Itu semua tergantung kamu.</i> You can love someone but you must control your love. |
| 31. | Miss Lana, this lesson ... Miss. Isna experience is also a lesson for me also. <i>Jadi ya buat saya juga gitu lo.</i> |
| 32. | I have many bad experiences about it and my friends also tell about their experience about their love. <i>Dan banyak teman saya yang cerita soal kayak gitu.</i> |
| 34. | After this, when night, after ngaji kyai, please before sleeping please think deeply, what miss. Lana said correct or no. <i>Jadi tidur jangan pegangan hp tapi hp diletakkan kemudian tafakur, tadabur bener gak yo bener ga gitu ya. Besok hari sabtu saya tunggu jawabannya ya!</i> |

| | |
|-----|---|
| 35. | <i>Iya ini terakhir.</i> This is the last. |
| 36. | <i>Ayo relawan yok.</i> If no one be a volunteer, we don't come back to go to Ma'had. |
| 37. | <i>Ya sabar kamu ya ceritane panjang tadi.</i> Falling in love falling in love. |
| 38. | Little greeting can change the situation or can make beautiful situation. <i>Hanya dengan sapaan yang sedikit.</i> |
| 39. | Little greeting can make beautiful one day. <i>Jadi bisa membuat satu hari itu berarti cantik atau bahagia.</i> Happy one day. <i>Satu hari itu bahagia.</i> Little greeting can make your life happy. <i>Jadi bisa membuat kehidupan kamu bahagia.</i> |

APPENDIX 4

Table of Inter-Sentential Code Switching Produced by Students

| No | Utterances |
|----|--|
| 1. | <i>Apa lagi ya.</i> What else? |
| 2. | Why are you so rude?. <i>Kenapa kamu begitu menyebalkan?</i> |
| 3. | And now, I will to... tell about...I will tell my opinion. Crime is an activity which afflicts the victim. <i>Menurut saya kejahatan adalah suatu kegiatan yang merugikan korban baik itu menimbulkan luka di hati maupun luka finansial seperti ekonomi, luka di tubuh.</i> |
| 4. | Kidnapping that happen in Indonesia usually children who lose attention from their parents, maybe one of the cause. <i>Disini penculikan di Indonesia terjadi karena kurangnya pengawan dari orang tua.</i> |
| 5. | <i>Pengamen apa pengamen.</i> Dustman?. |
| 6. | With good miss. <i>Dengan baik itu lo.</i> |
| 7. | <i>Apa ya.</i> Better. |
| 8. | Because if someone ever stole something, maybe he or she can be addicted, you know addicted?. <i>Kecanduan</i> |
| 9. | <i>Belum.</i> Haven't. |

APPENDIX 5

Table of Tag Code Switching Produced by Tutor

| No | Utterances |
|-----|--|
| 1. | <i>Loh</i> , yesterday I've said. |
| 2. | <i>Nah</i> , so Afina go back. |
| 3. | Ok, Mu-ha-mmud Na-shih Fa-za, <i>Yuk</i> |
| 4. | We must give lesson, <i>ya!</i> |
| 5. | You must give lesson, <i>ya!</i> |
| 6. | <i>Kan</i> , she is a singer. |
| 7. | <i>Oh ya</i> , prohibited me. |
| 8. | <i>Yah</i> , It doesn't matter, tell us. |
| 9. | <i>Gimana?</i> Let's gone, bye gone |
| 10. | <i>Walah</i> , borax... borax that you ever eat it everyday. |
| 11. | <i>Yak</i> , what is the meaning of achievement? |

APPENDIX 6

Table of Tag Code Switching Produced by Students

| No | Utterances |
|-----------|--|
| 1. | <i>Eh kok</i> , conclusion... solution. |
| 2. | <i>Ya</i> , because I chose in here. |
| 3. | <i>Oh iya</i> , with boy, because of if you steady with boy you can ... your... |
| 4. | <i>Loh</i> , miss when I get first achievement, I'm so happy and I have to make happy my parent. |

APPENDIX 7

INTERVIEW GUIDLINE FOR STUDENTS

1. How fluent are you in speaking English?
2. Do you have difficulties when you speak in English?
3. When you cannot express the English words, do you switch the language to Indonesian?
4. What are the reasons you switch your language during learning process?

APPENDIX 8

RESULT OF INTERVIEW

| | |
|-------------|--------------------------------------|
| Interviewer | : Muslihatul Umami |
| Interviewee | : Hanna Dwi Ayatina |
| Major | : Ilmu Politik |
| Date | : 4/19/2017 |
| Time | : 06.46 AM |
| Place | : Inside Ma'had Al-Ja'miah Walisongo |

1. **How fluent are you in speaking English?**

Fluent enough

2. **Do you have difficulties when you speak in English?**

Yes, I do. It is difficult to pronounce English word.

3. **When you cannot express the English words, do you switch the language to Indonesian?**

Yes, I do. When I forget about the vocabulary usually I switch from English to Indonesian or vice versa.

4. **What are the reasons you switch your language during learning process?**

In order to my friends can understand what I say. Sometimes, when I'm forgetting the English word I will switch it into Indonesian.

APPENDIX 9

RESULT OF INTERVIEW

| | |
|-------------|--------------------------------------|
| Interviewer | : Muslihatul Umami |
| Interviewee | : Nabila Shovi Amalia |
| Major | : Manajemen Pendidikan Islam |
| Date | : 4/20/2017 |
| Time | : 06.49 AM |
| Place | : Inside Ma'had Al-Ja'miah Walisongo |

1. **How fluent are you in speaking English?**

Not so fluent. I'm still in the process of learning English and still in process to recognize. Because there are so many English vocabularies, so I cannot speak English fluently.

2. **Do you have difficulties when you speak in English?**

Yes, I do. There are so many English vocabularies and it makes me confused.

3. **When you cannot express the English words, do you switch the language to Indonesian?**

Yes, usually when I cannot find any English word I will ask to tutor or my friend with say "*how to say (Indonesia word)*" in English.

4. **What are the reasons you switch your language during learning process?**

The reason is my friends do not understand what I say and actually I also do not know what did I said. The other reason is lack of vocabulary.

APPENDIX 10

RESULT OF INTERVIEW

| | |
|-------------|--------------------------------------|
| Interviewer | : Muslihatul Umami |
| Interviewee | : Radita Hani Nur Wirastiara |
| Major | : PGMI |
| Date | : 4/19/2017 |
| Time | : 06.49 AM |
| Place | : Inside Ma'had Al-Ja'miah Walisongo |

1. **How fluent are you in speaking English?**

Not fluent enough.

