

**CODE-SWITCHING IN SPEAKING CLASS USED BY
TEACHER AND STUDENTS**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Degree of Bachelor of Education in
English Language Education



By:

Salwa Dewi Nurrohmah

1703046085

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2021**

THESIS STATEMENT

I am the student with the following identity:

Name : Salwa Dewi Nurrohmah

Student's Number : 1703046085

Department : English Education Department

Certify that the thesis entitled Code-Switching in Speaking Class Used by Teacher and Students is my work. According to ethical standards, the contents of the thesis are my own. However, I do cite or include additional researchers' views or conclusions.

Semarang, 31 December 2021

The researcher,

Salwa Dewi Nurrohmah

NIM. 1703046085



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Hamka Kampus II Semarang 50185
Telp.(024)7601295, Fax.024-7615387

RATIFICATION

Thesis with the following identity:

Title : Code-Switching in Speaking Class Used by Teacher and Students
Name : Salwa Dewi Nurrohmah
Student Number : 1703046085
Department : English Education Department

had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for obtaining the Bachelor degree in English Language Education.

Semarang, 31 December 2021

THE BOARD OF EXAMINERS

Chairperson,

Sayvidatul Fadilah, S.Pd.J. M.Pd.
NIP. 19810908 200710 2 001

Secretary,

Agus Muthohar, MA., PhD
NIP. 198408012019031007

Examiner 1

Lulut Widyaningrum, M.Pd.
NIP. 198008032009012010

Examiner 2



Dra. Hj. Marifatul Fadhilah, M. Ed.
NIP. 196708031989032003

Advisor

Dr. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002

ADVISOR APPROVAL

To:

Dean of Teacher Training and Education Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum, wr.wb

I am informing that I have provided the following thesis identification with guidance, briefing, and correction to whatever extent necessary:

Title : Code-Switching in Speaking Class Used by Teacher and Students

Name : Salwa Dewi Nurrohmah

Student Number : 1703046085

Department : English Education

The present thesis is ready for submission to Walisongo State Islamic University's Education and Teacher Training Department for examination at the Munaqasyah Session.

Wassalamu'alaikum, wr. Wb

Semarang, 29 December 2021

Advisor,



Dr. Hj. Siti Mariam, M.Pd.

NIP. 19650727 199203 2 002

DEDICATION

The thesis is dedicated to:

English Education Department, all English lecturers, Teacher Training Faculty Walisongo State Islamic University Semarang, English teacher, and everyone who supported the writer to finish the thesis, especially by beloved parents and family who always give love, motivation, and endless prayer.

MOTTO

*My name is Salwa Dewi, I am the tune in the strains of the
symphony of God's love*

ABSTRACT

Title	: Code-Switching in Speaking Class Used by Teacher and Students
Name	: Salwa Dewi Nurrohmah
Students Number	: 1703046085

Language and society are closely connected and cannot be separated as a considerable impact to other. Languages impact each other when they are in contact, therefore variation or change in language is a natural consequence. Code switching is the consequence phenomena of language contact and a marked feature of a multilingual society. The aims of the study were to analize the types of code switching that used by the teacher and the students in speaking class, to explain the reasons behind the use of code switching, and to describe the students' perception toward code switching in teaching English speaking skill used by the teacher and the students. The researcher used qualitative descriptive method. The data collection was done by applying observation, interview, and documentation. The researcher also analysed data reduction, data display, and drawing conclusions. The result of the research showed that there were three types of code-switching, the reason the teacher used code-switching and 10 students' perceptions toward code-switching used by the teacher and the seventh-grade students at SMPN 4 Rembang. They are 50 inter-sentential code-switching, 48 intra-sentential code-switching, and 45 tag switching. The reason for using code-switching was repetition used for clarification and interjection. The student's perception that the researcher could conclude toward the use of code-switching to help the students understand the materials, help the students active in the teaching-learning, make the students confident, help them to comprehend the teacher's instructions, make the students' interest to study English, make them easy to communicate with the teacher and friends during the class, and make easy for the students to do the assignment.

Keywords: *Code Switching, Speaking Skill, Teaching-Learning Process*

ACKNOWLEDGMENT

بِسْمِ الرَّحْمَنِ الرَّحِيمِ

All praises belong to Allah Almighty, the Lord of the world and the creator of the universe. By his guidance and blessing, the writer has completed this thesis. Peace and salutation may always be sent to our Prophet Muhammad, peace be upon him.

This thesis entitled “Code-Switching in Speaking Class Used by Teacher and Students” in arranging this thesis, the writer realizes that there are many people who gave support, cooperation, motivation, and encouragement. In this chance, the writer would like to express deeper appreciation to:

1. Dr. Hj. Lift Anis Ma“sumah, M.Ag as The Dean of Education and Teacher Training Faculty UIN Walisongo Semarang.
2. Sayyidatul Fadhlilah, S.Pd.I., M.Pd. as the Head of the English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
3. Nuna Mustikawati Dewi, S.Pd., M.Pd. as the secretary English Education Department.
4. Dr. Hj. Siti Mariam, M.Pd, as the advisor for the support, advice, and responsibility for guiding the thesis to completion.
5. The lectures of the English Language Education Department of Education and Teacher Training Faculty Walisongo State

Islamic University Semarang for the valuable knowledge and guidance during the years of my study.

6. Sugeng, S.Pd as the headmaster of SMPN 4 Rembang who permits the writer to do the research in his school.
7. Tasuli, S.Pd as the English teacher of SMPN 4 Rembang who helps the writer during the research.
8. The students of eight grade of SMPN 4 Rembang that have helped the writer in collecting the data.
9. The deepest gratitude for my family, especially my parents (Mr. Budi and Mrs. Damisih) and also my sisters (Salma and Salsa) who always give love, motivation, and endless prayer.
10. My dearest friends who are like my family from UKM Musik who always support me and give me joy and happiness.
11. My beloved friends, Zulfikar Risqi, Dian Parlina, Luluk, Sailil Rohmah, Alma Ikhtiara, Sabrina Azka, and Rifati Ihsan who always support me to finish my thesis thanks for your love and friendship.
12. All my friends in English Department and Tarbiyah Faculty especially for PBI C 2017
13. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish the thesis.

Finally, the writer realizes that this thesis is far from perfect. Therefore, any constructive criticism and suggestion will

be gladly accepted. The writer hopes that this thesis would be beneficial for everyone, *Aamiin*.

Semarang, 31 December 2021
The Researcher,

Salwa Dewi Nurrohmah
NIM. 1703046085

TABLE OF CONTENTS

PAGE OF TITLE.....	i
THESIS STATEMENT	ii
RATIFICATION	Error! Bookmark not defined.
ADVISOR APPROVAL.....	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGMENT	viii
CHAPTER 1.....	1
INTRODUCTION	1
A. BACKGROUND OF THE STUDY	1
B. QUESTIONS OF THE RESEARCH	8
C. OBJECTIVE OF THE STUDY	9
D. SIGNIFICANCE OF THE RESEARCH	9
CHAPTER 2.....	11
REVIEW OF RELATED LITERATURE.....	11
A. PREVIOUS RESEARCH	11
B. LITERATURE REVIEW	18
1. Sociolinguistics	18
2. Bilingualism	20
3. Code Switching	21
C. CONCEPTUAL FRAMEWORK.....	26
CHAPTER 3.....	28

RESEARCH METHOD	28
A. Research Design	28
B. Participants of The Research.....	29
C. Location and Duration of The Research.....	30
D. Technique of Data Collection	30
E. Procedure of Collecting Data	33
F. Technique of Data Analysis	34
G. INSTRUMENT OF THE RESEARCH	36
CHAPTER IV.....	38
RESEARCH FINDING AND DISCUSSION	38
A. Research Findings.....	38
B. Research Discussion	52
CHAPTER 5.....	55
CONCLUSION AND SUGGESTION	55
A. CONCLUSION	55
B. SUGGESTION	56
REFERENCES	58
APPENDICES	61

LIST OF APPENDICES

- Appendix 1 Transcription of Classroom Observation (First Meeting)
- Appendix 2 Transcription of Classroom Observation (Second Meeting)
- Appendix 3 Transcription of Classroom Observation (Third Meeting)
- Appendix 4 Result of Classroom Observation in First meeting
- Appendix 5 Result of Classroom Observation in Second meeting
- Appendix 6 Result of Classroom Observation in Third meeting
- Appendix 7 Interview Guideline for the Teacher of the Research
- Appendix 8 Result of Teacher Interview in the Research
- Appendix 9 Interview Guideline for The Students of The Research
- Appendix 10 Result of Students Interview in the Research
- Appendix 11 Documentation
- Appendix 12 Profil of SMPN 4 Rembang
- Appendix 13 Research Paper
- Appendix 14 Letter of Statement
- Appendix 15 Curriculum Vitae

TABLE OF CONTENTS

Table	Title
4.1	Personal data of teacher and staff of SMPN 4 Rembang
	Data of Students of SMPN 4 Rembang
	Medium and infrastructure of SMPN 4 Rembang
	Types of Code Switching

CHAPTER 1

INTRODUCTION

This chapter deals with introduction of the study consist of the research background, questions of the research, aims of the study, and significance of the research.

A. BACKGROUND OF THE STUDY

Language and society are closely connected and cannot be separated as each has a considerable impact on the other. Languages impact each other when they are in contact, therefore variation or change in a language is a natural consequence. Code-mixing and code-switching are the consequent phenomena of language contact and a marked feature of a multilingual society. A language has various functions and becomes more flexible, this means that communication is shared by all people in a given culture. People can express their feeling, their thought, their ideas, and also their messages to others more effectively and efficiently than other means of communication as they are only used in a certain situation. People are usually required to select a particular code whenever they want to speak. They may also decide to switch from one code to another or to mix the codes

even within sometimes very short utterances and create a new code in a process known as code-switching.¹

In our Holy Qur'an, many verses command people to behave good communication. One of them is in QS. Al-Hujarat verses 13:

بِأَيْمَانِهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَمُكُمْ إِنَّ اللَّهَ عَلَيْهِ حِلْبَرٌ

"O humanity! Indeed, We created you from a male and a female and made you into peoples and tribes so that you may 'get to' know one another. Surely the noblest of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware."

From the verse above, we can assume that Allah creates us to know each other. Among the society, regarding male or female, young or old, we need to know other people. English as an international language made us easier to communicate as the purpose of know each other. We need to learn about the language that is used as the intermediary of communication. Regarding our topic of research here, to communicate with other people, especially in Indonesia, we sometimes use mixing languages such as English and

¹ Ronald Wardraugh, *An Introduction to Sociolinguistics* 5th, (UK, Blackwell publishing, 2016)

Indonesian, and because English as an international language makes us more capable to communicate with each other.

People sometimes speak more than one language by changing or switching the language or the code when interacting with others. This phenomenon that happened in our daily life is called code-switching. The use of the style of code-switching consists of bilingualism and multilingualism. Bilingualism is the ability of people that could use two languages to communicate with others. Uriel Weinreich (in Hoffman, 1991: p.15) states that “the practice of alternately using two languages will be called bilingualism, and the person involved bilingual”. Multilingual according to the Cambridge dictionary, is a people or group able to use more than two languages for communication, or (of a thing) written or spoken in more than two different languages.²

Code-switching and code-mixing are interesting phenomenon in society because of its part of the development process and use multiple languages or a mixture of language. Gumperz (1982) stated code-switching as the development of the code to shape conversational impact. According to Scott (2006), code-switching is a phenomenon where a person changes the language from language variety to another different language. Hymes (1973) also says that the word

² <https://dictionary.cambridge.org/dictionary/english/multilingual>

code-switching can be characterized as a predisposition for employing two or more than two varieties of language with a diverse pattern in speech (Ayemoni, 2006, p. 91).³ Nowadays, the presence of English as a foreign language taught in schools shapes the occurrence of Indonesian-English code-switching phenomena in Indonesia. The mixture between English and Indonesian is often found in several genres, such as films, songs, newspapers, and novels⁴. The switch between Indonesian as the national language and regional languages or vice versa is often heard in daily discourses.⁵

In this research, the researcher conducts the research to determine the type and the use of code-switching and also aims to know the student's perception toward switching code in the classroom while they learn English. There have been multiple studies which have conducted about code-switching. In order to do this research, the researcher selects a few pertinent researchers who have already been researched. The first researcher is Munafiah from Walisongo State Islamic

³ Tabassum, et al. "Functions of Code-Switching in the English Language Teaching Classroom Discourse: Perspectives of Lecturers and Students". *International Journal of English Language and Linguistics Research*. 2020. pg. 50.

⁴ Agatha Elma Febiyaska, Priyanto Ardi, Indonesian-English code switching in Gogirl! Magazine: Types and Features, *JELTL (Journal of English Language Teaching and Linguistics*, 2019), pg. 289.

⁵ Agatha, Priyanto, "Indonesian-English Code Switching..." pg. 290.

University of Semarang, with her thesis “Code Mixing in English Learning Process (a study at VII grade students of SMP Ky Ageng Giri Demak in the academic year 2018/2019)”. In this research, the writer found 26 (twenty-six) data contained in the observation, 7 (seventeen) including insertion, 3 (three) alternations, and 6 (six) congruent lexical. The writer also found the reason why the teacher used code-mixing in English teaching-learning process in Junior High School of KY Ageng Giri for seventh-grade students in academic year 2018/2019. The second study who had been conducted about code switching is Toni Hartono from Sunan Ampel State Islamic University of Surabaya, with his thesis “Types and Functions of code switching in the English Language Use by the Characters of Ayat-Ayat Cinta 2 Movie”. In his thesis, he found 83 English-Indonesian of Code-switching used by the characters. There are 47 inter-sentential switching, 32 intra-sentential switching and 4 tag switching. Compared to the previous studies described above, This study observed the types of code switching happened in the classroom, knowing the reason why the teacher uses it and also about student’s perception about the use of code switching in their conversation in the classroom.

In English classroom, code-switching can be used as a tool to maintain classroom management in the sense that is

serves as a powerful approach to execute orders as well as a mean to emphasize the importance of key terms. Code-switching is crucial for language development as it allows the effective transfer of ideas from the teacher to the students and vice versa. Code-switching should be shown to the students at the beginning of learning as this exposure endows students to have motivation to learn English successfully and progressively become fluent speaker of the target language. For the effectiveness and efficient speaking English teaching and learning, teacher used code-switching not only means to point out main learning themes and other key tasks, but also to point out the student's errors and then correcting them immediately.

During pre-observation in SMPN 4 Rembang, for seventh-grade students which the school gave the policy to speak English especially at English learning, it can cause a new problem. Switching from English to Bahasa can be used as a communication method in the school's speaking class. Modupeola (2013) states, "Teachers employ code-switching strategy as a means of providing students with opportunities to communicate and enhance student's understanding.⁶ In the

⁶ Shafi, S., Kazmi, S. H., & Asif, R. (2020). Benefits of Code-Switching in Language Learning Classroom at University of Education Lahore. *International Research Journal of Management, IT and Social Sciences*, 7(1), 227-234.

classroom, code-switching is mostly utilized as a communication tool, such as providing opportunities for students to fully comprehend the concepts being taught and ensuring a seamless flow of classroom instruction. This means that code swapping in the classroom helps to bridge the gap between the teacher and the pupils in terms of misunderstanding and miscommunication.

Switching from English to Indonesian can be used as a communication method in the school's speaking class. In the classroom, code switching is mostly utilized as a communication tool, such as providing opportunities for students to fully comprehend the concepts being taught and ensuring a seamless flow of classroom instruction. This means that code switching in the classroom helps to bridge the gap between the teacher and the pupils in terms of misunderstanding and miscommunication.

SMPN 4 Rembang is one of the schools in Rembang that has interesting English learning process. The teacher and the students used code switching in speaking class is a foreign language to them. Only when they were in English class did the teacher and the pupils utilize English. The teacher and kids in the seventh-grade class are swapping codes. Code switching is beneficial to both the teacher and the student, particularly during English lesson. The teacher will be able to

readily deliver instructions and explanations regarding the contents, and the students will be able to easily understand the teacher's instructions, comprehend the subject, and express their opinions.

Thus, because of the point of view about code switching utility in speaking class, the researcher conducts the research with the title "Code Switching in Speaking Class Used by Teacher and Students".

B. QUESTIONS OF THE RESEARCH

Based on the background of the study that has been discussed, the researcher formulates the research by three questions as follows:

1. What is the type of code-switching used by the teacher and the seventh-grade students in speaking class of SMPN 4 Rembang?
2. What are the reasons behind the used of code-switching used by the teacher and the seventh-grade students in speaking class of SMPN 4 Rembang?
3. What are the students's perceptions toward code switching in English speaking class?

C. OBJECTIVE OF THE STUDY

- a. To analyze the types of code switching used by the teacher and the seventh-grade students in speaking class of SMPN 4 Rembang.
- b. To explain the reasons behind the use of code switching by the teacher and the seventh-grade students in speaking class of SMPN 4 Rembang
- c. To describe the student's perceptions toward code switching in teaching English speaking skill used by the teacher and the students at seventh grade of SMPN 4 Rembang in the academic year of 2021-2022.

D. SIGNIFICANCE OF THE RESEARCH

Some significances that hoped be obtained from this research are:

1. Theoretical benefit

The researcher hopes that the result of this study could be learn as sociolinguistics, especially in code switching. The researcher hopes this research gives a contribution to developing English speaking skill of the students. This study contains some theories related and supported to study code switching such as the types of code switching, such as inter-sentential switching, intra-sentential switching, and tag switching.

2. Practical Benefit

a. The English Teachers

The researcher wishes that the result of the study might be useful for better evaluation and additional information in teaching English. The English teachers are expected to teach foreign language by switching two or more languages to make the learning process more effective and meaningful.

b. The writer

The researcher may could get useful experiences in the future as an English teacher. In addition, the result could enrich the researcher's knowledge and skill in teaching English.

c. The other researcher

By doing the research, the researcher expects that in the future this research would be reference or related finding for who wants to do the same research. The researcher hopes the result of the research can used by other researcher to guide them to do the new research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter consists of the previous research, literature review and conceptual framework.

A. PREVIOUS RESEARCH

1. A research conducted by Ainy Mauliddiyah, Ahmad Munir, and Ali Mustofa, entitled “The Use of Code Switching in the EFL Classroom of First-Grade at Junior High School”⁷

This research aims to observe the code-switching which occurs in English classes by students or a teacher. This research was conducted to find out in what context code-switching take place in English Class. The similarities of this research to my research are this study was also used a qualitative method to explain the phenomena of code-switching in classroom context. This research observed the student’s and teacher’s code-switching during teaching-learning activities. The collection data were taken from observation as well as the audio and video recording as the first data of the student’s and teacher’s utterances at the main quantity of the study.

⁷Mauliddiyah, A., Munir, A., & Mustofa, A. (2020). The Use of Code-Switching in The EFL Classroom of First-Grade at Junior High School. *International Journal for Educational and Vocational Studies*, 2(1), 143-148.

The differences between this research to my research are also on the collection the data, the present research, not only by observing the utterance from the teacher and students, but also by doing interview, questionnaire and do documentation.

2. A research conducted by Shidra Shafi, Syeda Hiraa, and Rehman Asif entitled “*Benefits of Code switching in Language Learning Classroom at University of Education Lahore*”⁸.

This research aims to investigate the benefits of code switching in the course of learning, explores some of the aspects of code switching and its effectiveness in increasing L2 comprehension among the students at UE. The nature of this previous study is descriptive. The data of this study were collected during the ethnography of the communication case study. The similarity of this previous study to the present study highlights the benefits of code-switching in increasing second language comprehensions among the students of second language (L2). The difference the present study to this previous study is the data were collected during the ethnography of the

⁸ Shafi, S., Kazmi, S. H., & Asif, R. (2020). Benefits of Code-Switching in Language Learning Classroom at University of Education Lahore. *International Research Journal of Management, IT and Social Sciences*, 7(1), 227-234.

communication case study. The population of this previous study is comprised of all language teachers in Lahore University by using sampling technique while the present study chose the teacher and the students as the population of the research and will do observations and interviewing the teacher and students as well.

3. A research conducted by Rafqi Awlia, Martin Kustati, and Luli S Yustina entitle “Teacher’s Code Mixing and Code Switching: Insights on Language Barriers in EFL Classroom”⁹

This research aims to investigate code mixing and code switching used by English teachers in EFL classrooms. This study has two major focuses, the type of dominant code switching and code mixing used by the teachers. This study used a qualitative study where the data gained by observing the classroom practices and utterances obtained through in-depth interviews. The result of this research shows that there were three kinds of code mixing found in teacher and student’s utterances in EFL class. They were intra-sentential code mixing, intra lexical code mixing and pronunciation shifting. This study also found that there were four kinds of code switching found in

⁹ Siddiq, R. A., Kustati, M., & Yustina, L. S. (2020). Teachers’ Code Mixing and Code Switching: Insights on Language Barriers in EFL Classroom. *Al-Ta lim Journal*, 27(1), 80-91.

teaches' and student's utterances. They were random mixing, English-Indonesian translation or vice versa, English precedes Indonesian or vice versa, and English sentences precede Indonesian sentences or vice versa. This study proved that the English teacher used code mixing and code switching in teaching speaking in some types.

The similarities both of this previous study to the present study are also analysing code switching in English class. It is also used a qualitative research design where the data taken from observation and interviews in EFL classroom. The difference between this previous study to the present study is this research analyzed code-mixing and code-switching, in another hand, the present research only analyzes the type of code-switching, the reason behind it and the student's perception about it. Secondly, this research uses different type of code switching. Those were random mixing, English-Indonesian translation or vice versa, English precedes Indonesian or vice versa, and English sentences precede Indonesian sentences or vice versa. This research also used different place that in this previous research occurred in Junior High School 14 Padang while the present research took place in Junior High School 4 Rembang.

4. A research conducted by the Journal of Sumaira Akhtar, Fatima Zafar Baig, dkk entitled “Code-Switching and Identity: A Sociolinguistic Study of Hanif’s Novel Our Lady of Alice Bhatti”¹⁰

The fourth previous study that is a journal that analyzing code switching and the identity though sociolinguistic study of Hanif’s novel Our Lady of Alice Bhatti. This research used qualitative research approach during analyzing the data. This study examines how language influences ideas and identity with the use of code-switching. In this research, the researcher answered how social identities and power relations have exposed through code-switched language by the writer of the novel. The researcher also has examined how the non-native writers of the English language often try to construct or deconstruct their vocal ideas and ideologies of their society into standard English specifically in the postcolonial era. Similarity of this research to my research is using qualitative research approach and examine code switching. It was also examining how the use of code switching. The differences of this research to my research, firstly, this previous research was analyzing code switching that

¹⁰ Sumaira Akhtar, Fatima Zafar Baig, dkk(2020), “Code-Switching And Identity: A Sociolinguistic Study Of Hanif’s Novel Our Lady Of Alice Bhatti”

happened in the Novel while the present research is analyzing code switching used by the teacher and students in the classroom.

5. A research conducted by Rahmawaty Kadir, entitled “Code-Switching in Indonesian Popular Songs and its Potential Implications for English Language Teaching”¹¹

The fifth previous research aimed is to know the types and functions of code switching between English and Bahasa Indonesia that occur in the song lyrics. This research is a qualitative study using the purposive sampling technique that allows the researcher to select participants and research sites that are associated with the phenomenon and research problems being studied. This research selected 15 pop songs from Prambors FM Radio’s top 40 song chart from period 2009-2019 and revealed that four types of code-switching occurred in the lyrics of Indonesian popular songs.

The similarity of this research to my research is on the purpose that also aimed to know the types and functions of code switching between English and Bahasa and also has qualitative study as the approach. The difference of the study is on the subject that using song

¹¹ Kadir, R. (2021). Code-Switching in Indonesian Popular Songs and its Potential Implications for English Language Teaching. *JOALL (Journal of Applied Linguistics and Literature)*

lyrics as the subject while in the present research is using teacher's and students' utterances as the source of data.

6. A research conducted by Widi Astani, Dwi Rukmini, Djoko Sutopo entitled "The Impact of Code Switching in Conversation Of "Nebeng Boy" You tube Vlog Towards Communication in English Among the Participants"¹²

The sixth previous research is aimed at investigating the impact of code-switching realized in the conversation of "Nebeng Boy" you tube vlog. This research used qualitative approach by observing and analysing the conversations form four downloaded videos as the data which then transcribed them in a written form. The data analysis also included the types and the functions of the code switching which occurred in those four transcribed conversations in order to ease the researcher determining the impact. The similarity this research to my research is the research also used a qualitative approach and also determined the types and functions of code-switching. The difference between this study to my study is this previous study used four downloaded videos from youtube vlog and for my research, the researcher

¹² Astani, W., Rukmini, D., & Sutopo, D. (2020). The Impact of Code Switching in Conversation of" Nebeng Boy" Youtube Vlogs Towards Communication in English Among the Participants. *English Education Journal*, 10(2), 182-189.

conducted field research by analyzing code-switching used by the teacher and students that take place in the classroom.

B. LITERATURE REVIEW

1. Sociolinguistics

Sociolinguistics is the study of our very lives. How is language works in our casual conversations and the media we are exposed to, and societal norms, policies, and laws which address language.¹³ Some investigators have found it appropriate to introduce a distinction between sociolinguistics or micro-sociolinguistics and the sociology of language or macro-sociolinguistics. In this distinction, sociolinguistics is concerned with investigating the relationships between language and society, with the goal being a better understanding of the structure of language and of how languages function in communication. Hudson (1996, p. 4) has described the difference: sociolinguistics is ‘the study of language in relation to society,’ whereas the sociology of language is ‘the study of society in relation to language’. In sociolinguistics, we study language and society in order to find out as much as we can about what kind of thing language is, and in the sociology of language,

¹³ Ronald Wardhaugh. 2015. *An Introduction to Sociolinguistics* 7th, (UK, Blackwell publishing) pg. 1.

we reverse the direction of our interest. Using the alternative terms given above, Coulmas (1997, p. 2) says that ‘micro-sociolinguistics investigates how social structure influences the way people talk and how language varieties and patterns of use correlate with social attributes such as class, sex, and age.¹⁴

There are the definitions of sociolinguistic from various sources: Holmes (2001:1) defines that “Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning”.¹⁵

Sociolinguistics is concerned with the relationship between language and the context in which it is used. As the result, there is a concern to explaining and identifying language changes that are spoken. Wardhaugh and Fuller (2015:1) state that “Sociolinguistics is the study of our everyday lives-how language works in our casual conversations and the media it exposed us to, and societal norms, policies, and laws which address language”. It means sociolinguistics is not a study of facts but the study of ideas

¹⁴ Wardhaugh, “*An Introduction to Sociolinguistics 7th*” pg. 15.

¹⁵ Janet Holmes, 2013. *An Introduction to Sociolinguistics 4th*, (London and New York, Routledge) pg 1.

about how member of a particular society may influence the terms with our language use.

2. Bilingualism

Bilingualism is an individual who could use two languages in interaction with each other. Many people are applying over one language when they make conversation with other people. Nowadays, bilingualism has become popular in every country in this world. They have been common to wield two languages in their burble.

According to Spolsky, bilingualism is an individual who can speak two languages and it has some functional ability in a second language. Richard says that a bilingual is someone who engages two languages with some degree or proficiency but usually bilingual people have a better knowledge in one language than others. From the comprehensiveness above, Bilingualism can be defined as someone's capacity to speak and understand more than one language. Bilingualism emerges as a result of a combination of causes. One of them is educational background. Someone's level of education can influence their ability to speak more than one language.

3. Code Switching

a. Definition of Code Switching

Code-switching has been a topic of heated debate among educationists, particularly those who study the field of second language acquisition. According to Poplack, code-switching is an action of jumping from one language to another language in communication, is one of bilingualism phenomenon has some types namely intra-sentential, inter-sentential, and tag switching.¹⁶ We could define it as the alternate use of two (or more) languages. Code-switching (CS) is used for different purposes in a community. The speakers use it to adjust their language to the level of parties involved in communication. The teachers use it in language classrooms as a strategy to facilitate second language learning. In addition, Polio and Duff revealed in their study that the teachers used students' L1 for administrative purposes and classroom management. The literature studies show that CS is not only used as a communicative strategy to express solidarity, emphasis, and social identity but also as an academic tool and management strategy in language classrooms among

¹⁶ Hanafiah, R., Mono, U., & Yusuf, M. (2021). Code-Switching in Lecturer-Students' Interaction in Thesis Examination: A Case Study in Indonesia. *International Journal of Instruction*, 14(1), 445-458.

teachers. Turnbull and Arnett, in their study, came up with three macro-functional categories of CS in L2 classrooms: pedagogical purposes, social interactional purposes, and classroom management. These macro-functional categories were later confirmed in a study by Makulloluwa. She found that CS in English language teaching occurs for three purposes: pedagogical, administrative, and interactional purposes.

Code-switching is a subfield of bilingualism research which we can further divide it into various branches, depending on the core questions of the investigation. One of the oldest branches has developed within the field of sociolinguistics. Here, the fundamental questions pursued concern the social factors which influence, facilitate, or prohibit the use of over one language within specific speaker groups (Gibbons 1987; Giles and Ogay 2007). It also investigates the reasons speakers use one or another language in a specific situation or context (Auer 1995, 1998).

In speech patterns, code-switching and code-mixing are well-known characteristics. The shift or change from one language or linguistic variety to another by a speaker or a group of speakers is referred

to as code switching. It might happen in a conversation when one speaker speaks in one language and the other responds in a different or foreign language. In practice, code flipping is not a new issue; rather, we have been using it for a long time by speakers from many communities around the world, and it has now gained widespread support.

b. Types of Code Switching

According to Hoffman (1991, p.112) says that the types of code switching are inter-sentential switching, intra-sentential switching and tag switching. Based on the explanation above, it can be classified as follows:

1) Inter-Sentential Code Switching

Inter-sentential code switching is a type of code switching that the language switch is done at sentence boundaries. Word or phrases at the beginning or end of a sentence. Example:

Farah : “Dit, *udah tau belum*, Blackpink will do tour concert to Indonesia next September?”

(Dita has you known that Blackpink will do tour concert to Indonesia next September?)

Dita : “*Serius?* Okay let’s buy the ticket quickly!”

(Really? Okay let’s buy the ticket quickly!)

From the example above of the conversation, they talk about Blackpink that will come to Indonesia. The first speaker said Blackpink will come to Indonesia next September and the second speaker enthusiastic and engage the first speaker to immediately buy tickets. We can see from their conversation; in the end of their talk they switch their language into English. They probably switch their language consciously because on their first utterance they use Bahasa and suddenly they switch into English. Therefore, it can be mentioned that the type of code-switching that appears on their utterance is inter-sentential code-switching

2) Intra-Sentential Code Switching

In intra-sentential code switching, the switch is taken place in the middle of the sentence with no interruptions, hesitations, or pauses to indicate a change. Usually, the speaker isn’t aware of the switch. Example:

Rara : “Rin, bulan depan kita ke Jogja yuk, kita have fun *disana*”

(Rin, let’s go to Jogja next month, we have fun there)

Rinai : “Okay, aku ijin dulu ke mama buat holiday ke Jogja”

(Okay, I will ask my mom for her permit to go to Jogja”

The example of the conversation above shows that the speakers switch their language in the middle of their utterance. The speakers speak in Bahasa and they insert English words. The words they insert in English are “Have fun” and “Holiday”. So, the English words which come out from these utterances in types of code switching called as Intra-sentential code switching.

3) Extra-Sentential Code Switching or Tag Switching

In tag switching, it involves the insertion of a tag from one language into an utterance in another language. Example:

Hana : “Rico, kamu bisa datang ke pesta ulang tahunku, right?”

(Rico, you will come to my birthday party, right)

- Rico : “Sorry Hana, *aku ada urusan penting di hari itu*”
(Sorry Hana, I have other business that day)
- Hana : “Really? *Yaudah gapapa deh*”
(Really? It's Okay)
- Rico :” Sorry, *nanti aku kirim kado-nya saja ya*”
(Sorry, I will send the present later)

The example of the conversation above talks about asking for coming in birthday party. The first speaker asks if the second speaker could attend the event or not, but the second speaker says he has another business that make him could not attend the party and will send his present to her later. From this conversation, it shows that the speakers use tag switching in their utterance such as right, sorry, really. They do tag switching in the beginning and in the end of their utterance.

C. CONCEPTUAL FRAMEWORK

The conceptual framework explained the basic concept applied in this study that is focused on the interactional and linguistic relationship as a medium for the interaction with other human lives, language serves as a part

of communication. In order to fulfill a set of communication goals, participants in an interaction use an interactional method known as code-switching.

Code switching, also known as the alternative use of two or more languages, is seen as an essential approach for maintaining interaction and increasing the potential to participate in any discourse, particularly in a bilingual context. It encompasses a number of social functions that characterize the impact of code switching in a given encounter. Code switching not only occurs in face to face conversation, but also occurs in through conversation in more advance communication media and also occurs in another medium such as in teaching process. Many teaching processes use code switching such as when teacher explained the materials, clearer the teacher's instructions, or giving advice for the students in English speaking classroom. This research focused on the code switching utterance made by the teacher.

The study used the transcription of the teaching-learning process as the main source of data and the transcription teacher and students's interviews as the supporting data. According to Poplack, there are three types of code-switching there are tag switching, inter-sentential switching, intra-sentential switching.

CHAPTER 3

RESEARCH METHOD

This chapter discusses the research method in this study. It covers discussion about research design, subject of the research, location and duration of the research, technique of data collection, procedure of collecting data, technique of data analysis and instrument of the research.

A. Research Design

According to Claire Sellitz and others (cited by Kothari, 2004:31), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure. According to Kotari ‘qualitative data, usually in the form of words rather than numbers, have always been the staple of some fields in the social sciences, notably anthropology, history and political science’.¹⁷ Kothari also stated that research design is the conceptual structure within which research is conducted, it constitutes the blueprint for the collection, measurement and analysis of data.¹⁸ From these statements, research design means a system or a

¹⁷ C.R.Kathori, *Research Methodology: Method and Technique*, (New Delhi: New Age International (P) Ltd, Pg. 1

¹⁸ C.R.Kathori, “*Research Methodology...*”, Pg. 31

technique about how to collect the data that needed. In this research, the researcher used descriptive qualitative research. Qualitative approach aims to understand a phenomenon about what the research subject experience holistically descriptively through words and language by utilizing natural methods.

In this research, the researcher focused on code-switching used by the teacher and students in teaching English speaking skills. It means that the data of this research is related to the teacher and student's conversation that consists of code-switching. Because of that, this research used descriptive qualitative design in gathering the data. The researcher described the type of code-switching and mixing off each statement as utterance in speaking class in Seventh grade of SMPN 4 Rembang. The researcher found the motive or reason behind the use of code-switching produced by the teacher and the students and also in order to know the student's perception toward the used of code switching in the speaking class.