2. **Do you have difficulties when you speak in English?**

Yes, I do. Lack of vocabulary and I confused with the pronunciation.

3. **When you cannot express the English words, do you switch the language to Indonesian?**

Yes I do, usually I switch with say "*How to say (Indonesia word)*" in English.

4. **What are the reasons you switch your language during learning process?**

The reason is when I'm talking with my friends I will switch my language so they can understand what I say.

APPENDIX 11

RESULT OF INTERVIEW

| | |
|-------------|--------------------------------------|
| Interviewer | : Muslihatul Umami |
| Interviewee | : Nida Farhani Mubarakah |
| Major | : Pendidikan Bahasa Arab |
| Date | : 4/19/2017 |
| Time | : 06.48 AM |
| Place | : Inside Ma'had Al-Ja'miah Walisongo |

1. **How fluent are you in speaking English?**

For me, I'm not fluent in speaking English because I'm still lack of vocabulary and pronunciation.

2. **Do you have difficulties when you speak in English?**

Yes, I do.

3. **When you cannot express the English words, do you switch the language to Indonesian?**

Yes, sometimes when I confused to say something in English. Therefore, I switch the language from English to Indonesian or vice versa.

4. **What are the reasons you switch your language during learning process?**

Because I'm still lack of English vocabulary and in order to make my friends understand what I say.

APPENDIX 12

INTERVIEW GUIDLINE FOR TUTOR

1. What is English conversation program in Ma'had Al-Jami'ah?
2. Are the students in your class fluent in speaking English?
3. Did you find your students switch language during teaching and learning activity?
4. What is your opinion why your students switch language?
5. What will you do to develop your students' language ability, especially in English?

APPENDIX 13

RESULT OF INTERVIEW

| | |
|-------------|--------------------------------------|
| Interviewer | : Muslihatul Umami |
| Interviewee | : Miss. Nafilatul Ilmiyyah |
| Date | : 4/19/2017 |
| Time | : 7.20 AM |
| Place | : Inside Ma'had Al-Ja'miah Walisongo |

1. **What is English conversation program in Ma'had Al-Jami'ah?**

English conversation program is a program which organized by Ma'had to develop language skill's student through English and Arabic because we know that in this globalization era they have to master at least 2 languages, especially those languages is used for IMKA and TOEFL test as their requirement before graduate fom UIN. Therefore, we have conversation program in Ma'had Al-Jami'ah. Here, there are some activities that conducted in conversation program, for Monday and Tuesday, we are giving them English vocabulary. We taught them based on the theme in module that we have, so for each week we have different theme to be taught to students. On Wednesday, the students have to practice using those vocabularies both individual and group. While on Thursday we give them dictation. On Saturday is up to us, usually we give grammar material, games or listening.

2. **Are the students in your class fluent in speaking English?**

Students in my class are not fluent in speaking English because the class that I taught is low level, so their English are not fluent enough. They are not fluent in pronunciation.

3. **Did you find your students switch language during teaching and learning activity?**

Yes, everyday there are some students who switch their language from English to Indonesian or vice versa.

4. **What is your opinion why your students switch language?**

The reasons are my students still lack of vocabulary and the pronunciation. They are facing difficulties in pronunciation because between English writing and how to pronounce it was totally different, so they switch the language. Also, maybe they are not confident with their pronunciation. For example, if a student practice speaking in front of class but their fiends cannot understand what the student said, it can be seen from their expression. So, my students tend to switch the language from English to Indonesian during learning process. Even I also switch my language from English to Indonesia or vice versa because if I used full English in my class they would not understand. Because it is learning process that needed an understanding, so I switched my language.

5. **What will you do to develop your students' language ability, especially in English?**

Maybe I will give them sentence which is directly applied to their daily life, so it will be easier for them to remember English vocabulary. Then, they can gain their language skill through games.

APPENDIX 14

RESULT OF INTERVIEW

| | |
|-------------|--------------------------------------|
| Interviewer | : Muslihatul Umami |
| Interviewee | : Miss. Lana Zahratul M. |
| Date | : 4/20/2017 |
| Time | : 07.30 AM |
| Place | : Inside Ma'had Al-Ja'miah Walisongo |

1. **What is English conversation program in Ma'had Al-Jami'ah?**

English conversation program is a program or an activity with the purpose to develop student's capability in language skill especially in English. In this program we used direct method although we still interspersed with mother language but we used English as often as possible to delivery English or the material. There are some activities in this program for one week except Friday and Sunday, so we only have five days which is used for this program. For Monday and Tuesday, the tutor giving vocabulary to students, we give them seven vocabularies in a day and sometimes also grammar at the same time to train them to speak. On Wednesday, we focus on practicing the language or having conversation it can be in the form of discussion, ask answer, talking about their own story or another method to train their language skill. For Thursday, we focus in dictation, how to train their listening skill. Here, the tutor will read while the

students have to write down what the tutor said then we will correct it whether they are correct or not. On Saturday, it is for a day for us having fun such as sing a song. We give them games in order to they are not feel bored. Of course the game is still about English for example we give them grammar material through this game. It means that we are not only having fun but also learning about English. So, in this English conversation program we focused on giving English material and the students will practice it through their daily life.

2. **Are the students in your class fluent in speaking English?**

The students in my class are in the low level. So, they are not fluent enough in English, because they are not focus in English when they were in senior high school. So, they cannot fluent or lack in English.

3. **Did you find your students switch language during teaching and learning activity?**

Yes, they did. Students in my class still switch their language from English to Indonesian or vice versa. It happened because the students are lack of English vocabulary. For example, my students want to say “*jauh*” in English but they do not know how to say it in English. So, they switch the language in Indonesian. In this program, in order to make my students understand with my explanation I have to use Indonesian because their English are still limited. If I teach them using all in English, my students will

not understand. They would feel bored and the goals of this program cannot be reached as what we expected.

4. **What is your opinion why your students switch language?**

First, the students still feel that they are not master in English. Second, because lack of vocabulary. Third, when in senior high school they were not getting used to use or practice English and it will influencing the learning process. Furthermore, this program will be not running smoothly if I used all in English.