B. Participants of The Research

This research focused only on English teacher and seventh grade students in SMP Negeri 4 Rembang in the academic year of 2021-2022. As a result, the English teacher and also the students were the subjects of this investigation.

However, as supporting data for the research findings, the teacher and some students being enquired about code switching that happened in English class through interviews

C. Location and Duration of The Research

The location of this research was SMP Negeri 4 Rembang which located in Tritunggal village, Rembang subdistrict, Rembang regency, central Java. The researcher selected SMP Negeri 4 Rembang because the teacher as the English teacher often used two languages in teaching learning process. It is suitable with the focus of the research. In contrast, the research took place in English class in SMP N 4 Rembang. The research was held for one month, by collecting the data of observation and providing the interview to the students of SMP N 4 Rembang.

D. Technique of Data Collection

Collecting data is identifying and selecting individuals for a study, obtaining their permission to study them and then gathering information by asking people questions or observing their behaviors.¹⁹ This research used

¹⁹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln,2012), pg. 9.

observation, interview, questionnaire and documentation as data collection methods.

1. Observation

According to Hammersley & Atkinson (Cresswell, 2012, 213), observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. The advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g. preschool children). The disadvantages of observations are that you were limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if a setting requires good listening skills and careful attention to visual detail.²⁰ In this research, the researcher observed code-switching phenomena that may happen in English-speaking classes. The researcher just focused on code switching used by the teacher and students. The researcher learned about the process of code switching used by the teacher and students, as well as the different types, functions, and students'

²⁰ Creswell, “*Educational Research ...*” pg. 213-214

perceptions of code switching, by doing the observation. This procedure can be carried out by making a video recording and taking a note. Video recording could be used in observation as back-up data for data that hasn't been written down.

2. Interviews

A qualitative interview occurs when researchers ask one more participant general, open-ended questions and record their answers. The researcher then transcribes and types the data into computer file for analysis.²¹ As participants in this study, the researcher conducted interview both the teacher and the pupils. The researcher can learn about code-switching that the teacher utilized in teaching English from the teacher, the researcher also could know about the impact of code-switching in English class from the students.

3. Documentations

According to Creswell, a valuable source of information in qualitative research can be documented. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, such as newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable

²¹ Creswell, "*Educational Research ...*" pg. 217

information in helping researchers understand central phenomena in qualitative studies.²² In this research, the researcher collected the documentation data from video/audio recorder, pictures in teaching English process, field notes, and list interviews that have contributed with code-switching in teaching English speaking skills.

E. Procedure of Collecting Data

To collect data, the researcher conducted the observation by recording teaching-learning time in the research. The observation was one of primer data collection techniques. It is a useful, systematic, and selective way of monitoring and listening to the interaction or the phenomena that happened. Records are useful for the researcher to identify the reason why the teacher used code switching in the class and also identify the effect of using code-switching in the classroom by doing interviews.

The procedure of collection data is chronologically performed as follows:

1. First, the researcher recorded the words of the teacher's utterance during teaching, after the data is collected, the

²² John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln,2012), pg. 223.

researcher classified the code-switching based on each type.

2. Second, the researcher interviewed the teacher to take information about the reason behind the use of code-switching in the classroom.
3. Third, the researcher interviewed several students as the representative in order to take the information about their perception of code-switching in the classroom.
4. The researcher analyzed the answer from teacher's interview about factors that make the teacher did code-switching in the classroom and analyzed the answer from students' interview

F. Technique of Data Analysis

According to Miles and Huberman, they view analysis as three concurrent flows of activity. Data reduction, data display, and conclusion drawing or verification.²³

a. Data Reduction

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes. Interviewing transcripts, documents, and other empirical materials. The data

²³ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (United States: SAGE Publications, 1994). Pg.10

considering process continues after the fieldwork is over, until a final report completed.²⁴ In this research focused on analysis code-switching that used in teaching English speaking skill.

b. Data Display

The second major flow of analysis is data display. Display here means an organized, compressed assembly of information that allows conclusion drawing and action. Displays helps us to understand what is happening and to do something, either analyze further or take action based on that understanding.²⁵ In this research, the researcher wrote in detail and orderly, so the data will easily to understand and to get the description about teacher and students who use code-switching in teaching in Speaking class.

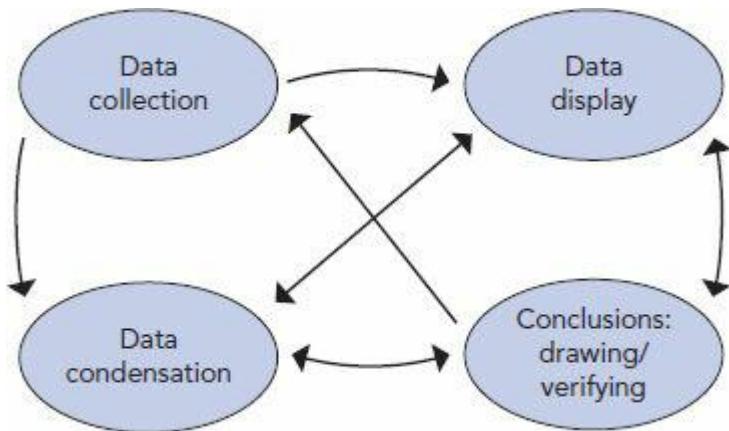
c. Conclusion Drawing/ Verification

The third stream of analysis activity is drawing conclusion and verification. Final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes, the coding, storage, and retrieval methods used, the sophistication of the researcher, and any necessary deadlines to be met. The coding of data,

²⁴ Mathew B. Miles and A. Michael Huberman, “*Qualitative Data Analysis*”, (United State: SAGE Publications, 1994).pg. 10

²⁵ Miles and Huberman, “*Qualitative Data Analysis*”, pg 10

for example (data condensation), leads to new ideas on what should go into a matrix (data display). Entering the data requires further data condensation. As the matrix fills up, preliminary conclusions are drawn, but they lead to the decision, for example, to add another column to the matrix to test the conclusion.²⁶



G. INSTRUMENT OF THE RESEARCH

In this research, the researcher conducted observation and also ask for someone else's help to record the class situation during teaching-learning process in English class. While the researcher observed and records things that are needed by the researcher especially the utterances that were used by the teacher and students. While doing the observation, the researcher also took documentation as proof

²⁶ Miles and Huberman, "Qualitative Data Analysis", pg 11

of her research. After doing the observation, the researcher listened to the recording that has been obtained and forms in the transcript table. After completion in transcript form, the researcher classified them according the type of code-switching and then analyzes the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the data collection from the respondents which have been conducted. The data were collected from the teacher and the students of seventh grade at SMPN 4 Rembang. The data analysis of this chapter is conducted to serve the research focus in chapter 1 then the data are analysed and sorted based on the theories in chapter 2.

A. Research Findings

This section began with presenting the findings found by the researcher after conducting the research methods. The result of observation and teacher's interview session were done by using video recording and the interviews with the students were done by using voice recording.

The English teacher is 59 years old, Javanese man. The teacher used various techniques when teaching speaking skills such as explaining the students, in pairs work, and role play. In his speaking class, he spoke in English when explaining the materials. However, because most of the students' speaking skill level is beginner, he often switched the codes in order to clear his explanation.

After observing and analyzing the data, the researcher finds the types of code switching in teacher and student's utterances in the classroom.

Table 4.1 Type of Code-Switching

Meeting	Type of Code-Switching		
	Inter-sentential switching	Intra-sentential switching	Tag Switching
1	14	24	20
2	21	13	12
3	15	11	13
Total	50	48	45

Table 4.1 above showed that the teacher and the students practiced 14 inter-sentential code-switching, 24 intra-sentential code-switching and 20 tag switching in the first meeting. And then practiced 21 inter-sentential code-switching, 13 intra-sentential code-switching and 12 tag switching in the second meeting. And the last, the teacher and the students practiced 15 inter-sentential code-switching, 11 intra-sentential code-switching and 13 tag switching in the third meeting. It can be seen from the table, the most frequently code-switching type used by the teacher and the

students in English speaking class in seventh-grade of SMPN 4 Rembang is Inter-sentential code-switching

In a bilingual community where there are two or more languages, for each participant, it is expected there is one language would be dominant and the other will be the secondary role in the conversation. From the data above, we can see that the teacher and the students do code switching during teaching-learning activity in the classroom. The teacher and the students used Indonesian as primary language and used English as a secondary language.

The English teacher of SMPN 4 Rembang often switches the language from Indonesian to English (or vice versa). Those elements consist of words, phrases, clauses and sentences. Based on the examples of the teacher and student's utterances that refers to the full transcription, the researcher will explain the code-switching used by the English teacher and students in the classroom.

Based on the identifying and classifying the data, there are three types of code-switching used by English teacher and seventh-grade students of SMPN 4 Rembang. i.e. (1) inter sentential code-switching, (2) intra sentential code-switching, (3) tag switching. There are 2 examples of inter sentential code-switching, 2 examples of intra sentential code-switching,

and 2 examples of tag switching. Each type of those code-switching is discussed below:

1. Types of Code-Switching

The finding showed all the types proposed by Poplack occurred in the classroom. The first type was inter-sentential switching code switching occurred after the speaker has finished a sentence in one language, switches to another language in the next sentence. The second type was intra-sentential switching of a phrase within a single sentence. The last one involved inserting a tag when the speaker added a short statement from another language at the end of the sentences.

a. Inter-sentential Switching

This type of code-switching occurred 50 times in the classroom. It could help the teacher to deliver the lesson's materials or information or instruction. The material is expected to become easier for the students to be understood. This type of code-switching can be seen such as the example below:

Teacher: “*Anak-anak, materi kita pagi ini tadi there is there are sudah saya sampaikan secara lisan.* So now I would like to write these. there is and there are.”

From the example above, the teacher used code-switching, especially in inter-sentential switching. It is

called code-switching because the teacher switches from Indonesian in the beginning and then become English in the end of the utterance. In this case, the teacher says “*Anak-anak, materi kita pagi ini tadi* there is there are *sudah saya sampaikan secara lisan.*” And then switches to another language in the next sentence by says “So now I would like to write these. there is and there are.” So, it is called intra-sentential code switching.

Another example:

Teacher: “*Setelah itu, nanti kita ubah ke bahasa Inggris. Yuk, Mulai* Please write down, your sentences on your text box”

From the dialogue above are code switching. It is called intra-sentential code switching because the teacher talked in Indonesian in a sentence and then switches to English in the next sentence.

Teacher utterances in teaching-learning process:

Teacher: “Next week you will please perform in front of the class. Present your dialogue in front of the class, *yang belum dapat giliran bisa maju minggu depan ya*”

From the example above is switching from one language into another language in the same sentence or

utterance. The teacher talked in English almost in the whole of the sentence and then switches to another language in the end of the sentence. The teacher switched an Indonesian utterance by saying “Next week you will please perform in front of the class. Present your dialogue in front of the class” to Indonesian utterance by saying “*yang belum dapat giliran bisa maju minggu depan ya*”

b. Intra-sentential Switching

This type occurred 48 times in the classroom. The purpose of Intra-sentential switching was to assist students in understanding the meaning of some difficult English phrase, a clause in a sentence when explaining a certain topic. For example:

Teacher: “*Yuk mulai, yang Inggrisnya sudah selesai kita tulis saja, nanti dibaca agar yang lain. Bisa mengikuti dengan concern, dengan serius.*”

From the dialog above, the teacher used code-switching during the lesson, especially in intra-sentential switching. The teacher inserts a word with a different language in a single sentence. The teacher switches from Indonesian to another language by using the “concern” word in a single sentence.

Another example of teacher utterance:

Teacher : “Tulisannya perhatikan anak-anak, Beda dengan ucapan. jangan Bercanda membaca seperti tulisannya. karena berbeda dengan pronunciation-nya. Ucapannya. ‘there is a rubber the table’. Kita terjemahkan!”

Students : “Ada sebuah penghapus di atas meja”

From the conversation above, the teacher also used intra-sentential switching, because the teacher talks in Indonesian and then inserted the word “pronunciation-nya” in a single utterance. This utterance can be classified into intra-sentential switching.

Another example:

“Tapi kalau sudah buat conversation atau dialogue itu secara natural atau alamiah, percakapan secara langsung atau natural”

From the sentence above, the teacher used code-switching, especially in intra-sentential switching. The teacher inserted a word with a different language in a single sentence. The teacher switched from Indonesian to another language by using the “conversation” and “dialogue” and then switch to Indonesian again in word in a single sentence.

c. Tag Switching

This type of code-switching refers to a mix involving an utterance and an interjection. A tag can be moved freely in a sentence, they did not have syntactic constraints. Tag switching occurred 45 times in the classroom by using English fillers such as: okay, yes, good, so, please and Indonesian fillers: *nah*, *oke*, *ya*, *bagus*, *ayok*, *silahkan*. These fillers occurred one to another between Indonesian and English. for example:

“*Nahh*, follow me”

From the example above include code-switching especially in tag switching. The teacher started the sentence but inserted a tag in switch (in Indonesian and English). tag switching happened when the teacher inserted short expression from different language at first or the end of the utterance.

Another example:

“After that, *tujuan pembelajaran kita pagi ini* mengetahui *memahami dan nanti akhirnya membuat kalimat kalimat yang menunjukkan profesi dan pekerjaan seorang.*”

From the conversation above, showed that the teacher inserted a short expression (tag). It showed that the teacher inserts tag short-expression “after that” in the beginning of the utterance.

2. The Reason for Using Code-Switching

There were several reasons why the teacher used code-switching in the teaching and learning process. According to the interviews with the teacher, the researcher got the reasons why the teacher using code-switching while teaching in English class especially in speaking class.

- a. Most of the students have the basic level so the teacher cannot fully carry out the English and switching the language so the students will easily understand. If the students understood what the teacher means, the students will have the spirit and motivation to follow the lesson.
- b. The teacher tried to convey in full form means in full English but the reality at the end of the delivery of the material we repeat again Indonesian in making a decision conclusion remains both grammar patterns tenses. It was easier for students to understand if the teacher switched the language between Indonesian and English than when the teacher speaks in all English.
- c. The use of code-switching in the classroom makes the lesson more effective. the goal is to increase the motivation of children to learn English. Create the

motivation first after being motivated of course the condition of the child understands learning started, learning the purpose of learning materials is that the child builds the child's motivation to learn to love English.

3. Students Perceptions toward Code-Switching in Speaking Class

The third data were gathered to learn about the student's perceptions toward code-switching used in English speaking class. The researcher used interviews to collect the data. The researcher concludes the result of interviewers with the students about students' perception toward code-switching in English class. According to A and B about students' perceptions toward code-switching in English class are following:

They often used code-switching in English class. They argued that code-switching can help them to understand the material and also the teacher's instructions. They could do the assignment well and also be confident to speak in English.

From the opinion above, it can be concluded that students' perceptions toward using code-switching in English class; they often used code-switching in English

class because it can help them to understand the material and be more active during the English class.

According to C about students' perceptions toward the use of code-switching in English class as follow:

Code-switching helps him to understand the materials during the English class. He feels an interest to learn English by using code-switching because he knows the meaning of English words. He was also more confident to speak in English and brave to communicate with the teacher and his friends.

From the opinion above, it can be concluded that the students' perceptions toward code-switching in teaching English make the students have the confidence to speak in English because they understand the message from the communication. The result of the interview showed that the teacher and students used code-switching in the classroom.

By the interviews, it can be known the perceptions of using code-switching for seventh-grade students during learning English.

1. Do you often use Indonesian and English in English classes? The result of the interview showed that the students were using code-switching in the classroom activity. These 8 students often used code-switching

in learning English and 2 students did not use code-switching.

2. Can you understand the English language materials taught by the teacher during the English class using 2 languages namely Indonesian and English?

The result of the interview showed that the students understand the materials by using code-switching in the classroom. 8 students understood the material using code-switching and 2 students did not understand the materials using code-switching in learning English.

3. Does the use of Indonesian and English help to understand the instructions given by the English teacher?

The result of the interview showed that the students understand the instructions given by the English teacher. There are 10 students who understand the instructions by using code-switching.

4. Does the use of Indonesian and English make you more actively communicating in English?

The result of the interview showed that the students more actively communicated in Speaking English class. There are 6 students were active in communicating by using code-switching and 4

students were active in communicating even used code-switching.

5. Are you interested in learning English when using two languages, Indonesian and English interchangeably during the learning process?

The result of the interview showed that the students agree that they interested in learning English when using two language interchangeably. The researcher found 8 students agree that code-switching makes them interested in the lesson and 2 students also agree that code-switching was not made them feel interested in English class.

6. Are you aware that your teacher is using code-switching or language code-switching in the learning process of teaching in English classes?

The result of the interview showed that the students were aware that their teacher used code-switching in the learning process. There are 7 students who were aware the teacher used code-switching and 3 students who were not aware that the teacher used code-switching in the learning process.

7. Does the use of Indonesian and English interchangeably in English lessons help you in

communicating with your teachers and with your friends?

The result of the interview showed that the use of Indonesian and English in changes make the students feel helped in communicating with the teacher and their friends in English-speaking class. There are 7 students who agree code-switching helped them to communicate with the teacher and their friends while in the teaching-learning process.

8. Do you think that after your teacher uses English and Indonesian, in turn, can help you understand the lesson?

The result of the interview showed that almost all of the students were helped to understand the lesson. There are 9 students who agree code-switching helps them understand the lesson and there is one student who thinks code-switching did not make him/her understand the lesson.

9. Do you think that after your teacher uses English and Indonesian, in turn, can help you with the task given by the teacher?

The result of the interview showed that the students used code-switching to help them to do their assignment that was given by the teacher. There are 8

students who agree that code-switching can help them to do the task and 2 students agree that using code-switching did not help them to do the task given by the teacher.

10. Can alternate the use of Indonesian and English help you feel confident to speak English?

The result of the interview showed that code-switching made the students feel confident to speak English. It was better to mix the language in Indonesian to English rather than using full English. The researcher found 6 students agree that code-switching made them feel confident to speak English and 4 students agree that code-switching was not made the confidence to speak in English.

B. Research Discussion

From the data above, the researcher finds that the English teacher and seventh grade students in SMPN 4 Rembang uses Indonesian and English in teaching learning process in the classroom. In this finding, the researcher finds that the teacher and students mostly use the type of intersentential code-switching during teaching learning process in the classroom. There are 50 data related to intersentential code-switching. This type of code-switching inserts an entire phrase, clause and sentence on secondary language into

primary language. It occurs outside the sentences and clause boundaries.

Moreover, the other types of code-switching used by the teacher and students is intra sentential code-switching. There are 48 data of intra sentential code-switching found in this research. This type of code-switching occurs in a word, a phrase, or a clause that found within the sentence of the primary language. It occurs in different position such as initial, middle and the end of sentences.

Then the researcher finds 45 data of tag switching in this research. In this research, the researcher finding the tag switching occurs at the beginning and at the end of the sentence. The teacher uses tag in English with the rest of his utterance in Indonesian language (or vice versa).

Code-switching often occurs in natural communication. In natural communication, most people are not aware in using their language. Sometime they switch their language because they feel confused with what they want to say, sometimes they influenced the language to their mother tongue. Therefore, when the teacher speaks in the classroom, he often switches his languages.

The teacher switches his language in the classroom to talk about particular topic. Based on the result of the interview

with the teacher (see Appendix 8), the researcher found that the teacher used code-switching because the students have almost no knowledge of English. The students did not understand English well, it makes them hard to understand when the teacher tries to speak in English so the teacher uses code-switching in the teaching and learning process After using English, the teacher switched to Bahasa to ensure that the students were not confused and understood what the teacher was saying.

To describe the student's perception, the researcher employed is interviews students to ten students of 7B class with the result (see Appendix 10). Based on the result of the interview, the researcher found that most of students often switch their language while learning in English class and aware that the teacher also performed code-switching. Code-switching made the students more understand the material, help the students understand the teacher's instructions, make the students more active to try communicate in English, make the students interested to learn English, help the students to do the assignment and make them feel confident to speak in English.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions, the researcher concluded based on the findings and discussions and gave some suggestions to the reader.

A. CONCLUSION

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

1. The types of code-switching practiced by the teacher in teaching English were mainly three types. There are 50 utterances of inter-sentential code-switching, 48 utterances of intra-sentential code-switching, and 45 utterances of tag code-switching. These were inter-sentential code-switching, intra-sentential code-switching, and tag switching.
2. The reasons why the teacher used code-switching in the teaching-learning process are code-switching make the students more understand the material delivered by the teacher. Code-switching makes the lesson more effective and increase the motivation of children to learn English
3. The students's perceptions toward the use of code-switching in teaching speaking class. There are, students more active, confident, and interested in learning English. they understand the material and they can understand the

teacher's instruction. Easy to communicate with their teacher and friends during the class, and could do the assignment.

B. SUGGESTION

Considering the conclusions above, the researcher gives some suggestions as follows:

1. For teachers

Teacher become the spearhead in the process of delivering information. Therefore, teachers must use language which are communicative and easy to understand by the students so the communication can run effectively. For the teachers, this research hoped can help them in teaching English. If the teacher uses code-switching in appropriate way, it could be one of strategic communication in the classroom so the students can enjoy the learning process.

2. For the further researchers

For the further researcher, this thesis hoped can be a reference for those who want to continue this research or conduct research with different method of analysis to get more accurate finding and could be the basis for starting new research with different sight.

3. For the readers

For the readers are hoped to get some references or perspectives about code switching include the meaning types, and the reason why used code switching.

REFERENCES

- Akhtar, S., Baig, F. Z., Aslam, M. Z., Khan, T., Tayyaba, S., & Iqbal, Z. (2020). Code-Switching and Identity: A Sociolinguistic Study of Hanif's Novel Our Lady of Alice Bhatti. *International Journal of English Linguistics*, 10(1), 363-371.
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
- Astani, W., Rukmini, D., & Sutopo, D. (2020). The Impact of Code Switching in Conversation of "Nebeng Boy" Youtube Vlogs Towards Communication in English Among the Participants. *English Education Journal*, 10(2), 182-189.
- Creswell, J. W. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative* (p. 676). Upper Saddle River, NJ: Prentice-Hall.
- Gross, M. C., Lopez, E., Buac, M., & Kaushanskaya, M. (2019). Processing of code-switched sentences by bilingual children: Cognitive and linguistic predictors. *Cognitive Development*, 52, 100821.
- Gumperz, J. J. (1982). *Discourse Strategies* (Vol. 1). Cambridge University Press.
- Hanafiah, R., Mono, U., & Yusuf, M. (2021). Code-Switching in Lecturer-Students' Interaction in Thesis Examination: A Case Study in Indonesia. *International Journal of Instruction*, 14(1), 445-458.

- Janet Holmes, 2013. *An Introduction to Sociolinguistics 4th*, (London and New York, Routledge)
- Kadir, R. (2021). Code-Switching in Indonesian Popular Songs and its Potential Implications for English Language Teaching. *JOALL (Journal of Applied Linguistics and Literature)*
- Kothari, C. R. (2004). Research methodology: Methods and Techniques, New Delhi: New Age International (P) Ltd. Publishers
- Mauliddiyah, A., Munir, A., & Mustofa, A. (2020). The Use of Code-Switching in The EFL Classroom of First-Grade at Junior High School. *International Journal for Educational and Vocational Studies*, 2(1), 143-148.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Mohammadi, T., Seraj, M. Y., Ibrahim, H., & Hadi, N. F. A. (2019). The Purposes of Code-Switching and Teachers' Perceptions toward Code-Switching in Malaysian Primary Schools. *International Journal of Engineering and Advanced Technology (IJEAT)*
- Niemma Hamad Al Heeti and Ammar A. Al Abdely, "Types and Functions of Code-Switching in the English Language Used by Iraqi Doctors in Formal Setting", *International Journal of Advanced Research and Review*, (Vol. 1, No.8, 2018), P.11-12.
- Ningsih, O. S., & Setiawan, T. (2021). Code Mixing and Code Switching in the "Yowis Ben" Movie: Sociolinguistic Study. *International Journal of Linguistics, Literature and Translation*, 4(4), 14-19.

Wardhaugh, Ronald. Janet M. Fuller. (2015). An Introduction to Sociolinguistics. Seventh Edition. United Kingdom: John Wiley and Sons Inc.

Yusuf, Y. Q., & Fata, I. A. (2018). Types of Indonesian-English code-switching employed in a novel. *Kasetsart Journal of Social Sciences*.

APPENDIX 1

Transcription of Classroom Observation in the Research

Observer : The Researcher (Salwa Dewi Nurrohmah)

Observed : English speaking class in 7B of SMPN 4 Rembang

Day/Date : 26th October 2021

Time : 07.40 until 08.20 AM

Meeting : First Meeting

Classroom : B class of seventh grade in SMPN 4 Rembang

(The teacher started to teach)

Teacher : Good morning students

Students : Good morning

Teacher : How are you today?

Student A : I am fine, thank you and you?

Teacher : How are you today?

Student A : I'm happy!

Teacher : Oke, I'm fine thank you! You are right. Ada yang sudah menjawab benar malah tidak kau ikuti.

Terus diam! Berani mencoba, menjawab, memberi respons. Ya? Menunjukkan bahwa SMP 4 bagus! Once more! Sekali lagi! Good morning students?!

- Students : Good morning sir!
- Teacher : How are you today?
- Students : I'm fine, thank you and you?
- Teacher : Ya! I'm fine, sir! I'm fine, thank you. And then, *ayo*, and how are you sir?
- Students : And how are you sir?
- Teacher : Sambil menunjuk Pak Uli, seperti biasanya, yok, and how are you sir?
- Students : And how are you sir?
- Teacher : I'm fine too, saya sehat juga. All right, any absents today? Any absents this morning? Ada yang tidak masuk hari ini?
- Students : Ada
- Teacher : Who is she? Who is he? Siapa dia?
- Student A : Akmal
- Teacher : Akmal is absent this morning, why? Kenapa?
- Student A : Ndak tau!
- Teacher : Follow me! Ikuti saya! I don't know sir, maybe he is sick!

- Students : I don't know sir, maybe he is sick
- Teacher : Maybe, he goes somewhere
- Students : Maybe, he goes somewhere
- Teacher : Bepergian
- Students : Bepergian
- Teacher : Sick = sakit. We hope he gets well soon
- Students : We hope he gets well soon
- Teacher : Kalau memang sakit anak-anak, kita doakan semoga segera sembuh
- Student A : Aamiin
- Teacher : We Hope, kita harap, he gets well soon, artinya dia segera sembuh. Aamin
- Students : Aamiin
- Teacher : Alright the students. Today is a special day. Special morning, because we have a guess, tamu ya... to know, to see while you are studying English. So please pay attention, perhatikan. This morning we have a material that is talking about there is and there are. What is that? Introductory there is and there are. Jadi pembelajaran pagi hari ini kita pelajari materi there is and there are. What is it? Apa itu? For example, please pay attention. Look at me! What is it?
- Student B : Pen!

- Teacher : It is a pen. Where is it? Dimana pulpen-nya?
- Students : Di meja
- Teacher : Ya, dimeja. It is a pen, it is on the table.
- There is a pen on the table. What is this?
- Students : A book
- Teacher : What is this?
- Students : Book.
- Teache : It is a book. There is a book on the table. Oke, there is a pen on the table. Yok tirukan.
- Students : There is a pen on the table.
- Teacher : There is a teacher in front of the classroom. Ada seorang guru di depan kelas! Iya tho? There is a pen on the table.
- Students : Iya
- Teacher : Ayok, (follow me) there are many students in the classroom
- Students : There are many students in the classroom
- Teacher : There are two teachers in the classroom.
- Students : There are two teachers in the classroom.
- Teacher : There are two people in the classroom
- Students : There are two people in the classroom

- Teacher : There are many students in the classroom
- Students : There are many students in the classroom
- Teacher : There are many chairs in the classroom.
- Students : There are many chairs in the classroom.
- Teacher : Chairs kursi. So, we have sentences there is and there are. Please conclude. Simpulkan! Kira-kira apa yang sudah kamu tangkap dari contoh-contoh kalimat tadi.
- Teacher : Ayoo, in Indonesian, please! Speak in Indonesian. Ucapkan dalam Bahasa Indonesia. Kira-kira dari dua kalimat yang berbeda tadi itu bagaimana kesimpulannya?
- Teacher : Lho, belum tau? Oke. I'll write down. Saya tulis! Anak-anak, materi kita pagi ini tadi there is there are sudah saya sampaikan secara lisan. so now I would like to write these. there is and there are. Nahh, follow me, "there is and there are"
- Students : There is and there are.
- teacher : There is a pen a pen on the table
- students : There is a pen on the table
- teacher : There are one, two three pens on the table
- students : There are three pens on the table
- teacher : Please, compare... bandingkan, simpulkan, rasakan! Oleh sebab itu maka kamu menangkap

maksudnya, menangkap artinya. yok kita terjemahkan.

There is a pen on the table, yok

students : There is a pen on the table

teacher : What is in Indonesian? Apa Bahasa Indonesiananya?

Teacher : Iyaa, ada sebuah pulpen diatas meja. Now, please compare it. Bandingkan dengan the sentence.

Students : Ada sebuah pulpen diatas meja.

Teacher : There are three books on the table. What does it mean? Coba, apa maksudnya kalimat tersebut?

Students : Ada tiga buku diatas meja.

Teacher : Iyaa, ada tiga buku diatas meja. Ternyata kesimpulannya there is dan there are terejemahannya adalah?? There is artinya?

Students B : Ada

Teacher : Kalau there are? Kedua-duanya terjemahannya adalah ada. Awas, there is artinya ada, there are juga ada. Tapi silahkan mari kita lanjutkan yaa, Follow me! A pen!

Students : A pen.

Teacher : There is a pen

Students : There is a pen

- Teacher : There are three books
- Students : There are three books
- Teacher : Yok bisa ditangkap, yok. There is artinya ada, there are juga..?
- Students : Ada
- Teacher : Yapi beda. Bedanya apa anak-anak? Please conclude, kesimpulannya apa?
- Students : Belum menangkap maksudnya?
- Teacher : There is, supaya kesimpulannya mudah, kita tulis “there is a pen on the table” “there are three pens on the table” coba perhatikan, yok kita terjemahkan yok
- Students : Ada sebuah pulpen diatas meja, ada tiga pulpen diatas meja
- Teacher : Good, bagus. Jadi kesimpulannya, Jika there is diikuti benda tunggal atau satu, jika there are diikuti benda jamak atau lebih dari satu atau banyak. Yok lagi... How many students are here? Berapa banyak jumlah murid di kelas 7B? how many? Berapa banyak? Yok, please count them, berhitung yok!
- Students : One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve
- Teacher : Oke twelve. Follow me, there are twelve students in this class.
- Students : There are twelve students in this class.”

Teacher : There are menunjukkan muridnya banyak. Ada beberapa murid di kelas. Ada banyak murid didalam kelas. Okay. Now please make a sentence first using Indonesian. Jadi membuat kalimat masih memakai Bahasa Indonesia dulu. Contoh, ada sebuah penggaris di dalam tasku, ada beberapa pulpen di dalam tasku, ada sebuah botol di dalam tasku. Buatlah kalimat, dua kalimat Yang membandingkan antara sebuah benda dan beberapa benda. Indonesian, masih bahasa Indonesia. Setelah itu, nanti kita ubah ke bahasa Inggris. Yuk, Mulai Please write down, your sentences on your text box. Di buku tulis untuk menulis silahkan kamu membuat kalimat bahasa Indonesia dulu misal contoh, pensilnya ada 1 pulpen nya ada banyak, ada beberapa bolpoin di dalam kotak. Silakan Gunakan kalimat yang menggunakan kata tunggal dan kalimat yang menggunakan kata jamak. The time is for you, please hurry up. Ndak usah ngarang, apa yang ada di dalam tasmu. Jika satu kalimat kok kurang silahkan buat tiga atau empat kalimat. At least, ya dua kalimat yang menunjukan kata beberapa. The time is for you.”

(The students write their sentences)

Teacher : “Okay, when you finish please write into English jadikan bahasa Inggris, tapi tolong laporan bahasa Indonesia dulu. Baru setelah itu di bahasa Inggrisan. Bahasa Indonesia dulu saja yuk. Who have finished the assignment? Please raise your hand. Silahkan Siapa yang sudah selesai menuliskan bahasa Indonesianya dulu. Please read it. bacalah hasil tulisanmu itu.”

(One student raises her hand)

- Teacher : “What's your name”
- Students : “Salva”
- Teacher : “Oke please, you read it”
- Students : “Ada sebuah penggaris di atas meja”
- Teacher : “Iya, Ada sebuah penggaris di atas meja. Only one, hanya satu benda. Terus benda yang banyak?”
- Students : “Ada 2 tipe-x di dalam tasku.”
- Teacher : “Iya, ada sebuah penggaris di atas meja dan ada 2 tipe-x di dalam tasku. Good! The other? Yang lain?”
- Students : “....”
- Teacher : “Don't laugh it! jangan ditertawakan. Be serious, jangan bercanda. Please loudly, baca yang keras.”
- Students : “Ada 4 bolpoin di kotak pensil.”
- Teacher : “Lanjut, itu benda yang banyak. Yang hanya satu benda mana”
- Students : “Ada 1 kotak pensil di dalam tas”
- Teacher : “Sip, good! The boys? Yok. Kamu mas?”
- Students : “Ada dua pintu di ruang kelas kita”
- Teacher : “Ada dua pintu di ruang kelas kita, itu kalau yang satu buah saja?”

Students : “Ada sebuah pensil di dalam tasku”

Teacher : “Ya, good! Time for Translating into English. Menerjemahkan ke dalam bahasa Inggris. Please, dari tulisanmu itu kau Inggriskan. begitu ya? Ya, tujuan akhir kita membuat atau mencipta kalimat ke dalam bahasa Inggris. Nanti kita pronounce it, kita lisankan. Ayo kita tulis lagi kita Inggris-kan, any difficulties? ada kesulitan? any questions? ada pertanyaan? Silakan ya”

(Student A asking the teacher)

Teacher : “What is it?”

Student A : “Kalau there is untuk apa pak?”

Teacher : “Ada pertanyaan bagus anak-anak, ‘There is and there are’ introductory there is, is dan are itu to be, Untuk membedakan, there is diikuti benda tunggal, sedangkan there are diikuti benda jamak. Memang in Indonesian there is not to be, dalam bahasa Indonesia tidak ada to be. To be ini difungsikan sebagai bentuk predikat karena kalimat ini adalah kalimat introductory, belum kalimat sempurna. Subjek predikat objek, kan begitu? Contohnya you are the students of SMP 4 Rembang. Are bentuk to be, is juga bentuk to be. Jadi, antara there is dan there are terjemahannya adalah ada. Hanya benda di belakangnya itu tunggal atau jamak. Sudah? Maskernya dipakai dengan benar ya... Yuk mulai, yang Inggrisnya sudah selesai kita tulis saja, nanti dibaca agar yang lain. Bisa mengikuti dengan concern, dengan serius. Come on”

Student A : “Maju pak?”