5. **What will you do to develop your students' language ability, especially in English?**

Usually when my students cannot understand what I say, I will repeat my statement three times slowly. At least, they can hear what I said even they are not understand it. After I repeat until there times but their expression show like they do not understand then I will translate it into Indonesian. I would ask them with same question that I used it before in the next day. For almost two semesters, now they can understand with some sentences that I gave to them before because I always repeat those sentences again and again for example about greeting or some questions and now we can communicate each other. When I asked them in English they can answer me. That was one of my ways to develop my student's language skill. I repeat my words and they can understand what I said. The other way is when they cannot express English word, I will not tell them the answer but I will give them chance to open dictionary or ask their friend, so they

have effort to looking for the answer. From that they will understand that they must to seeking the vocabulary that they did not know before. That was my ways to develop students' language skill.

APPENDIX 15

TRANSCRIPT IN ENGLISH CONVERSATION PROGRAM OF LOW CLASS CATEGORY ON 19th APRIL 2017

Date : April 19, 2017
Place : In Front of Ma'had Al-Jami'ah Walisongo
Theme : Crime
Participant : Tutor (T)
Students (S)

T : Ok. Assalamu'alaikum wr.wb.
S : Waalaikumsalam wr.wb.
T : Morning class?
S : Morning.
T : How about your homework?
S : **Kok** homework **sih** miss?. Tak kira gon gene lek garap.
T : How about your homework?
S : The reason ... the reason ...
T : What is the theme yesterday? What is your opinion about?
S : Opinion about crime.
T : Opinion about the crime and then...
S : Sample ... Solution.
T : Ok. I will give you five minutes to make it.
S : In Indonesia?
T : Up to you.

- S : You can make sentence and then ... conclusion. *Eh kok*, conclusion, solution. What is your opinion about crime, and then ...
- T : And then, maybe you may give one a sample of the crime in Indonesia and then how about the solution.
- S : In Indonesia?
- T : In Indonesia from ...
- S : (Students are making paragraph)
- T : Just look for your dictionary. Where is Hani?
- S : (Hani raise her hand)
- T : Who is she?
- S : Fafa.
- T : And then, where is Nova?
- S : (Nova raise her hand).-/Penculikan apa miss?
- T : I have give you ... I have given you tip, and then why did you not bring your dictionary!
- S : hahaha (Students continue writing their paragraph)
- T : Maybe you may ... what is that ... share your ... like Ilma. *Apa tadi? Mau pengalaman?* Ok. No problem. Maybe be you may tell your experience. *Pernah di jahatin apa.*
- S : Pengalaman apa ya. Gak pernah di jahati kok.
- T : Finish?
- S : Not yet.
- T : Be quickly please!

- S : *Apa lagi ya.* What else? (Students continue writing their paragraph)
- T : Have done?
- S : Not yet.
- T : Continue please!
- S : (Students continue writing their paragraph)
- T : Finish?
- S : Not yet miss.
- T : Has today who doesn't have first time? Lutfi, Do you have first time or not?
- S : Second time.
- T : Second time. Lutfi, Salma, Hani, Nida, and Nova. No... no... Putri?. Putri, Hani, Salma, Lutfi, Nida and then ...
- S : Salma ... Salma ...
- T : I have said Salma.
- S : (Students continue writing their paragraph). Miss orang tak dikenal apa?
- T : The person who... just now ... who ... ask Nurin. Just now Nurin ask. How to say *pencurian*?
- S : Rubbing miss?
- T : Rubbing or ...
- S : Rubber. Same *berarti* miss?
- T : Ok. Finish? Finish?. Ok. I wanna ask you to come forward. Finish? From the first. Give attention please!. For the first. I wanna choose one of you. Fafa. Come forward please!

Bring it. Other will get punishment because of you bring the phone.

S : Assalamu'alaikum wr.wb./-Walaikumsalam wr.wb./- I am standing here. I would to tell about my opinion about crime in Indonesia. Maybe in Indonesia crime is accident that we can see everyday. One of example, crime is deceiver. Deceiver not only about money and corruptor in government but also can happen in school like imitate when examination.

T : Cheating. Yes or not?

S : I don't know miss.

T : And then.

S : This case is not different to us. Maybe we also cheated. And this case, maybe for mostly people not important but I think this case is the beginning all of the crime. Because, this case happen in school. That we know school is the place for education but why in education place ... can happen this ... *kejadian ini*... how to say *kejadian ini* miss?

T : How to say *kejadian ini*?

S : What happen. /- this happen.

T : *Kejadian ini*. This event.

S : This event. Maybe for the solution, I think we must add build a good character in the school. Thank you, that's all for me. Wassalamualaikum wr.wb

- T : Waalaikumsalam wr.wb. Give applause. And then, next Lutfi.
- S : Assalamu'alaikum wr.wb. Im standing here in front of all of my friends. I wanna tell you about thief in Ma'had./- abot haha, about./-So, we are as students, we have good character that still is so bad ... so bad. Kyai always said that in ngaos we must ... we must to be alim not smart. If you to be smart you can broken all of the world. And I have little ... I have little history about Islamic boarding ... class ... my class school ... Islamic boarding school. The thief is still young ... junior high school. Junior high school...still class two ... eight class./- eight grade./- eight grade ... sorry miss. And, we be...so difficult about ... *bukti*...
- T : How to say *bukti*? Apa bukti? How to say *bukti*? Evidence.
- S : Evidence ... evidence. Because the reason ... the reason people ... but I ... but we ... so *yakin apa* miss?
- T : How to say *yakin*? Apa yakin?
- S : Believe. /-So believe that this thief...because not just one. Two ... *dua kali apa* miss?
- T : How to say *dua kali*?
- S : Twice./-twice. And the money not so many. And ... how to say *yang dicuri*?
- T : How to say *yang dicuri*?

- S : Stolen. /-yang dicuri/-Barang kok. /-Enggak miss, korban penjahat apa miss?/-victim./- in the victim ... so I ... If victim ... so...crying miss. Crying and call her mother and I hear. And the solution we must listen Kyai in ngaos. Don't sleepy. Don't sleep. Don't ignore. We must listen always and ... alim mu taalim./-Subhanallah./- and we get ... we get ... *pelajaran apa* miss?
- T : How to say *pelajaran*?
- S : Learn. We get learn from ta'lim. Don't be smart but alim. Wassalamualaikum wr.wb.
- T : Waalaikumsalam wr.wb. Give applause. And then next Ilma. Stand up please!
- S : Assalamu'alaikum wr.wb. /- Waalaikumsalam wr.wb. I will tell you about my story. Since I stayed in Ma'had, I ever see crime in the street near Anjai. When I came back from Anjai with my friend. I'm not aware. It's appear other man stop in front of me and the other man pretend ask to me. You know what happen with me?/-no/- it's very shock and afraid. Directly I run fast. I wanna shout out louder but there is no people miss. Just my friend and I. And I always pray to Allah. I think enough. /-Solution?
- T : Say to the other.
- S : I see something to ... I see... I saw... what to say *penjahat*?/-crime gender./-And you must be *berhati-hati*.