- Teacher : “Yes, iya silahkan maju, silahkan Inggrisnya ditulis. Ke depan sudah tidak bahasa Indonesia, tapi dalam bentuk Bahasa Inggris”
- Student A : “Kalau salah gak papa ya pak”
- Teacher : “Anak-anak, don't Worry. Jangan khawatir, salah tidak apa-apa. Please, good to you. What's your name?”
- Student A : “Yuda,”
- Teacher : “Oke, give applause!”
- (The student wrote his sentences into the whiteboard)
- Teacher : “Very good! Give applause for Yuda! anak-anak, mohon perhatikan, attention, please! Please read this sentence! ‘there are three books on the table’”
- Students : ““There are three books on the table””
- Teacher : “Three books. bukunya ada berapa?”
- Students : “Tiga!”
- Teacher : “Jika buku ini jumlahnya jamak atau lebih dari satu maka kaidah nya ditambah s. 3 buku berarti bukan three book tapi three books. Yok dibaca lagi yok, there are three books on the table”
- Students : “There are three books on the table”
- Teacher : “Good, kita terjemahkan yuk. Please, say in Indonesian.”
- Students : “Ada 3 buku di atas meja”

- Teacher : “Bagus, yang dicontohkan adalah benda yang banyak. iya kan? coba sekarang contoh kalimat yang menunjukkan ada benda tunggal. yok maju yok”
- Student A : “Saya lagi pak”
- Teacher : “Lagi? Jangan, yang lain dulu”
- (One student come forward and write her sentence)
- Teacher : “Good, thank you. give applause.”
- Teacher : “So please read the sentence, there is a rubber on the table.”
- Students : “There is a rubber on the table”
- Teacher : ”Tulisannya perhatikan anak-anak, Beda dengan ucapan. jangan Bercanda membaca seperti tulisannya. Karena berbeda dengan pronounciationnya. Ucapannya. There is a rubber the table. Please translate, kita terjemahkan”
- Students : “Ada sebuah penghapus di atas meja”
- Teacher : “Iya, very good. Itulah materi kita hari ini, yakni perbedaan penggunaan there is dan there are. If you have difficulties, please ask me. don't worry, I will help you whenever and wherever. ya? kapanpun dan dimanapun. Gitu ya... Don't worry don't be afraid, jangan takut... The time is enough, your time at home is on the *paket* book on page 99 and then see you next time. Thank you very much for your attention. Keep your health and be careful because we still have to do the prokes, atau

protokol kesehatan. thank you Wassalamualaikum warahmatullahi wabarakatuh”

Students : “Waalaikumsalam warahmatullah barakatuh”

Teacher : “Thank you”

Students : “You're welcome, sir”

Appendix 2

Transcription of Classroom Observation in the Research

Observer : The Researcher (Salwa Dewi Nurrohmah)
Observed : English speaking class in 7B of SMPN 4 Rembang
Day/Date : 29th October 2021
Time : 07.40 until 08.20 AM
Meeting : Second Meeting
Classroom : B class of seventh grade in SMPN 4 Rembang

(The teacher opened the class)

Teacher : “Good morning, everyone”
Students : “Good morning, sir!”
Teacher : “How are you today?”
Students : “I’m fine thank you, and how are you sir?”
Teacher : “I’m fine too, Saya sehat-sehat juga.”
Students : “Alhamdulillah”
Teacher : “Oke, the students, this morning is English time. So, is any absent this morning? is any apakah ada absent yang tidak masuk this morning? apakah ada yang tidak masuk this morning?
Students : “Ada!”
Teacher : “Who is he?”
Students : “Akmal”

- Teacher : “Why is he absent? Why mengapa is he absent? dia tidak masuk?”
- Students : “Ndak tau”
- Teacher : “I dont know sir (asking the students follow him) Saya tidak tau pak”
- Students : “I dont know sir, Saya tidak tau pak”
- Teacher : “Maybe, mungkin saja he is sick”
- Students : “Maybe he is sick”
- Teacher : “Please visit him”
- Students : “Please visit hem”
- Teacher : “we hope he gets well soon”
- Students : “we hope he gets well soon”
- Teacher : “Oke alright, students! the lesson must go on, pelajaran tetap berlangsung. without Kamal, walaupun tanpa Kamal. Oke, thank you very much for your attention. This morning material is Chapter 6. Kalau sick itu sakit, kalau six itu enam ada desisnya. ayo coba tirukan! one, two three four five six”
- Students ; “One, two three four five six”
- Teacher : “Tapi, Kamal is sick. tanpa ada desis. tapi kalo six ada desisnya”
- Students ; “Iya”
- Teacher : “Chapter six. ayok tirukan”
- Students ; “Chapter six”
- Teacher : “That is talking about...”
- Students ; “That is talking about...”
- Teacher : “Membicarakan tentang job and profession”

- Students ; “Membicarakan tentang job and profession”
Teacher : “Please mention sebutkan kinds of profession”
Teacher : “Pertama-tama pakailah bahasa indonesia. Yuk sebutkan pekerjaan yang bagus-bagus”
Student A : “Polisi”
Students B : “Tukang Batu”
Student C : “Pilot”
Teacher : “Oke, pilot! who what to be a pilot? siapa yang mau jadi pilot? oke pilot! and then? ada penjahit!”
Student D : “Pramugari”
Student A : “Pemadam kebakaran”
Student E : “Tentara”
Student F : “Juru masak”
Teacher : “Bagus! ini jenis-jenis pekerjaan” yok ikuti! Guru pekerjaannya mengajar”
Students : “Guru pekerjaannya mengajar”
Teacher : “Penjahit membuat baju”
Students : “Penjahit membuat baju”
Teacher : “Profession and job! Yok kita Inggris-kan! translate into English! mari kita inggris-kan! farmer = petani”
Students : “Farmer = petani”
Teacher : “Teruskan, petani...”
Students : “Polisi!”
Teacher : “Iya polisi!
Student A : “Police!”

- Teacher : “Benar, police. Tulisannya police bacanya /pə'li:s/. Yok bahasa inggrisnya penjahit?”
- Teacher : “Tailor!”
- Students : “Tailor!”
- Teacher : “Tulisannya tailor bacanya /'teɪ.lər/. and then you? petani?
- Student G : “Farmer”
- Teacher : “Pelaut?”
- Students : “Fisherman”
- Teacher : “Nelayan fisherman, kalau pelaut? Sailor!”
- Teacher : “Tulisannya sailor, ucapannya /'seɪ.lər/. Maka dari itu kita *pronounce it*. Kitaucapkan dulu sebelum kita tahu ucapannya dulu supaya tidak terganggu, Karena apa? Kalau tiba-tiba diawali dengan membaca buku, maka kamu akan terpengaruh oleh tulisannya. Kalau diucapkan dulu, nanti baru melihat tulisannya. Begitu ya caranya, dibalik... *pronunciation*-nya diperbaiki ya, nanti baru melihat tulisannya. seperti sailor, bacanya /'seɪ.lər/ teacher bacanya /'ti:.tʃər/
- Students : “Teacher”
- Teacher : “Farmer dibaca /'fa:.mər/
- Students : “Farmer”
- Teacher : “Huruf r, ada tulisannya tapi tidak dibaca. Farmer!”
- Students : “Farmer!”
- Teacher : “Driver!”
- Students : “driver”

- Teacher : “You know? Ambil napas, supaya tersimpan di memori. okay, thank you! Anak-anak, sesuai dengan pembelajaran kita pagi hari ini, yaitu manusia, pekerjaan dan tugasnya. Siap ya, bahasa Indonesianya sudah kau sebut satu persatu lah nanti Inggrisnya. Oke, what is your father job, what= apa, pekerjaan ayahmu *What is your father's job* Apa pekerjaan ayahmu. Please giving respon, berikan tanggapan *respon* terhadap pertanyaan-pertanyaan itu. Sebentar, I ask you for using Indonesian or in English Indonesia dulu?
- Students : “Indonesia!”
- Teacher : “Okay, what is your father’s name? Siapa nama ayahmu, mas?”
- Student F : “Suripno”
- Teacher : “Follow me! My father is Surono!”
- Students : “My father is Suripno”
- Teacher : “What is your father's profession?”
- Students : “...”
- Teacher : “Iya, apa profesi ayahmu?”
- Students : “Fisherman”
- Teacher : “Repeat after me, He is fisherman”
- Students : “He is a fisherman”
- Teacher : “Jadi dia seorang nelayan. Okay? Thank you. Begitu ya? Ayahku seorang nelayan. Pekerjaannya nanti, mencari ikan di laut misal, nama pekerjaannya dulu ya, begitu. Okay, what is your father's name?”
- Students C : “My father is Soejati.”

- Teacher : "My father is sejati, nama ayah aku itu Soejati. What is your father's profession?"
- Students : "Pedagang"
- Teacher : "Iya, Pedagang! follow me, my father is Pedagang. apa Bahasa Inggrisnya pedagang? Bussiness man, seller itu juga pedagang. salesman, yang keliling dari ke desa dari warung ke warung namanya sales. salesman, petugas penjualan. Siapa yang bercita-cita jadi sales? oke Ok guys your father's name"
- Students : "My father's name is John Bu"
- Teacher : "What is your father's job"
- Students : "Nelayan"
- Teacher : "What is in English? He is fisherman"
- Students : "He is a fisherman"
- Teacher : "Iya nelayan-nelayan dianggap harian beda dengan pelaut nelayan itu in the morning and back in the evening nelayan berangkat pagi hari pulang sore tapi kalau pelaut itu beberapa bulan di laut pakai kapal besar itu 3 bulan baru pulang itu namanya pelaut berbeda dengan pelayan ya, Ayo, my father is Sailor. Orang tuaku adalah pelaut"
- Students : "My father is Sailor, Ayahku adalah pelaut"
- Teacher : "Mr, Tasuli is a teacher"
- Students : "Mr, Tasuli is a teacher"
- Teacher : "Teacher teaches the student, tugasnya pic the student mengajar siswa-siswa. mengajar murid-murid SMP four, SMP empat. Yok sama-sama menunjuk diri sendiri. I am a student, My job is studying. tugasku adalah belajar. "

- Students : "I'am a student, my job is studying."
- Teacher : "Is that right. Apakah itu benar?"
- Students : "Yes"
- Teacher : "Thank you, kamu tahu tugasmu sendiri siswa tugasnya adalah belajar not just playing tidak hanya bermain-main not Just watching TV tidak hanya menonton TV not just playing handphone tidak hanya bermain-main game handphone HP. because we are a student so our job is studying. Siswa belajar"
- Students : "Siswa belajar"
- Teacher : "Guru mengajar"
- Students : "Guru mengajar"
- Teacher : "What is farmer' job? Apa tugas petani?"
- Students : "Menanam padi"
- Student : "Mengolah sawah"
- Teacher : "Iya menanam padi mengolah sawah ini adalah tugas petani. ini adalah job seorang farmer"
- Students : "Farmer"
- Teacher : "A farmer grows rice in the field. menanam padi disawah. rice bisa berarti padi, tapi kalau sudah di piring namanya?"
- Students : "Nasi!"
- Teacher : "Please eat the rice on the plate. Makalah nasi di piring. jangan menanam padi di piring. Anak-anak bahasa Inggris memang ada yang luwes-luwes itu berarti begini, rice bisa berarti gabah bisa berarti nasi bisa berarti lontong bisa berarti remahan nasi Oleh sebab itu petani

- tugasnya menanam padi di sawah, pak guru mengajar siswa di kelas. Ambil napas! Oke thank you. Setelah kau simpan di memorimu mari kita open your paket book. sekarang buka buku paket! open on chapter six! halaman berapa chapter six?"
- Students : "157"
- Teacher : "Ya lanjut, chapter six. judulnya We love what we do"
- Students : "We love what we do"
- Teacher : "We love kita menyukai what we do pekerjaan kita"
- Students : "Kita menyukai pekerjaan kita. Sebagai murid kita suka belajar"
- Teacher : "Sebagai murid kita suka belajar. We are crazy about studying. anak-anak Kalau diartikan crazy crazy itu artinya gila gila tapi kalau di bahasa Inggris crazy artinya tergilagila dalam artian yang positif. After that, tujuan pembelajaran kita pagi ini mengetahui memahami dan nanti akhirnya membuat kalimat kalimat yang menunjukkan profesi dan pekerjaan seorang. We Love We Do, ikuti."
- Students : "We Love We Do"
- Teacher : "Kita menyukai pekerjaan kita"
- Students : "Kita menyukai pekerjaan kita"
- Teacher : "Ibu rumah tangga pekerjaan yang memasak"
- Students : "Ibu rumah tangga pekerjaannya"
- Teacher : "Perawat pekerjaannya merawat orang sakit"
- Students : "Perawat pekerjaannya merawat orang sakit"

- Teacher : “Pernyataan anak pekerjaan di dunia ini banyak sekali dan mempunyai tugas masing-masing dan tugasnya itulah yang dicintai atau disukai. Tugas yang baik lho ya ini, perampok tugasnya merampok. Koruptor tugasnya korupsi. Tidak usah! Hal ini karena tidak bisa menjadi contoh atau teladan. Okay, please open page one hundred and twenty eight , buka halaman 128. There is a dialogue, there is a conversation, Percakapan. There is a dialogue, ada sebuah dialog. This dialogue about miss Mutia, what is miss Mutia’ job? Anak-anak kira-kira ini pekerjaannya apa”
- Students : “Teacher”
- Teacher : “Betul teacher anak-anak pekerjaan Miss Mutia ini adalah seorang guru yang mengajar dengan murid-muridnya. Please read it, mari kita baca nanti kita praktekkan. Kita maju ke depan kelas tetap jaga jarak ada yang jadi Miss Mutia dan ada yang jadi murid majunya mungkin nanti aja atau mungkin the next week. Jadi kita ini belajar bertahap pertama kedua pemahaman kemudian mengerti arti-artinya setelah mengetahui Artinya kita praktekkan di kelas. dan temanya tentu berbeda tidak harus sama dengan buku paket mengerti ya”
- Students :” Iya”
- Teacher : “Ya please read dialogue. good morning Mis. Mutia”
- Students :” Good morning Mis. Mutia”
- Teacher : “Today kita akan talking about Job and profession, tugas dan profesinya. lihat yang tadi ya tadi kan kita belajar ucappannya sekarang kita

- lihat tulisannya. Job and profession, follow me”
- Students : “Job and profession”
- Teacher : “Mis. Mutia talked, what is your father's do? Mis. Mutia bertanya Apa pekerjaan ayahmu. Ini ditanya tentang pekerjaan ayahnya. Beni memberi respon. ‘My father is a farmer’, ayahku seorang petani. Maka, his job is, pekerjaannya adalah, He plants ia menanam, plants and grows rice because Bennis’s father is a farmer. Beliau menanam dan merawat padi. That’s all, anak-anak. Because the time is up, so we make a conclusion. Kita buat kesimpulan. Pagi hari ini matahari kita adalah profesi dan tugas-tugasnya, lanjutkan di rumah kumpulkan profesi beserta tugas-tugasnya. Thank you anak-anak. Mari kita Persiapan pulang kita berdoa, see you next time kita jumpa lagi lain waktu. Oke please get ready. Kita siap-siap ambil nafas, yuk kita penutupan. Yuk. Well my friends before we going home, lets pray together”
- Students : “Well my friends before we go home, let's pray together”
- Students : (Praying before going home)
- Teacher : “Amin amin ya robbal alamin, please be careful. hati-hati and meet your parents at home healthy and safety. Jumpa orang tua Di rumah dengan sehat dan selamat amin. Good by students. Good bye”
- Students : “Bye”
- Teacher : “See you next time”
- Students : “See you”

Teacher : “Wassalamualaikum warahmatullahi wabarakatuh”

Students : “Waalaikum Waalaikumsalam”

Appendix 3

Transcription of Classroom Observation in the Research

Observer	: The Researcher (Salwa Dewi Nurrohmah)
Observed	: English speaking class in 7B of SMPN 4 Rembang
Day/Date	: 2 nd November 2021
Time	: 07.40 until 08.20 AM
Meeting	: Third Meeting
Classroom	: B class of seventh grade in SMPN 4 Rembang

(The teacher opened the class)

Teacher	: “Good morning students”
Students	: “Good morning sir”
Teacher	: “How are you today”
Students	: “I'm fine How about you”
Teacher	: “Thank you, I'm fine too. anak-anak, who is absent this morning? Siapa yang tidak masuk?”
Students	: “Tidak ada”
Teacher	: “Oke, no one is absent”
Students	: “No one is absent”
Teacher	: “No one is absent tidak ada yang tidak masuk. Oke thank you, it means You are a diligent student. Kamu ini tadi saya sanjung kok. Belum tahu

- artinya ya? Kalian anak-anak yang rajin, responmu harusnya ‘thank you sir’. Kalau disanjung harusnya berterima kasih. Ayo lagi, you are diligent student”
- Students : “Thank you, sir”
- Teacher : “Iya kalau disanjung kok diam saja berarti tidak tahu maksudnya. Ok, this morning, our activities are making dialogue or making conversation between your partner to make the dialogs talking about profession and job. Yesterday you have a material talking about profession and job. My father is a teacher so he teaches the students. My father is a farmer, so he plants and grows rice. So now please, make a dialogue Conversation with your friend. Pagi ini nanti adalah acaranya penampilan skill speaking skill keterampilan berbicara, but, at first, please memorise what you have done about the dialog of profession and job. Jadi tugasmu adalah menulis profesi dan tugasnya ya, contoh seorang dokter mengobati pasien. perawat merawat pasien, guru mengajar murid. Nah itu ya kemarin masih menulis in Indonesian, kini nanti maju berpasangan, Pergantian Apa tugas dan pekerjaan ayahmu? Bapak saya bekerja sebagai guru Bapak saya bekerja sebagai petani. kan begitu? Terus latihan, kalau ibu bekerja sebagai apa? misal ibu rumah tangga. Begitu ya? I give you about ten minutes to make a Conversation with your friend. Anak-anak, 10 menit untuk kamu berdialog dengan temanmu sebelum kamu maju. nanti maju ke depan. Satu atau dua kalimat saja.”
- Students : “Pakai bahasa Indonesia pakai bahasa Inggris”
- Teacher : “Bahasa Inggris dong, silakan make a group of to making a pair. berpasangan. coba tidak usah jauh-

jauh, please you face with your friend. What your name?”