When you in Anjai be careful. I think enough.
Wassalamualaikum w.wb.

- T : Give applause. Ok. Next Sarafina.
- S : Not yet...not yet.
- T : Nafiz.
- S : Not yet miss. I'm just opinion miss.
- T : Just what?
- S : Opinion miss not specific. Assalamu'alaikum wr.wb.
- T : Waalaikumsalam wr.wb.
- S : I wanna tell you about my opinion about ... crime in Indonisi is very very many. Example there is killer, kidnaper, thief and other. And the victim divide again as killer. There is killer, woman killer and other. So, crime in Indonesia make me annoy. How to say *menyebalkan*./- annoyed./-Why are you so rude. *Kenapa kamu begitu menyebalkan*./- and certainly we must be careful. Because you know, condition in Indonisi not save. Above all, quickly technology as WA, Facebook, Twitter and instagram and other. And culprit can benefit it. There is about ... about ... I think about thief. Kidnaper or killer can use facebook. So, I just suggest you to worry... how to say *waspada*? W-A-R-Y?
- T : How to say *waspada*?
- S : Worry. Ok. I finish. Thank you. Wassalamualaikum wr.wb.
- T : Waalaikusalam wr.wb. Give applause. Ok. Then next Aini.

- S : Assalamu'alaikum wr.wb./-Waalaikumsalam wr.wb./- I would like you to tell about crime in Indonesia. Many crime in Indonesia such as thief...kidnaper, killer, and the other. And now, I will to... tell about ... I will to tell my opinion crime is an activity which afflicts the victim. *Menurut saya kejahatan adalah suatu kegiatan yang merugikan korban baik itu menimbulkan luka dihati maupun luka finansial seperti ekonomi, luka di tubuh.* Like kidnapping... kidnapping. You know kidnapping?./- yes./-Kidnapping that happen in Indonesia usually children who lose attention from their parents, maybe one of the cause. *Disini penculikan di Indonesia terjadi karena kurangnya pengawan dari orang tua.* And the solution from this crime is parents should have give more attention for their children. Ok, thank you for your attention. Wassalamualaikum wr.wb./-Waalaikumsalam wr.wb.
- T : Aini has ready to become good mother.
- S : Amin./- apa?
- T : Good mother. Ok. And then next Putri.
- S : Astaugfirullah, loh kok aku ya Allah. Assalamu'alaikum wr.wb./-Waalaikumsalam wr.wb./-I will tell you about same with *itu kok* miss./-no problem/-Crime is ... in the world. Criminal in Indonesia example human trafficking, kidnaper children. In my town in Pati. This is *kan lagi marak* kidnaper.

- T : What?
- S : Kidnap. This is *modus* in ... *pengamen...pengemis apa to ya Allah.*
- T : How to say *pengemis*?
- S : *Pengamen apa pengamen?* Dustman.
- T : Beggar. Beggar the meaning is *gelandangan.*
- S : and *pengamen... penyamar...* this ...this disguise...
- T : *Kemaren apa habis* disguise.
- S : Disguise ... like *pengamen terus* their children in front of home. There isn't ... *orang tua apa?*
- T : Parent.
- S : Parent *terus di itu* miss ...*di* take.
- T : *Di* take *aduh...*
- S : Terus di bawa gitu lo miss. Because lack of *SDM* and lack of knowledge and *minim* job in *sekitar* my town. In around my town. The solution is better government is job fair kayak job fair...job fair./-like./- and SDA di proses with good.
- T : With?
- S : With good miss. *Dengan baik itu lo.*
- T : There is no with good.
- S : *Apa ya.* Better.
- T : Well.
- S : Well.
- T : Finish?

- S : I think enough. Wassalamualaikum wr.wb./-
Walaikumsalam wr.wb.
- T : Give applause. And the next is Uli.
- S : Loo....
- T : Moment...moment.
- S : I'm still ...
- T : No...no...still sick. Be quickly please!
- S : Just little miss.
- T : Bring the cellphone!
- S : Assalamu'alaikum wr.wb./-Walaikumsalam wr.wb./-Ok.
In front of you all, I want to tell about crime. Crime is very
bad matters. Like steal, you know steal?/-mencuri/- yes, I
think that steal is very dangerous in the world and in
Ma'had, of course. I think that steal from someone is very
bad action. Because if someone ever stole something,
maybe he or she can be addicted, you know addicted?/-
no./-**Kecanduan**. You ever steal?/-no/-of course you don't.
- T : Ghasab.
- S : I think, I ever. There is no slipper ... just use the slipper if
there is in front of Ma'had but turn it back.
- T : Yesterday, when my slipper lost, maybe you are...
- S : But I always turn back ... return slipper. I think enough./-
solution?
- T : Where is the solution?

- S : Solution. So, you can ... don't steal something from your friends and another people. Because you are stay in Ma'had. So, you have ... you have...you must be have slipper. So, you have to buy slipper. Thank you very much. Wassalamualaikum wr.wb./- Waalaikumsalam wr.wb.
- T : Ok. Give applause. You may lock your slipper. And then all of your stuff. Ok. Finish?
- S : Finish.
- T : Who don't have time, please stay here. Ok. Let's close our agenda by reciting doa.
- S : (Praying)

APPENDIX 16

TRANSCRIPT IN ENGLISH CONVERSATION PROGRAM OF LOW CLASS CATEGORY ON, 20th APRIL 2017

Date : April 20, 2017
Place : In Front of Ma'had Al-Jami'ah Walisongo
Theme : Take a lesson from my mistake
Participant : Tutor (T)
Students (S)

- T : Assalamu'alaikum wr.wb.
- S : Waalaikumsalam wr.wb
- T : Okay we will do practice our language that title is what mistake that you have done in your life or what mistake that ever happen in your life. So prepare it well and make line. *Loh*, yesterday I've said. Who has come forward please divided over there and... You have done? Ok, Where is? Have you?. Have you yesterday?
- S : Yes miss.
- T : Please make... Gives space. Okay please make a line miss Ilfa dkk. Please make a line. Give one, at once. *Nah*, so Afina go back. Diyah wanna come forward on..., must I use my brother name?. Must I use my brother name?.
- S : Yes.
- T : Ok, Mu-ha-mmad Na-shih Fa-za.
- S : Nashih Faza... cieee... apan sih. -Ada deh. Kenapa sih.
- T : Ila please come forward, Azizah. Don't say Allah please say?.