- Students : “Dita Pamela”
Teacher : “Dita Pamela dengan... What's your name?”
Students : “Putra Arifin”
Teacher : “Iya, langsung berhadapan bertanya dan menjawab ya? Nanti setelah itu dihafalkan hasil kerjamu atau hasil karyamu dihafalkan terus maju ke depan using English tanpa membaca buku. Karena apa? kalau membaca buku namanya masih membaca. Dialog atau percakapan tidak usah banyak-banyak hanya satu kalimat bergantian. Ayo mulai, silakan for about ten minutes. bagus, tetap jaga jarak ya. iya bagus!”

(Students try to make conversation with their friend)

- Teacher : “Silakan, memarin masih membaca, sekarang sudah dihafalkan. Coba anak-anak perhatikan, contoh what does your father's do?”
Student B : “What does your father do? Farmer”
Teacher : “He plants and grows the rice”
Students : “Ayahku seorang nelayan. Pak kalau nelayan apa pak?”
Teacher : “Nelayan fisherman”
Students : “Pengacara apa Pak?”
Teacher : “Lawyer”
Student : “Ibu rumah tangga apa ya?”
Student : “Housewife ya?”

- Teacher : “Good! Ayo apalagi?
Ayo disebutkan fashionnya nanti yang cepat maju ke depan.”
- Students : “Ibu rumah tangga apa pak!”
- Teacher : “Ibu rumah tangga housewife. Terus penjual itu seller”
- Students : “Pak, pembantu”
- Teacher : “Iya asistent, diperhalus ya. Dokter itu doctor”
- Students : “Pak nelayan itu apa Pak”
- Students : “Fisherman!”
- Teacher : “Iya fishermen itu nelayan, silakan anak-anak. Ayo kita ulangi cara mengungkapkan pertanyaannya. follow me! what does your father do?”
- Students : “What does your father do”
- Teacher : “What does your mother do?”
- Students : “What does your mother do”
- Teacher : “My father is a farmer”
- Students : “My father is a farmer”
- Teacher : “He works in the field; he plants the rice”
- Students : “He works in the field he plants the rice”
- Teacher : “Itu yang pekerjaannya petani, silakan anak-anak berpasangan setelah dapat ditulis dulu ditulis”
- Students : “Pak kalau father itu Ayah?”

Teacher : “Father itu Ayah, kalau mother itu ibu. Kalau sudah hafal nanti maju, yang mau maju saya kasih present!”

(Students practice their conversation with their partner)

Students : “Kalau seller gimana pak”

Teacher : “He sells fruits, vegetables in the market””

Students : “My father is a fisherman Catch the fish in the sea”

Teacher : “Sampaikan di depan kelas, I will give something nice. Come on, yang sudah hafal yo oke suaranya yang lantang ya. Okay please Listen to your friend. Temanmu akan berbicara di depan kelas. Dengan suaranya yang keras ya, karena pakai masker. Yuk, come on Saya bantu”

(2 students make a conversation in front of the class.)

Student A : “What does your father do”

Students B : “My father is a fisherman. He works in the sea catches fish. And what does your father do?”

StudentA : “He is a fisherman; he looks for some fish in the sea”

Teacher : “That's enough, give applause. Yuk lagi gantian, come on, please. Saya bantu.”

(2 students make a conversation in front of the class again)

Students : “Pak izin ke toilet”

Teacher : “iya”

Students : “Pak bahasa Inggrisnya penjual seller kan?”

- Teacher : “Iya, seller. Oke, please ask your friend!”
- Students : “What does your father do”
- Students : “My father is a salesman, what does your mother do?”
- Students : “My mother is house wife, of the house”
- Teacher : “Ya thank you. Okay the others, please. Silakan silakan, come on.”

(2 students make a conversation in front of the class again)

- Teacher : “Good, nanti saya bantu ya. Yang keras karena pakai masker. Please”
- Students : “What’s your father do?”
- Students : “My father is a fisherman. He works in the sea.”
- Teacher : “Yuk, come on, ask to her. Tanya ke dia”
- Students : “What is your father do”
- Students : “My father is a lawyer; he works in the office”
- Teacher : “Once more, diulangi lagi agar lebih sempurna”
- Students : “What’s your father do?”
- Students : “My father is a fisherman he works in the sea. What does your father do?”
- Students : “My father is a lawyer; he works in the office”
- Teacher : “Oke, give applause! Thank you anak-anak. Thank you very much for your attention. Anak-anak, materi kita ‘Profession and Job’ memang kita tampilkan menjadi speaking dengan dialogue tanpa membaca teks. Kalau masih membaca berarti masih reading, belum speaking. Tapi kalau sudah

buat conversation atau dialogue itu secara natural atau alamiah, percakapan secara langsung atau natural. Dengan pronunciation yang benar, yang jelas supaya pasangan dialog-mu bisa mengerti maksudnya. Terima kasih anak-anak, thank you for your attention. See you next time ya. Our next material is still A conversation about profession and job. Kita teruskan yang belum dapat giliran, next week you will please perform in front of the class. Present your dialogue in front of the class yang belum dapat giliran. Thank you very much, see you next week. Good bye and see you”

- Students : “See you”
Teacher : “Wassalamualaikumwarahmatullah barakatuh”
Students : “Walaikumsalam warahmatullahi wabarakatuh”

Appendix 4

Result of Classroom Observation in the first meeting

N0	TYPE	UTTERANCE
1	Inter-sentential	“Oke, I’m fine thank you! You are right. <i>Ada yang sudah menjawab benar malah tidak kau ikuti. Terus diam?!</i> ”
2	Tag Switching	“ <i>Berani mencoba, menjawab, memberi respons. Ya? Menunjukkan bahwa SMP 4 bagus</i> ”
3	Tag Switching	“Once more! <i>Sekali lagi!</i> ”
4	Inter-Sentential	“ <i>Sambil menunjuk Pak Uli, seperti biasanya, yok, and how are you sir?</i> ”
5	Tag Switching	“I’m fine too, <i>saya sehat juga.</i> ” All right, any absents today”
6	Inter-Sentential	“Any absents this morning? <i>Ada yang tidak masuk hari ini?</i> ”
7	Intra-Sentential	“Who is she? Who is he? <i>Siapa dia?</i> ”
8	Intra-Sentential	“Akmal is absent this morning, why? <i>Kenapa?</i> ”
9	Tag-Switching	“Follow me! <i>Ikuti saya!</i> ”
10	Intra-Sentential	“We Hope, <i>kita harap</i> , he gets well soon, <i>artinya dia segera sembuh. Aamin</i> ”
11	Intra-Sentential	“Alright the students. Today is a special day. Special morning, because we have a guess, <i>tamu ya...</i> to know, to see while you are studying English. So please pay attention, <i>perhatikan.</i> ”
12	Inter-Sentential	“ <i>Jadi pembelajaran pagi hari ini kita pelajari materi there is and there are. What is it? Apa itu?</i> ”
13	Inter-Sentential	“It is a pen. Where is it? <i>Dimana pulpennya?</i> ”
14	Intra-Sentential	“ <i>Iya, di meja.</i> It is a pen; it is on the table.”
15	Intra-Sentential	“Oke, there is a pen on the table. <i>Yok</i>

		<i>tirukan.</i> "
16	Inter-Sentential	"There is a teacher in front of the classroom. <i>Ada seorang guru di depan kelas!</i> "
17	Tag Switching	" <i>Iya to?</i> There is a pen on the table"
18	Intra-Sentential	"Chairs kursi. So, we have sentences there is and there are. Please conclude. <i>Simpulkan.</i> "
19	Tag Switching	"Ayoo, in Indonesia, please!"
20	Intra-Sentential	"Speak in Indonesian! <i>Ucapkan dalam Bahasa Indonesia. Kira-kira dari dua kalimat yang berbeda tadi itu bagaimana kesimpulannya?</i> "
21	Tag-Switching	" <i>Lho, belum tau? Oke.</i> I'll write down."
22	Inter-Sentential	" <i>Anak-anak, materi kita pagi ini tadi there is there are sudah saya sampaikan secara lisan.</i> So now I would like to write these. there is and there are."
23	Tag-Switching	"Nahh, follow me"
24	Tag-Switching	"Please, compare... <i>bandingkan, simpulkan, rasakan!</i> Oleh sebab itu maka kamu menangkap maksudnya, menangkap artinya. yok kita terjemahkan"
25	Inter-Sentential	" <i>Iyaa, ada sebuah pulpen diatas meja.</i> Now, please compare it. <i>Bandingkan dengan</i> the sentence."
26	Inter-Sentential	"There are three books on the table. What does it mean? <i>Coba, apa maksudnya kalimat tersebut??</i> "
27	Intra-Sentential	" <i>Iyaa, ada tiga buku diatas meja.</i> Ternyata kesimpulannya there is dan there are terjemahannya adalah???"
28	Intra-Sentential	" <i>Kalau there are?</i> Kedua-duanya terjemahannya adalah ada"
29	Intra-Sentential	" <i>Yok, bisa ditangkap yok.</i> There is ada, there are juga?"

30	Intra-Sentential	<i>“Tapi beda. Bedanya apa anak-anak? Please conclude, kesimpulannya apa?”</i>
31	Intra-Sentential	<i>“There is, supaya kesimpulannya mudah, kita tulis “There is a pen on the table”, “There are three pens on the table” coba perhatikan, yok kita terjemahkan yok”</i>
32	Intra-Sentential	<i>“Yok lagi... How many students are here? Berapa banyak jumlah murid di kelas 7B?”</i>
33	Tag Switching	<i>“How many? Berapa banyak?”</i>
34	Tag Switching	<i>“Yok, please count them, berhitung yok!”</i>
35	Intra-Sentential	<i>“Bagus! Jadi kesimpulannya, jika there is diikuti benda tunggal atau satu, jika there are diikuti benda jamak atau lebih dari satu atau banyak”</i>
36	Inter-Sentential	<i>“Setelah itu, nanti kita ubah ke bahasa Inggris. Yuk, Mulai Please write down, your sentences on your text box.”</i>
37	Inter-Sentential	<i>“The time is for you, please hurry up. Ndak usah ngarang, apa yang ada di dalam tasmu”</i>
38	Tag Switching	<i>“At least ya dua kalimat yang menunjukkan kata beberapa”</i>
39	Inter-Sentential	<i>“Okay, when you finish please write into English jadikan bahasa Inggris, tapi tolong laporan bahasa Indonesia dulu, baru setelah itu di bahasa Inggris-kan. Bahasa Indonesia dulu saja yuk”</i>
40	Inter-Sentential	<i>“Who have finished the assignment? Please raise your hand. Silahkan siapa yang sudah selesai menuliskan bahasa Indonesia-nya dulu”</i>
41	Intra-Sentential	<i>“Please read it. Bacalah hasil tulisanmu itu.”</i>
42	Intra-Sentential	<i>“Iya, ada sebuah penggaris di atas meja. Only one, hanya satu benda. terus benda</i>

		<i>yang banyak?”</i>
43	Tag Switching	“Iya, Ada sebuah penggaris di atas meja dan ada 2 tipe-x di dalam tasku. Good! the other?”
44	Intra-Sentential	“Don't laugh it! <i>Jangan diterawakan.</i> Be serious, <i>jangan bercanda.</i> please loudly, <i>baca yang keras!</i> ”
45	Tag Switching	“Sip, good! The boys? <i>Yuk, kamu mas?</i> ”
46	Tag Switching	“Ya good! Time for Translating into English. <i>Menerjemahkan ke dalam bahasa Inggris.</i> Please, <i>dari tulisanmu itu kau Inggriskan. begitu ya?</i> ”
47	Intra-Sentential	“Tujuan akhir kita membuat atau mencipta kalimat ke dalam bahasa Inggris. Nanti kita pronounce it, <i>kita lisankan.</i> Ayo kita tulis lagi kita Inggriskan”
48	Intra-Sentential	“ <i>Kalau there is untuk apa pak?</i> ”
49	Intra-Sentential	“Introductory there is, is dan are itu to be. <i>Untuk membedakan,</i> there is <i>diikuti benda tunggal, sedangkan</i> there are <i>diikuti benda jamak.</i> ”
50	Intra-Sentential	“Contohnya you are the students of SMP 4 Rembang. are <i>bentuk to be, is juga bentuk to be.</i> Jadi, antara there is <i>dan</i> there are <i>terjemahannya adalah ada</i> ”
51	Intra-Sentential	“ <i>Yuk mulai, yang Inggrisnya sudah selesai kita tulis saja, nanti dibaca agar yang lain. Bisa mengikuti dengan concern, dengan serius.</i> ”
52	Tag Switching	“Yes, iya silahkan maju, silahkan Inggrisnya ditulis”
53	Tag Switching	“Anak-anak, don't worry. <i>Jangan khawatir, salah tidak apa-apa</i> ”
54	Intra-Sentential	“Jika buku ini jumlahnya jamak atau lebih dari satu maka kaidah nya ditambah s.”

		<i>Tiga buku berarti bukan three book tapi three books. yok dibaca lagi yok, there are three books on the table”</i>
55	Tag Switching	“Good, kita terjemahkan yuk. Please, say in Indonesian”
56	Intra-Sentential	“Tulisannya perhatikan anak-anak, Beda dengan ucapan. jangan Bercanda membaca seperti tulisannya. karena berbeda dengan pronounication- nya”
57	Tag Switching	“Iya, very good”
58	Intra-Sentential	“Itulah materi kita hari ini, yakni perbedaan penggunaan there is dan there are. If you have difficulties, please ask to me. don't worry, I will help you whenever and wherever”
59	Tag Switching	“Don't worry, don't be afraid, jangan takut”
60	Inter-Sentential	“Keep your health and be careful because we still have to do the prokes, atau protokol kesehatan. thank you Wassalamualaikum warahmatullahi wabarakatuh”

Appendix 5

Result of Classroom Observation in the Second Meeting

NO	TYPE	UTTERANCE
1	Intra-Sentential	“I'm fine too, Saya sehat-sehat juga”
2	Inter-Sentential	“Okay, the students, this morning is English time. So, is any absent this morning? apakah ada yang absent atau yang tidak masuk this morning? apakah ada yang tidak masuk this morning”
3	Tag Switching	“Oke alright, students!”

4	Inter-Sentential	“The lesson must go on, <i>pelajaran tetap berlangsung</i> without Kamal, <i>walaupun tanpa Kamal</i> ”
5	Tag Switching	“Oke, thank you very much for your attention.”
6	Intra-Sentential	“ <i>This morning material</i> is Chapter 6. <i>Kalau sick itu sakit, kalau six itu enam ada desisnya. ayo coba tirukan!</i> ”
7	Inter-Sentential	“Okay, pilot! who what to be a pilot? <i>siapa yang mau jadi pilot?</i> ”
8	Tag Switching	“Profession and job! <i>Yok kita Inggris-kan!</i> ”
9	Intra-Sentential	“ <i>Tulisannya tailor bacanya /'tei.lər/. and then you? petani?</i> ”
10	Intra-Sentential	“ <i>Tulisannya sailor, ucapannya /'sei.lər/. maka dari itu kita pronounce it. kita ucapkan dulu sebelum kita tahu ucapannya dulu supaya tidak terganggu</i> ”
11	Intra-Sentential	“ <i>Begitu ya caranya, dibalik... pronounciation-nya diperbaiki ya, nanti baru melihat tulisannya. seperti sailor, bacanya /'sei.lər/ teacher bacanya /'ti:.tʃər/</i> ”
12	Tag Switching	“You know? ambil napas, supaya tersimpan di memori. Oke, thank you!”
13	Inter-Sentential	“ <i>Siap ya bahasa Indonesiana sudah kau sebut satu persatu lah nanti Inggrisnya. Okay, what is your father job, what= apa, pekerjaan ayahmu. What is your father's job Apa pekerjaan ayahmu</i> ”
14	Inter-Sentential	“Please giving respon, <i>berikan tanggapan respon terhadap pertanyaan-pertanyaan itu</i> ”
15	Tag Switching	“ <i>Sebentar I ask you for using Indonesian or in English Indonesia dulu??</i> ”
16	Inter-Sentential	“Okay, what is your father's name? <i>Siapa nama ayahmu, mas??</i> ”

17	Tag Switching	<i>“Jadi dia seorang nelayan. Okay? thank you”</i>
18	Inter-Sentential	<i>“Pekerjaannya nanti, mencari ikan di laut misal, nama pekerjaannya dulu ya, begitu. Okay, what is your father's name?”</i>
19	Intra-Sentential	<i>“My father is Soejati, nama ayah aku itu Soejati. What is your father's profession?”</i>
20	Intra-Sentential	<i>“Iya, Pedagang! follow me, my father is Pedagang. apa Bahasa Inggrisnya pedagang?”</i>
21	Inter-Sentential	<i>“Iya nelayan-nelayan dianggap harian beda dengan pelaut nelayan itu in the morning and back in the evening nelayan berangkat pagi hari pulang sore tapi kalau pelaut itu beberapa bulan di laut pakai kapal besar itu 3 bulan baru pulang itu namanya pelaut berbeda dengan pelayan ya”</i>
22	Tag Switching	<i>“Ayo, my father is Sailor. Orang tuaku adalah pelaut”</i>
23	Intra-Sentential	<i>“Teacher teaches the student, tugasnya teach the student mengajar siswa-siswa. mengajar murid-murid SMP four, SMP empat”</i>
24	Inter-Sentential	<i>“Yok sama-sama menunjuk diri sendiri. I am a student, My job is studying. Tugasku adalah belajar”</i>
25	Tag Switching	<i>“Thank you, kamu tahu tugasmu sendiri siswa tugasnya adalah belajar.”</i>
26	Inter-Sentential	<i>“Not just playing tidak hanya bermain-main. Not Just watching TV. Tidak hanya menonton TV. Not just playing handphone, tidak hanya bermain-main game handphone HP. Because we are a student so our job is studying”</i>

27	Intra-Sentential	<i>“Iya menanam padi mengolah sawah ini adalah tugas petani. ini adalah job seorang farmer”</i>
28	Inter-Sentential	<i>“A farmer grows rice in the field. Menanam padi disawah.”</i>
29	Intra-Sentential	<i>“Rice bisa berarti padi, tapi kalau sudah di piring namanya?”</i>
30	Inter-Sentential	<i>“Please eat the rice on the plate. Makanlah nasi di piring, jangan menanam padi di piring”</i>
31	Tag Switching	<i>“Ambil napas! Oke, thank you.”</i>
32	Inter-Sentential	<i>“Setelah kau simpan di memorimu mari kita open your paket book. Sekarang buka buku paket! Open on chapter six! Halaman berapa chapter six?”</i>
33	Intra-Sentential	<i>“Ya lanjut, chapter six. Judulnya We love what we do”</i>
34	Inter-Sentential	<i>“Sebagai murid kita suka belajar. We are crazy about studying. Anak-anak Kalau diartikan crazy-crazy itu artinya gila-gila. Tapi kalau di bahasa Inggris crazy artinya tergila-gila dalam artian yang positif”</i>
35	Tag Switching	<i>“After that, tujuan pembelajaran kita pagi ini mengetahui memahami dan nanti akhirnya membuat kalimat kalimat yang menunjukkan profesi dan pekerjaan seorang.”</i>
36	Inter-Sentential	<i>“Okay, please open page one hundred and twenty-eight, buka halaman 128. There is a dialogue, there is a conversation, Percakapan. There is a dialogue”</i>
37	Inter-Sentential	<i>“This dialogue about miss Mutia, what is miss Mutia job? Anak-anak kira-kira ini pekerjaannya apa”</i>
38	Intra-Sentential	<i>“Kita maju ke depan kelas tetap jaga</i>

		<i>jarak ada yang jadi Miss Mutia dan ada yang jadi murid majunya mungkin nanti aja atau mungkin next week”</i>
39	Intra-Sentential	“Today kita akan talking about Job and profession, tugas dan profesinya. lihat yang tadi ya tadi kan kita belajar ucapannya sekarang kita lihat tulisannya. Job and profession, follow me”
40	Inter-Sentential	“Mis. Mutia talked, what is your father's do? Mis. Mutia bertanya Apa pekerjaan ayahmu. Ini ditanya tentang pekerjaan ayahnya”
41	Inter-Sentential	“Beni memberi respon. ‘My father is a farmer’, ayahku seorang petani”
42	Tag Switching	“That’s all, anak-anak.”
43	Inter-Sentential	“Because the time is up, so we make a conclusion. Kita buat kesimpulan”
44	Tag Switching	“Thank you anak-anak. Mari kita Persiapan pulang kita berdoa, see you next time kita jumpa lagi lain waktu. Oke, please get ready”
45	Inter-Sentential	“Kita siap-siap ambil nafas, yuk kita penutupan. Yuk. Well my friends before we going home, lets pray together”
46	Inter-Sentential	“Amin amin ya robbal alamin, please be careful. Hati-hati and meet your parents at home healthy and safe. Jumpa orang tua di rumah dengan sehat dan selamat amin. Good bye students. Good bye”

Appendix 6

Result of Classroom Observation in the Third Meeting

NO	TYPE	UTTERANCE
1	Tag Switching	“Thank you, I'm fine too, <i>anak-anak</i> ”
2	Inter-Sentential	“Who is absent this morning? <i>Siapa yang tidak masuk</i> ”
3	Inter-Sentential	“No one is absent <i>tidak ada yang tidak masuk</i> . Oke thank you, it means you are a diligent student”
4	Inter-Sentential	“ <i>Kamu ini tadi saya sanjung kok. Belum tahu artinya ya? Kalian anak-anak yang rajin, responmu harusnya ‘thank you sir’</i> ”
5	Inter-Sentential	“ <i>Kalau disanjung harusnya berterima kasih. Ayo lagi, you are diligent student</i> ”
6	Inter-Sentential	“ <i>Iya kalau disanjung kok diam saja berarti tidak tahu maksudnya. Oke, this morning, our activities are making dialogue or making conversation between your partner to make the dialogs talking about profession and job</i> ”
7	Intra-Sentential	“Pagi ini nanti adalah acaranya penampilan speaking skill”
8	Tag Switching	“Pagi ini nanti adalah acaranya penampilan speaking skill, skill keterampilan berbicara, <i>but, at first</i> , please memorise what you have done about the dialog of profession and job”
9	Inter-Sentential	“ <i>Pagi ini nanti adalah acaranya penampilan speaking skill, skill keterampilan berbicara</i> , <i>but, at first</i> , please memorise what you have done about the dialog of profession and job”
10	Inter-Sentential	“ <i>Kalau ibu bekerja sebagai apa? misal ibu rumah tangga. Begitu ya?</i> I give you

		about ten minutes to make a Conversation with your friend. <i>Anak-anak, 10 menit untuk kamu berdialog dengan temanmu sebelum kamu maju. nanti maju ke depan. Satu atau dua kalimat saja</i> ”
11	Inter-Sentential	“ <i>Bahasa Inggris dong, silakan</i> make a group of to making a pair. <i>berpasangan. coba tidak usah jauh-jauh</i> , please you face with your friend”
12	Intra-Sentential	“ <i>Ayo mulai, silakan</i> for about ten minutes. <i>Bagus, tetap jaga jarak ya. iya bagus!</i> ”
13	Inter-Sentential	“ <i>Silakan, memarin masih membaca, sekarang sudah dihafalkan. Coba anak-anak perhatikan, contoh what does your father's do?</i> ”
14	Tag Switching	“Good! <i>Ayo apalagi?</i> ”
15	Intra-Sentential	“ <i>Iya fisherman itu nelayan, silakan anak-anak.</i> ”
16	Tag Switching	“ <i>Ayo kita ulangi cara mengungkapkan pertanyaannya. follow me! what does your father do?</i> ”
17	Tag Switching	“ <i>Pak kalau father itu Ayah?</i> ”
18	Intra-Sentential	“ <i>Father itu Ayah, kalau mother itu Ibu</i> ”
19	Intra-Sentential	“ <i>Kalau sudah hafal nanti maju, yang mau maju saya kasih present!</i> ”
20	Intra-Sentential	“ <i>Kalau seller gimana pak</i> ”
21	Inter-Sentential	“ <i>Sampaikan di depan kelas, I will give something nice</i> ”
22	Tag Switching	“ <i>Come on, yang sudah hafal yo oke suaranya yang lantang ya</i> ”
23	Inter-Sentential	“ <i>Okay please Listen to your friend. Temanmu akan berbicara di depan kelas. Dengan suaranya yang keras ya, karena pakai masker</i> ”
24	Tag Switching	“ <i>Yuk, come on. Saya bantu</i> ”

25	Inter-Sentential	“That's enough, give applause. <i>Yuk lagi gantian</i> , come on, please. <i>Saya bantu</i> ”
26	Inter-Sentential	“ <i>Pak bahasa Inggrisnya penjual seller kan?</i> ”
27	Tag Switching	“ <i>Ya thank you</i> ”
28	Tag Switching	“Okay the others, please. <i>Silakan silakan</i> , come on”
29	Tag Switching	“Good, <i>nanti saya bantu ya</i> . <i>Yang keras karena pakai masker</i> . Please”
30	Tag Switching	“ <i>Yuk</i> , come on, ask to her. <i>Tanya ke dia</i> ”
31	Tag Switching	“Once more, <i>diulangi lagi agar lebih sempurna</i> ”
32	Tag Switching	“ <i>Oke thank you anak-anak</i> . Thank you very much for your attention”
33	Intra-Sentential	“ <i>Anak-anak, materi kita ‘Profession and Job’ memang kita tampilkan menjadi speaking dengan dialogue tanpa membaca teks.</i> ”
34	Intra-Sentential	“ <i>Kalau masih membaca berarti masih reading, belum speaking</i> ”
35	Intra-Sentential	“ <i>Tapi kalau sudah buat conversation atau dialogue itu secara natural atau alamiah, percakapan secara langsung atau natural</i> ”
36	Intra-Sentential	“ <i>Dengan pronunciation yang benar, yang jelas supaya pasangan dialog-mu bisa mengerti maksudnya</i> ”
37	Intra-Sentential	“ <i>Terima kasih anak-anak, thank you for your attention. See you next time ya</i> ”
38	Inter-Sentential	“Our next material is still A conversation about profession and job. <i>Kita teruskan yang belum dapat giliran</i> ,”
39	Inter-Sentential	“Next week you will please perform in front of the class. Present your dialogue in front of the class. <i>Yang belum dapat giliran bisa maju minggu depan ya</i> ”

Appendix 7
Interview Guideline for the Teacher

**INTERVIEW GUIDELINE
FOR THE TEACHER**

Interviewer: Salwa Dewi Nurrohmah

Interviewee:

Day/Date:

Time:

Place: SMPN 4 Rembang

1. Do you realize that you used code switching during teaching process?
2. Why did you switch your English in teaching process?
3. In teaching process, which one is easier? Talking only in English or switch it in Bahasa in basic speaking class?
4. We all know that in speaking class, we should try to talk only in English. But the fact showed that it is not like that right? So, what it's because of repetition for clarification, interjection, particular topic, emphatic about something, quoting somebody else, expression group identity. How about you?
5. Do you think that using code switching in teaching process is effective for the lesson?

Appendix 8

The Result of Interview with the teacher.

Interviewee : The Researcher (Salwa Dewi Nurrohmah)
Interviewing : English teacher of SMPN 4 Rembang (Mr. Tasuli)
Day/Date : 19th October 2021
Time : -
Place : SMPN 4 Rembang

S: “Selamat pagi Pak Tasuli”

T: “Selamat pagi mbak”

S: “Saya hendak mewawancari Bapak tentang *Code Switching* nggih pak”

T: “Silahkan-silahkan”

S: “Di kelas biasanya njenengan pakai code switching atau tidak pak?”

T: “Iya, memang mbak. apa lagi ini tingkatan dasar ya baru 7 maka tentu saja penggunaan bahasa Inggris tidak bisa saya laksanakan sepenuhnya masih kita translate terjemahkan supaya mudah dipahami dan jika anak itu mudah memahami maka semangat motivasi untuk mengikuti pelajaran itu meningkat. Bahasa Inggris tentu saja menarik tetapi jika anak mengalami kesulitan terus, saya lanjutkan tentu saja anak menjadi jemu Oleh sebab itu penggunaan bahasa atau Translate bahasa Inggris ke bahasa Indonesia saya terapkan setiap menyampaikan materi-materi baru. Ya karena itu tadi bahasa asing ini bukan bahasa Ibu masih sulit untuk diterapkan secara murni atau secara full menggunakan bahasa Inggris”

S: "Di kelas bahasa inggris, kira-kira lebih mudah mana pak, menggunakan full bahasa Inggris atau campur-campur?"

T: "Memang saya coba kan untuk kelas 9. Itu Saya berusaha menyampaikan dalam bentuk full artinya completed bahasa Inggris. Tetapi kenyataan di akhir penyampaian materi kita mengulangi lagi bahasa Indonesia dalam mengambil keputusan kesimpulan tetap baik itu grammar pola-polanya tenses-nya ya dan sentences-nya. Terus bahasanya tetap saya sampaikan dalam bahasa Indonesia karena pada hakekatnya pembelajaran bahasa khususnya bahasa Inggris yang penting komunikatif walaupun disampaikan dalam bentuk bahasa Indonesia. Tentu saja yang kita harapkan adalah segera dipahami atau dimengerti sehingga kita tekankan memang bahasa Inggris kita gunakan awalnya tetapi saat sampai pada conclusion, summary kesimpulan itu kita sampaikan dalam bahasa Indonesia, begitu mbak"

S: "Di kelas bahasa Inggris, terutama saat kelas speaking, harusnya kita berbicara dalam bahasa Inggris tapi apakah yang terjadi di kelas juga demikian pak?"

T: "Itu memang ada indikator ada target kompetensi dasar masing-masing ada alokasi waktu jadi di dalam kelas tentu saja memperhatikan alokasi waktu Kalau kegiatan ekstra itu harus menggunakan bahasa Inggris karena apa itu memang waktunya Tidak masuk apa itu target kurikulum tidak masuk pada jam tetapi di luar pembelajaran, ekstrakurikuler. Itu bisa kita terapkan menggunakan bahasa Inggris tapi kalau pengajaran yang kita kejar adalah tentu saja mengingat alokasi waktu pembelajaran. Karena masing-masing tentu saja dibatasi oleh program semester sebagai indikatornya atau rambu-rambunya program semester tersebut sehingga suatu ketika kita memang harus segera menyampaikan anak paham. Oleh sebab itu kita tahu sendiri sebagai guru mengatur apakah disampaikan dalam bahasa Inggris berapa apa waktunya berapa prosentase dan memakai bahasa Indonesia Berapa persentase-ny. Begitu mbak."

S: "Biasanya dikelas penggunaan *code-switching*-nya seperti apa pak?"

T: "Begini mbak, setiap karakteristik materi setiap tentu saja ada bentuk-bentuk yang yang anak belum mengenal suatu hal yang baru. Itu tentu saja kita alihkan kita translate ke Indonesia segera ke Indonesia. Karena apa? *deciding what the context* memang itu itu Apa itu metode untuk menafsirkan makna kata dalam kalimat anak diajak berlatih menafsirkan makna kata dalam kalimat hal-hal yang tidak mungkin contohnya familiar sekali seperti bahasa Inggris pembelajaran bahasa Inggris di SD bahasa Inggrisnya sebagai muatan lokal ya terus di SMP masuk di SMP kelas 7 awal-awal dari nol itulah sehingga kita harus bijaksana karena dari nol, maka banyak kata-kata yang unfamiliar. seperti profesi guru, tukang batu, juru masak, penjahit, pelaut, seandainya dari SD sudah diawali sehingga kita menganggapnya itu kata-kata sudah familiar atau dikenal. tapi karena hal-hal yang baru Maka banyak kita translate ke Indonesia supaya segera memahami mengambil memetik pengertian kata-kata tersebut."

S: "Menurut bapak, penggunaan *code-switching* dikelas ini efektif atau tidak untuk pembelajaran?"

T: "Efektif. Karena tujuan kita itu awalnya kan 1 meningkatkan motivasi anak belajar motivasi dulu setelah termotivasi tentu saja syaratnya anak itu paham memahami pembelajaran mulai tujuan pembelajaran materi pembelajaran ialah anak membangun motivasi anak untuk belajar mencintai bahasa Inggris itu harus disampaikan dalam juga supaya memahami bahasa Inggris tersebut setelah motivasinya meningkat tentu saja penyampaian materi kita selanjutnya itu akan lebih lancar lebih diterima sehingga efektif sekali Jika kita sampaikan dalam bentuk bahasa Indonesia bahasa Inggris bergantian ingat kisah ini anak dasar bukan SMA Kalau mungkin sudah diminimalisir penggunaan Indonesia Ya mungkin hanya 10% atau 15% tapi tingkat SMP yang

awal sekali merupakan bahasa asing yang dasar sekali Saya kira kira 80% masih bahasa Indonesia yang 25% kita bahasa Inggris nanti setelah kelas 8 kelas 9 kita usahakan penggunaan bahasa Inggris prosentasenya lebih tinggi sekitar 60% ke 70% 60% 17/20 5% bahasa Inggris 70% masih bahasa Indonesia untuk buat mereka bermotivasi karena memahami makna maupun arti dari kata-kata yang dipelajarinya. begitu mbak”

S: “Baik, Itu aja yang mau saya tanyakan, terima kasih banyak ya pak”

T: “Silahkan mbak Salwa, that’s all my respons to your questions. I say thank you very much for you because you have help me in teaching English. I hope you become success and do want to be. Thank you very much.”