- S : Alhamdulillah.
- T : Okay repeat Mu-ha-mad Na-shih Fa-za. Ok, Azizah please come forward! Alhamdulillah.
- S : Mau bilang ya Allah aku merindukanmu.
- T : Please say Alhamdulillah that is our blessing. **Bersyukur anugerah**. Please say Alhamdulillah. Come forward!. I wanna give you among two until three minutes please. Do it well. Use it well. Okay one two three. One ... one minute.
- S : Alah belum miss. Belum buat miss.
- T : hah, belum buat. Loh itu pilihan tuhan itu barusan.
- S : Astaughfirullah.
- T : **Iya lo, gak ada yang ini kan ... nyeting kan... pilihan tuhan itu**. So, do it well.
- S : Alah belum og miss.
- T : I have said to you to prepare it well. That began the class we will directly do our practice language.
- S : Terserah ya miss.
- T : **Iya** up to you **iya**. What is mistake please tell us and then what is the ... we must give lesson, **ya!** We must give the lesson or suggestion for our self and your friend. You must give lesson, **ya! Hikmah** or ... we can use lesson **hikmah**. The meaning is **hikmah** or we can use ... **apa ya** suggestion. **Jadi bisa pake kata** lesson **atau pake kata** suggestion **nanti yang di akhir itu lo. Pelajaran, hikmah itu pakainya** lesson **atau** suggestion.

S : (silent)

T : Please stand up until the last meeting!

S : No.

T : If no let's begin.

S : When I in Ma'had ...

T : Please speak up!. Up your voice.

S : When I in Ma'had, I get punishment ... no miss *jangan direkam* miss.

T : ini enggak.

S : Then I... *apa ... hukuman apa?*. /-Punishment. I get punishment. I'm forget signature and came late. And I came late.

T : Came late from?.

S : Ma'had, ehh... from...

T : Ok, why did you come late to go to Ma'had?. Why did you come late, this is your mistake. So why did you come late to go to Ma'had?.

S : I go... I go ...

T : Hemm, why...why?. why did you come late to go to Ma'had, Why?

S : Because I ... *mengerjakan apa* miss ... *mengerjakan*.

T : Apa?

S : Mengerjakan?

T : *Mengerjakan*. Do.

S : I do assignment in campus with my friend.

T : What assignment? What subject that you do?

S : Makalah.

T : How to say *makalah*?

S : Paper. Paper.

T : Paper. What subject?. What the matter?

S : Paper about ...

T : Ok. So, what is the lesson from your mistake?.

S : Don't repeat again.

T : Don't repeat again. And then, only don't repeat again?.

S : Don't repeat again and came late back to Ma'had.

T : Don't come late, go back to Ma'had. Ok, thank you very much Miss. Azizah. Please big applause for her. Ok for next. *Mbak Ami namanya siapa mbak*?. What is your name, full name?.

R : Muslihatul Umami.

T : Where is your position, ndug? Where is your position please!. Sopo mbag jenenge. Mus-li-ha-tul U-ma.

R : mi...mi....

T : Gimana mbag.

R : Kurang mi.

T : Muslihatul Umami. Oalah...Mus-li-ha-tul U-ma-mi. Mega, please come forward!.

S : Langsung?

- T : Ok *langsung* directly please tell us about your mistake. Ok, you can great your friend. Hello everybody!, up to you, directly up to you.
- S : Hello friends!. /-Hi! / I am here... I ... I am here ... miss?
- T : I don't know. I never open the dictionary.
- S : I will we ... will we... I will tell you about mistake ... mistake ... ever.
- T : That ever.
- S : That ever.
- T : How to say *terjadi*?
- S : Happen.
- T : Happen?.
- S : When I can... when I can *giliran apa ya* miss *ya*?
- T : Get turn.
- S : Apa miss?
- T : Get turn. *Dapat giliran kan*?. Get turn.
- S : When I get turn...hitobah in Ma'had, I ... can ... *apa*... I delivery about ... *apa* miss?
- T : Deliver not delivery.
- S : I deliver about benefit of ... benefit of ... and I very ... I very much *banyak salah* miss.
- T : Hu'um.
- S : I much mistake.
- T : I do.
- S : Apa miss?

- T : I do many mistake.
- S : I do many mistake...mistake. Because I ... *apa* ... mistake pronoun ... mistake pronoun and I... *apa* ... I ... *di suruh apa ya* miss?
- T : Siapa yang nyuruh?
- S : Miss Rufah, ehh ... iya Miss Rufah.
- T : The supervisor asks me.
- S : The supervisor asks me to not repeat again and I ... *apa namanya* I ... and I...
- T : And I love you.
- S : And I repeat again yesterday miss.
- T : Yesterday?
- S : Tomorrow. /-Eh tomorrow, sorry...sorry.
- T : So, what is the lesson? What is the lesson, what lesson that you get from your mistake. What lesson?
- S : Apa miss?
- T : What is the meaning of lesson?
- S : Pelajaran.
- T : *Yaa... hikmah atau pelajaran.* What lesson?
- S : I must *hu'uh ya* miss *ya*?
- T : I must?
- S : Besungguh-sungguh apa sih miss?
- T : I must *apa sih* deliver *ini yah* I must do hard.
- S : I must do hard repeat...
- T : To repeat.

- S : To repeat read khitobah, conversation miss.
- T : To repeat your ... to repeat my speech.
- S : To repeat my speech, yes.
- T : Ok, give applause for Miss. Mega. Thank you very much Miss. Mega. **Walaikumsalam wr.wb, salam ya barusan ya?**
- S : Enggak miss.
- T : Ok, from ... that is ... what my name ... only my name. La-na-Zah-ra-tul-Mu-fi-dah. **Udah ya kemarin ya. Udah semua ya, ya gak papa. Takdir tuhan menentukan kalian.** Ok, miss. Mega chose one your friend from the behind one or from the first line or the last line or the middle line. From first line, last line or the middle line.
- S : Last line.
- T : Last line. The right or the left?. From right side or left side?.
- S : Middle. Left.
- T : Left **nya kalian mana berarti siapa?**
- S : Titin.
- T : Titin?. La-na-Zah-ra-tul-Mu-fi-dah. Fi, come forward fi!.
- S : Alhamdulillah.
- T : Say hamdulillah fi!
- S : Alfin apa Alfi sih?
- T : Alfi.
- S : Alfi ya allah.

- T : So, after miss. Alfi, who wanna be volunteer? After miss. Alfi who wanna be volunteer. What the meaning of volunteer?.
- S : Sukarelawan.
- T : Relawan. *Nah setelahnya* miss. *Alfi siapa yang mau menjadi relawan* directly come forward. Siapa ya yang mau jadi relawan. *Relawan itu reward nya* is so big. Ganjarannya tu gede lo.
- S : Lilahitaallah
- T : I don't know lilahitaallah or... but the reward is so big. *Lo itu lo yang ngomong lo ya barusan lo ya*. You can begin from now.
- S : I will tell you about ... mistake in my life.
- T : Speak up! Would you come here! Near, closer with me.
- S : I ...
- T : I wanna call someone.
- S : The title is when I the world. When I was study in Islamic Walisongo University, I saw my friend open her hijab but what I do. I do it, *astaghfirullahaladzim*.
- T : All of you also naughty when senior high school.
- S : I ever to open my hijab when...
- T : Senior.
- S : What miss?
- T : Senior high school!
- S : Yes.

- T : Oh yeah. Ok.
- S : Bad experience.
- T : Yah, It doesn't matter, tell us.
- S : With my friends, I cannot to, from my experience, I can take a lesson that be yourself and don't be easy to influenced other people.
- T : What the meaning of influence?
- S : Pengaruh.
- T : Pengaruh atau mempengaruhi. Lo, jangan mudah mempengaruhi atau terpengaruh orang lain ya. So, you must be confident by yourself. **Jadi harus percaya diri.** Iya itu pengalamannya miss. Alfi tu, jangan mempengaruhi yang buruk dan jangan terpengaruh dengan hal buruk. **Kontek disini adalah influence itu adalah negatif jadi persoalannya negative matter masalahnya negatif. Jangan mempengaruhi dan jangan terpengaruh.** Not only you that ever open the hijab maybe one of them when senior high school also open their hijab, but stay in Ma'had we hope that all of you don't open your hijab again. Say together, amin.
- S : Amin.
- T : Ok. Big applause for Miss. Alfi, thank you very much. **Tu di degerin yang suka buka hijab, sudah itu masa lalu biarkan berlalu. Kodmadhoh, mamadhoh gitu ya. Gimana by gone itu tau gak?.**
- S : Let's gone,bye gone.

- T : *Gimana?* Let's gone,bye gone. *Ada satu kata yang hilang deh kayaknya.* Let's gone?
- S : Bye gone, bye gone hahaha.
- T : *PR ya* home work *ya lupa* the correct one how to say *yang lalu biarlah berlalu.* Rara and also Nabila and Saturday. Ehh, this is what day?, Thursday?, Saturday?. Please give us. Ok, next miss. Alfi come here.
- S : hahaha (laughing).
- T : What must you say? What must you say?.
- S : Alhamdulillah.
- T : Wish sincerely with deep heart ngono lo ndug. Pake lubuk hati yang paling dalam gitu lo. Alhamdulillah gitu. *Udah kayak kena bencana alam aja, gitu ya.* Like artist from middle stage, around stage. *Kan,* she is a singer. Follow Ma'had voice or not.
- S : Yes.
- T : Who follow Ma'had voice? Only Nabila? Aziah also? I ex-Ma'had voice. *Vokalis juga ini lo... vokalis dibelakang layar.*
- S : I never do mistake miss.
- T : Waww, you never do mistake! Subhanallah. *Nabi aja* ever do mistake lo. How about us. I wanna give you one minute to think your mistake. One, two, three, four finish. That's one mean for me.
- S : When I am...

- T : If say I am beautiful *kan itu dulu ngerasa* beautiful *gitu kan, ya kalau* mistake *kan ya bisa aja gitu*. I don't hear your voice. *Udah eror ini udah tua*.
- S : My mom prohibited me to lecture in Semarang.
- T : *Oh ya*, prohibited me.
- S : But I'm choose in Semarang.
- T : *Melarang*... prohibit ... *melarang* and then?
- S : I am constant *kan* miss.
- T : Iya.
- S : So ...
- T : Please, up your voice! The singer must be good voice. Ma'had Walisongo itu MAHAD (loudly) not ma'had (slowly).
- S : Her voice is like that miss. /-So *kan* I chose in semarang *kan*...
- T : Yes without *kan* if you say without the *kan*.
- S : Sorry miss. So, I'm go to Semarang and...
- T : Why did you choose Semarang? Not Malang or Jakarta maybe, or maybe in Jogjakarta. Yes. Why?
- S : Because...
- T : There is someone here or ...
- S : I'm not have someone miss.
- T : Oh, you don't have someone.
- S : No miss.

- T : How about your mother? Your mother is not a someone for you?. *Ibu itu bukan seseorang dalam hidupmu.*
- S : Yes miss.
- T : I see, I see. Ok, continue.
- S : But ... *di balik itu apa ya* miss?
- T : Behind that.
- S : Behind that have ... *hikmah* miss?
- T : How to say *hikmah*? just now I have tell you and then repeat many times.
- S : Value...value.
- T : Lesson.
- S : Behind ...
- T : *Saya mendapatkan pelajaran.* So what?
- S : There is value *pelajaran* so I must ...
- T : What lesson that you get. *Itu kan kamu membangkang orang tua to itu. Iya, makannya apa?*
- S : Iya miss.
- S : I am stay in Ma'had and also get value.
- T : Oh, get some knowledge from Ma'had, and then other. How about your collage? Your campus?
- S : *Ya*, because I chose in here. I want to *mandiri apa* miss?
- T : Apa?
- S : Mandiri.
- T : Independent. Be independent.
- S : To be independent.

- T : Independent moment.
- S : And then *jauh dari orang tua miss*.
- T : How to say *jauh dari orang tua*?. Far from my parents.
- S : Far from my parents, give me experience so much.
- T : Ok, many experience. Okay enough?
- S : Enough miss.
- T : Thank you very much for miss. Nabila, big applause.
- S : Wassalamu'alaikum wr.wb.
- T : Waalaikumsalam wr.wb. oke, miss. Isna please come forward!. Belum kan?
- S : Ok, Assalamu'alaikum wr.wb. /-Waalaikumsalam wr.wb
- T : Waalaikumsalam wr.wb. Ouh, I forget, I have said the volunteer. Afifah do you wanna be volunteer?. What discuss did you do?. Discuss *in apa, Cilok kampus 3? Kentang kampus 3?*
- S : Borax...borax.
- T : **Walah**, borax... borax that you ever eat it everyday.
- S : hahaha (laughing)
- T : Please listen carefully.
- S : Hi guys!. /-Hi. /- in this morning, I was standing here to tell about what ... what I ever done in my life. Ok, any... anyone of you know what's my mistake, what I happen?
- T : We don't know.
- S : Gak tau lah.
- T : It's your business not our ...

- S : Maybe about punishment in Ma'had or what ... what in another. /- I don't know. /No. Ok, now I want to tell about my mistake, what I have done in this ... in this ... in my life, ok!. When I was a junior high school.
- T : Junior...?
- S : No, but senior high school I was to falling in love. But, do you know this experience was disappointed ... disappointed to my life and my mother. Do you know why?./-No.../- I think ...
- T : We never know about you.
- S : Yes, I think you have to know about ... about the problem if you too falling in love with a boy or your friend or your boyfriend. /-Miss Lana...
- T : Me?
- S : Because of I falling in love with my boyfriend in my classmate, when I was senior...junior high school. /-hahaha brondong./-actually, do you know... actually this is so bad, eh my bad experience, do you know.
- T : Bad, beautiful or sweet. Love. Monkey love.
- S : Because of my principle... in my principle is in my life just, my mother or my parent or of all my family that telling me to you don't ...
- T : Steady *pacaran* steady.
- S : Steady with boyfriend or another because of ...
- T : With boy.

- S : *Oh iya*, with boy, because of if you steady with boy you can ... your...
- T : Kasus iki mesti doan.
- S : It's so difficult for you to reach your dream, your achievement ...
- T : *Yak*, what is the meaning of achievement?
- S : Prestasi.
- T : *Pencapaian* achieve the meaning is *pencapaian, prestasi* good.
- S : Yes, do you know... oh when I was elementary school until junior high school, when I'm in first ... I was first class, in first class. I always ... I always good in ... one... the first or second achievement in the class, but after I ...
- T : Listen carefully!.
- S : After I have done to falling in love with my boy...
- T : My classmate.
- S : I never ... steady with my boy but I just to fell ... ya allah ... I'm just like the boy in my classmate, but I don't say with him...
- T : Oh, only... I see. *Ini cintanya belum terwujud*. So, only you know about your feeling. But he doesn't know about your feeling.
- S : Yes.
- T : Oh my god, Oh my no. *Ternyata... gue kira udah ini*.
- S : *Belum*. Haven't.

- T : Horror yo.
- S : Because of that, I have done. My big mistake in my life, so that ... that ... my mother have said with me when I junior high school, if you... there is feel with boyfriend in your classmate...
- T : Only boy!
- S : With boy ... you can make difficult to reach your dream, oh my god, Ya Allah. How it is ... actually I'm so like with him, so how it is.
- T : Seneng ning kok ganggu.
- S : But in second class when I was junior high school, do you know why?./-No...don't ask/- when I was junior high school in second class... I was ... first or second achievement but do you know. I have gotten ... six achievements, do you know.
- T : Six *og ya... ya...ya* ... I see ok...ok.
- S : *Loh* miss, when I get first achievement, I'm so happy and I have to make happy my parent. But why I have done my mistake in my life that I steady with my boy.
- T : Yaya, ok give applause, thank you very much for miss. Isna. You may come back, thank you very much. So, I wanna ask you. What is the lesson that you get from Miss. Isna's experience.
- S : Falling in love (laughing).
- T : Falling in love *nya* oh my god.

- S : Don't to steady ... don't steady.
- T : Don't fall in love too much. *Jangan-jangan suka keterlaluhan.*
- S : Berlebihan.
- T : *Tu kan langsung putus hari ini.* Actually you can, if you have feel... listen carefully!. If you have feel with someone it's a generally *ya secara umum ya manusiawi* but you must control your felling. The main point is control your feeling, it means that your love. *Jadi harus di kontrol sukanya atau cintanya.* Because love can disturb your dream. Love also can disturb or can destroy maybe, not disturb but destroy *merusak menghancurkan* destroy *itu lebih tepat buat kata bencana-bencana yang hancurnya waw gitu lo.* Can destroy your dream and your achievement *itu bisa* and all of depend on you. *Itu semua tergantung kamu.* You can love someone but you must control your love.
- S : Yang punya ... yang punya...
- T : Wajahnya sudah kelihatan, saya udah ... radarnya tu banyak lo itu-itu. Di kampus 3, kampus 2, di kampus one, juras.
- S : Di kampus one sekarang S2. (laughing).
- T : Ya itu tadi pesen dari Miss Isna. Dengein baik-baik ini lo.
- S : Iya miss.
- T : Mega.
- S : (laughing)

- T : *Tu kan* not only me *lo*. Rak usah ngono rumangsamu awakmu yo iyo.
- S : Miss Lana juga miss.
- T : Miss Lana, this lesson ... Miss. Isna experience is also a lesson for me also. *Jadi ya buat saya juga gitu lo*.
- S : Di kantin...di kantin
- T : With Mas ... Oh my god ya Allah, please. Yo saya level nya SS, levelnya itulah Mc D, Starbucek itu lo masak di kantin, apaan sih. Katanya kalau semester 8 gapapa, kalian lo.
- S : Halah deg mau bengi... siapa...siapa...
- T : Udah-udah pointnya adalah bukan persoalan itu tapi kalau kamu memang itu kontrol. *Karena itu sangat bisa mengganggu bahkan merusak* your achievement or your dream. Itu beneran saya yang bilang kayak gini karena saya sudah tua dan saya ...
- S : ahahha mengelak ...
- T : I have many bad experiences about it and my friends also tell about their experience about their love. *Dan banyak teman saya yang cerita soal kayak gitu. Ada aja dan itu hanya sedikit lah mendukung kok* miss give me support *wah itu awal-awal aja*. Saya bilang kayak gini bukan ... alah miss Lana ... enggak, tapi ini berdasarkan pengalaman atau berdasarkan fakta saya dan teman-teman saya yang mungkin sering curhat. Paham, coba di renungkan. After this when night, after ngaji kyai, please before sleeping please

think deeply, what miss. Lana said correct or no. *Jadi tidur jangan pegangan hp tapi hp diletakkan kemudian tafakur, tadabur bener gak yo bener ga gitu ya. Besok hari sabtu saya tunggu jawabannya ya!*

S : Kamis miss?

T : Iya harus, berarti malam sabtu atau malam jum'at nanti setelah mau tidur itu nanti kalian langsung mikir tadabur, tafakur bener po rayo bener po ra gitu. ***Ya jawaban correct atau incorrect ya terserah gitu.*** Saya tunggu ya besok hari sabtu dan harus ada wujud tadaburnya di rekam kamu mikirnya kayak gimana.

S : Video call ***an aja.***

T : ***Ya*** video call ***an yuk*** with Miss. Lana ***ya tapi saya gak punya kuota.*** Continue the last one. Who wants to be the volunteer ***yuk silahkan yang menjadi*** volunteer.

S : Udah Miss.

T : ***Iya ini terakhir.*** This is the last.

S : Rara ... rara ...

T : ***Ayo relawan yok.*** If no one be a volunteer, we don't come back to go to Ma'had. We don't finish ... oh you are, ok come forward.

S : Hero.

T : You are my hero. Alma come forward. If wanna volunteer directly one...two...three.

S : Yeee (clapping)

- T : Ayok ini udah setengah tuju ya?
- S : Iya miss.
- T : *Ya sabar kamu ya ceritane panjang tadi.* Falling in love falling in love. Malah do cengar cengir ki malah merasa ini ya tidak ini ...jangan-jangan...
- S : Jangan direkam.
- T : Enggak ini mbag nya penelitian. Saya mah ga butuh rekaman kalian. Kok gak tak catet ya yang udah maju. Ayo langsung.
- S : Good morning my friend. /- Morning.
- T : Good morning. Marning or morning.
- S : -Morning/-I will tell about my story ... my story mistake in my life. From here, I will tell ... when I ignore persons around me. I'm not to mind the presence of them. So, it is. I don't ...
- T : I don't?
- S : So, it is ... I just little spoke with them and then until I consist ... no ...now I'm not more ... much talk with them ...
- T : Until now?
- S : Until now... now I understand the meaningful of them. When I miss them all, I cannot much talk with them. Maybe this way that Allah give to me ... that Allah show to me, if I don't ignore person around me.

- T : So, what is the lesson that you get from your experience and then what is the suggestion for your friends all of here?
From the corner one, from the behind one.
- S : The lesson is I don't ... I much ...
- T : Suggestion for them, for your friends. so using you.
- S : For all my friends ...
- T : Listen carefully!
- S : For all of my friends, you don't ignore anything ...
- T : or ignore someone.
- S : around you, maybe if you miss people that you are love.
Don't shy to say that you love them such you say ... maybe
you just say how are you or ...
- T : Only greeting?
- S : How are you or what do you do now never mind, but you
don't ignore like that. because a little greeting can change
situation anything else.
- T : Little greeting can change the situation or can make beautiful
situation. *Hanya dengan sapaan yang sedikit.* Little
greeting can make beautiful one day. *Jadi bisa membuat
satu hari itu berarti cantik atau bahagia.* Happy one day.
Satu hari itu bahagia. Little greeting can make your life
happy. *Jadi bisa membuat kehidupan kamu bahagia.* Only
with little greeting. *Hanya dengan* how are you, hi, halo.
That is the main point of Miss. Alma's experience. Do you
get it.

S : Yes.

T : Thank you very much. Please, give applause Miss. Alma.

APPENDIX 17

DOCUMENTATION

Picture 1. Ma'had Al-Jami'ah Walisongo Islamic Boarding School
Semarang



Picture 2. Observation in Low Class of Ma'had Al-Jami'ah Walisongo
Islamic Boarding School Semarang



Picture 3. Interview with Low Class Tutor



Picture 4. Interview with Low Class Student





**KEMENTERIAN AGAMA
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Pengasuh Ma'had Al-Jami'ah Walisongo Semarang

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Assalamu'alaikum Wr. Wb.,

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Pembimbing : 1. Dr. H. Ikhrom, M.Ag
2. Sayyidatul Fadlilah, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan Pra riset selama 3 hari, mulai tanggal 6 April 2017 sampai dengan 8 April 2017. Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih. Wassalamu'alaikum Wr. Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



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judul skripsi : "Analyzing Students' English-Indonesia Code Switching In Conversation Program (A Study at Ma'had Al-Jami'ah Walisongo Islamic Boarding School Students in the Academic Year 2016/2017)
Pembimbing : 1. Dr. H. Ikhrom, M.Ag
2. Sayyidatul Fadlilah, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 6 hari, mulai tanggal 17 April 2017 sampai dengan 22 April 2017. Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih. Wassalamu'alaikum Wr. Wb.



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KEMENTERIAN AGAMA
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Yang bertanda tangan di bawah ini, Pengasuh Ma'had Al Jami'ah Walisongo Semarang dengan ini menerangkan bahwa :

Nama : Muslihatul Umami
NIM : 123411078
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Bahwa yang bersangkutan benar-benar telah melakukan penelitian skripsi dengan judul :

“Analyzing Students” English-Indonesia Code Switching In Conversation Program (A Study at Ma'had Al Jami'ah Walisongo Islamic Boarding School Students in the Academic Year 2016/2017).

Surat keterangan ini diberikan sebagai bukti bahwa mahasiswa tersebut telah melakukan penelitian di Ma'had Al Jami'ah Walisongo Semarang pada tanggal 17 - 22 April 2017.

Demikian harap maklum bagi yang berkepentingan.

Semarang, 08 Mei 2017

Pengasuh Ma'had Al Jami'ah Walisongo

Dr. KH. Fadlolan Musyaffa', Lc., MA.

CURRICULUM VITAE

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B. Educational Background

1. Formal Education
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 - b. MI Taufiqiyah, graduated 2006
 - c. MTs N 1 Semarang, graduated 2009
 - d. MAN 1 Semarang, graduated 2012
 - e. UIN Walisongo, graduated 2017

Semarang, 07th June 2017



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