Appendix 9

Interview Guideline for the Students

INTERVIEW GUIDELINE FOR THE STUDENTS

Interviewer :

Interviewee :

Day/Date :

Time :

Place :

1. Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
2. Dapatkah kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
3. Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
4. Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuatmu semakin aktif berkomunikasi dalam Bahasa Inggris?
5. Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
6. Apakah Anda menyadari bahwa guru Anda menggunakan *code-switching* atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?

7. Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
8. Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
9. Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
10. Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris?

Appendix 10

Result of student's interview in the research

Name of students

No	Name of Students
1	Mohammad Verdyan Dwi Putra
2	Mohammad Akmal Satrio
3	Mohammad Ilham Firmansyah
4	Mohammad Fadhil Effendi
5	Ahmad Fauzan
6	Afrizal Eka Ramadhan
7	Andi Dwi Prasetro
8	Alik Wahyudi
9	Danding Alviansyah Rochmatul Nur Mualimin
10	Arum Zida Lutfia Parawansa

- a. Interview transcript 1

Name : Muhammad Verdyan Dwi Putra

Date : 3rd November 2021

Time : 08.45

Turn	Speakers	Utterances
1.	V:	Nama Saya Verdyan dari kelas 7B
2	S:	Oke Verdyan, disini kakak mau tanya beberapa pertanyaan seputar code switching ya... sebelumnya sudah tau apa itu code switching?
3	V:	Tidak
4	S:	Misal kak Salwa bilang "eh ayok kita main <i>football</i> yuk, intinya menggunakan Bahasa Indonesia dan Bahasa Inggris secara bergantian.

		Paham?
5	V:	Iya, paham
6	S:	Okay, kalau begitu kita mulai ya. Pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
7	V:	Iya, pernah
8	S:	Dapatkan kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
9	V:	Iya
10	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
11	V:	Bisa lebih membantu
12	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuatmu semakin aktif berkomunikasi dalam Bahasa Inggris?
13	V:	Bisa
14	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
15	V:	Tertarik
16	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa

		Inggris?
17	V:	Menyadari
18	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
19	V:	Iya, lebih membantu
20	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
21	V:	Iya, dapat memahami pelajaran
22	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
23	V:	Iya, bisa
24	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
25	V:	Iya
26	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya
27	V:	Sama-sama

b. Interview transcript 2

Name : Muhammad Akmal Satrio

Date : 3rd November 2021

Time : 08.55

Turn	Speakers	Utterances
1.	A:	Nama Saya Akmal dari kelas 7B
2	S:	Oke Akmal ya? disini kakak mau tanya beberapa pertanyaan tentang code switching ya... sudah tau apa itu code switching?
3	A:	Iya
4	S:	Tau ya, seperti yang kakak jelaskan tadi, misal kak salwa bilang “eh aku hungry nih, aku laper nih. Nah itu termasuknya code switching ya? Nah, pertanyaannya yang pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
5	A:	Iya
6	S:	Dapatkah kamu memahami materi Bahasa Inggris yang di ajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
7	A:	Tidak
8	S:	Bisa di jelaskan kenapa tidak paham?
9	A:	Karna tidak bisa Bahasa Inggris
10	S:	Di SD sebelumnya belum belajar Bahasa Inggris?
11	A:	Sudah tapi lupa
12	S:	Oh begitu, kalau begitu lanjut ya Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?

13	A:	Tidak
14	S:	Tidak paham? Misal Pak Tasuli bilang “oke anak-anak open page 50, buka halaman lima puluh” kalau begitu jadi paham ndak?
15	A:	Jadi paham
16	S:	Berarti jadi paham dengan instruksi yang diberikan guru ya?
17	A:	Iya paham
18	S:	Okay, Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuat-mu semakin aktif berkomunikasi dalam Bahasa Inggris?
19	A:	Iya
20	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
21	A:	Iya tertarik
22	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
23	A:	Tidak menyadari
24	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
25	A:	Tidak, susah
26	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa

		Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
27	A:	Tidak
28	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
29	A:	Tidak, nggak bisa Bahasa Inggris
30	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
31	A:	Enggak, karna nggak suka Bahasa Inggris
32	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya
33	A:	Iya

c. Interview Transcript 3

Name : Mohammad Ilham Firmansyah

Date : 3rd November 2021

Time : 09.02

Turn	Speakers	Utterances
1.	I:	Nama Saya Ilham dari kelas 7B SMP 4 Rembang
2	S:	Oke Ilham, disini kakak mau tanya beberapa pertanyaan seputar code switching ya... sebelumnya sudah tau apa itu code switching?
3	I:	Tidak

4	S:	Misal kak kak salwa bilang “eh aku hungry nih, aku laper nih, intinya menggunakan Bahasa Indonesia dan Bahasa Inggris secara bergantian. Paham?
5	I:	Iya, paham
6	S:	Okay, kalau begitu kita mulai ya. Pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
7	I:	Iya
8	S:	Dapatkah kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
9	I:	Iya
10	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
11	I:	Iya, bisa paham
12	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuatmu semakin aktif berkomunikasi dalam Bahasa Inggris?
13	I:	Iya
14	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
15	I:	Iya, semakin aktif

16	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
17	I:	Iya, tertarik
18	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
19	I:	Iya, sadar
20	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
21	I:	Iya membantu
22	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
23	I:	Iya, dapat membantu
24	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
25	I:	Iya, dapat memahami.
26	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya
27	I:	Sama-sama

d. Interview transcript 4

Name : Mohammad Fadil Effendi
 Date : 3rd November 2021
 Time : 09.05

Turn	Speakers	Utterances
1.	F:	Nama Saya Fadil dari kelas 7B shift 2
2	S:	Oke Fadil, disini kakak mau tanya beberapa pertanyaan seputar code switching, maksud code-switching itu penggunaan Bahasa Inggris dan Bahasa Indonesia di kelas Bahasa Inggris.
3	F:	Iya
4	S:	Okay, langsung saja ya Pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
5	F:	Iya sering
6	S:	Dapatkan kamu memahami materi Bahasa Inggris yang di ajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
	F:	Ya saya paham
	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
	F:	Iya, lebih paham
	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuat-mu semakin aktif berkomunikasi dalam Bahasa

		Inggris?
	F:	Iya, saya jadi aktif berbicara Bahasa Inggris
	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
	F:	Iya tertarik
	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
	F:	Iya, saya sadar
	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
	F:	Iya, sangat membantu
	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
	F:	Nggeh, paham
	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
	F:	Iya, saya mengerjakan tugas dengan mudah

	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
	F:	Iya saya percaya diri
	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya
	F:	Iya

e. Interview transcript 5

Name : Ahmad Fauzan

Date : 3rd November 2021

Time : 11.43

Turn	Speakers	Utterances
1.	F:	Nama Saya Fauzan dari desa Pasar Banggi, dari kelas 7B
2	S:	Oke Fauzan, disini kakak mau tanya beberapa pertanyaan seputar code switching ya, atau perubahan Bahasa Inggris dan Bahasa Indonesia di kelas Bahasa Inggris
3	F:	Iya
4	S:	Okay, kalau begitu kita mulai ya. Pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
5	F:	Iya
6	S:	Dapatkah kamu memahami materi Bahasa Inggris yang di ajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?

7	F:	Paham
8	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
9	F:	Membantu
10	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuat-mu semakin aktif berkomunikasi dalam Bahasa Inggris?
11	F:	Jadi aktif
12	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
13	F:	Nggak tertarik
14	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
15	F:	Iya
16	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
17	F:	Membantu
18	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?

19	F:	Bisa
20	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
21	F:	Tidak
22	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
23	F:	Nggak, nggak bisa Bahasa Inggris
24	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya
25	F:	Iya

f. Interview transcript 6

Name : Afrizal Eka Ramadhan

Date : 3rd November 2021

Time : 11.46

Turn	Speakers	Utterances
1.	A:	Nama Saya Afrizal dari desa Pasar Banggi dari kelas 7B
2	S:	Oke, disini kakak mau tanya beberapa pertanyaan seputar code switching ya... sebelumnya sudah tau apa itu code switching?
3	A:	Tidak
4	S:	Misal kak kak Salwa bilang "Eh aku hungry nih, hungry kan artinya lapor, jadi percampuran antara Bahasa Indonesia dan Bahasa Inggris secara bergantian. Paham?

5	A:	Iya, paham
6	S:	Okay, kalau begitu kita mulai ya. Pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
7	A:	Iya
8	S:	Dapatkankah kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
9	A:	Paham
10	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
11	A:	Membantu
12	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuat-mu semakin aktif berkomunikasi dalam Bahasa Inggris?
13	A:	Tidak terlalu
	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
14	A:	Iya, tertarik
15	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?

16	A:	Sadar
17	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
18	A:	Membantu sih
19	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
20	A:	Iya, memahami
21	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
22	A:	Iya, membantu
23	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
24	A:	Iya
25	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya

g. Interview transcript 7

Name : Andi Dwi Prasetyo

Date : 3rd November 2021

Time : 11.53

Turn	Speakers	Utterances

1.	A:	Saya Andi dari kelas 7B
2	S:	Oke Andi, disini kakak mau tanya beberapa pertanyaan seputar code switching ya, jadi code switching itu alih kode Bahasa. Misal dari Bahasa Indonesia ke Bahasa Inggris atau sebaliknya. Seperti missal “Aduh aku hungry nih” aku laper nih. Tapi penggunaan kata lapar diganti dengan kata hungry. Sampai sini paham?
3	A:	Paham
4	S:	Okay, pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
5	A:	Pernah, sering.
6	S:	Dapatkan kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
7	A:	Lebih paham
8	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
9	A:	Jadi paham
10	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuatmu semakin aktif berkomunikasi dalam Bahasa Inggris?
11	A:	Nggak. Tetap suka pakai Bahasa Indonesia
12	S:	Apakah Anda tertarik belajar Bahasa

		Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
13	A:	Tertarik
14	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
15	A:	Tidak sadar
16	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
17	A:	Nggak, belum bisa
18	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
19	A:	Membantu
20	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
21	A:	Membantu
22	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris

23	A:	Jadi percaya diri
24	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya

h. Interview transcript 8

Name : Alik Wahyudi

Date : 3rd November 2021

Time : 11.57

Turn	Speakers	Utterances
1.	A:	Nama Saya Alik dari kelas 7B
2	S:	Oke, disini kakak mau tanya beberapa pertanyaan seputar <i>code switching</i> ya... jadi <i>code switching</i> itu misal “eh aku <i>hungry</i> nih, <i>hungry</i> kan artinya lapar, jadi percampuran antara Bahasa Indonesia dan Bahasa Inggris secara bergantian. Paham ya?
3	A:	Paham
4	S:	Okay, pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
5	A:	Jarang, lebih sering pakai Bahasa Indonesia
6	S:	Dapatkankah kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
7	A:	Paham. Ndak paham kalo pakai Bahasa Inggris semua
8	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi

		yang diberikan guru Bahasa Inggris?
9	A:	Membantu
10	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuat-mu semakin aktif berkomunikasi dalam Bahasa Inggris?
11	A:	Ndak, lebih suka pakai Bahasa Indonesia
12	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
13	A:	Tertarik
14	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
15	A:	Nggak sadar
16	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
17	A:	Ndak
18	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
19	A:	Dapat membantu
20	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa

		Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
21	A:	Dapat membantu mengerjakan tugas
22	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
23	A:	Nggak pede
24	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih

i. Interview transcript 9

Name : Danding Alviansyah Rochmatul Nur Mualimin

Date : 3rd November 2021

Time : 12.04

Turn	Speakers	Utterances
1.	D:	Nama Saya Danding dari kelas 7B
2	S:	Oke disini kakak mau tanya beberapa pertanyaan seputar code switching ya
3	D:	Okey
4	S:	Okay, kalau begitu kita mulai ya. Pertanyaan pertama, Apakah Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
5	D:	Iya pernah
6	S:	Dapatkan kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa

		Inggris?
7	D:	Nggak paham
8	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
9	D:	Memahami
10	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuat-mu semakin aktif berkomunikasi dalam Bahasa Inggris?
11	D:	Nggak
12	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
13	D:	Tertarik
14	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
15	D:	Sadar
16	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
17	D:	Membantu
18	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda

		memahami pelajaran?
19	D:	Iya, lebih memahami
20	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
21	D:	Jadi bisa
22	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris?
23	D:	Iya
24	S:	Okay, itu saja. Terima kasih

j. Interview transcript 10

Name : Arum Zida Lutfia Parawansa

Date : 3rd November 2021

Time : 12.07

Turn	Speakers	Utterances
1.	A:	Nama Saya Arum, dari kelas 7B
2	S:	Oke Arum, disini kakak mau tanya beberapa pertanyaan seputar code switching ya... sebelumnya sudah tau apa itu code switching?
3	A:	Tidak
4	S:	Misal kak kak Salwa bilang "Eh aku hungry nih" aku laper nih, intinya menggunakan Bahasa Indonesia dan Bahasa Inggris secara bergantian.
5	A:	Iya,
6	S:	Okay, Pertanyaan pertama, Apakah

		Anda sering menggunakan Bahasa Indonesia dan Bahasa Inggris di kelas Bahasa Inggris?
7	A:	Jarang
8	S:	Dapatkankah kamu memahami materi Bahasa Inggris yang diajarkan oleh guru selama kelas Bahasa Inggris dengan menggunakan 2 bahasa yaitu Bahasa Indonesia dan Bahasa Inggris?
9	A:	Iya
10	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris membantu untuk memahami instruksi yang diberikan guru Bahasa Inggris?
11	A:	Iya lebih paham
12	S:	Apakah dengan menggunakan Bahasa Indonesia dan Bahasa Inggris membuat-mu semakin aktif berkomunikasi dalam Bahasa Inggris?
13	A:	Iya
14	S:	Apakah Anda tertarik belajar Bahasa Inggris ketika menggunakan dua Bahasa yaitu Bahasa Indonesia dan Bahasa Inggris secara bergantian selama proses belajar?
15	A:	Nggak tertarik
16	S:	Apakah Anda menyadari bahwa guru Anda menggunakan <i>code-switching</i> atau alih kode Bahasa dalam proses belajar mengajar di kelas Bahasa Inggris?
17	A:	Sadar
18	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara

		bergantian dalam pelajaran Bahasa Inggris membantu Anda dalam berkomunikasi dengan guru Anda dan dengan teman-teman Anda?
19	A:	Iya
20	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda memahami pelajaran?
21	A:	Jadi paham
22	S:	Apakah Anda berpikir bahwa setelah guru Anda menggunakan Bahasa Inggris dan Bahasa Indonesia secara bergantian dapat membantu Anda mengerjakan tugas yang diberikan oleh guru?
23	A:	Iya dapat membantu
24	S:	Apakah penggunaan Bahasa Indonesia dan Bahasa Inggris secara bergantian dapat membantu Anda merasa percaya diri untuk berbicara bahasa Inggris
25	A:	Nggak
26	S:	Okay, itu saja yang ingin kakak tanyakan. Terimakasih ya

Appendix 11 Documentation

The Documentation of Classroom Observation



The Documentation of Classroom Observation



Group photo with the teacher and the students of 7B



The Documentation of Teacher Interview



Appendix 12

Profil of SMPN 4 Rembang

1. History of School Establishment

SMP Negeri 4 Rembang was founded in 1985 and started to operate in 1984.

2. Geographical Location of SMPN 4 Rembang

SMP Negeri 4 Rembang located in Jl. Raya Rembang-Lasem, KM 6 Rembang. The postal code and telephone number is (0295) 531723.

3. Vision and Missions of SMPN 4 Rembang

a. Vision

Creating a school that excels, is virtuous, believes, pious, nationally minded, and cares about the environment.

b. Missions

1. Creating a conducive learning environment.
2. Optimize the utilization of the competence of educators and education personnel.
3. Carry out learning and guidance effectively to optimize the potential of students.
4. Develop and optimize the developing curriculum.
5. Carry out the development of innovation in learning.
6. The realization of increasing/developing faith and devotion to God almighty.
7. Carry out the development of academic and non-academic activities.

4. Teacher and Students Data of SMPN 4 Rembang

- a. The teacher in SMPN 4 Rembang is 25 teachers. They are 18 teachers and 7 staff. The personal data of teachers and staff of SMPN 4 Rembang can be seen in the following table:

Personal data of teacher and the staff of SMPN 4
Rembang

NO	NAME	POSITION
1.	Sugeng, S.Pd.	Headmaster
2.	Tasuli, S.Pd.	Teacher
3.	Anwar Priyantana, S.Pd.	Teacher
4.	Tri Widiarto, S.Pd.	Teacher
5.	Dra. Kirna Pujiasih	Teacher
6.	Umi Saroh, S.Pd.	Teacher
7.	Denyk Probowati, S.Pd.	Teacher
8.	Lailatul Fitria, S.Pd.	Teacher
9.	Suryowibowo	Teacher
10.	Umi Khalifah, S.Pd.	Teacher
11.	Maimun Hidayag, S.Ag.	Teacher
12.	Zein Lilis. K, S.Pd.	Teacher
13.	Nur Hidayati, S.Kom	Teacher
14.	Tri Murniasih, S.Pd.	Teacher
15.	Lusi Setiyo Rini, S.Pd.	Teacher
16.	Puput Fitriadi, S.Pd.	Teacher
17.	Suci Nurhandayani, M.Pd.	Teacher
18.	Agus Susanto, S.Pd.	Teacher
19.	Sri Asih, S.Pd.	Staff
20.	Faham, S.Pd.	Staff
21.	Tri Hastuti Yuniati	Staff

22.	Sri Mulyani	Staff
23.	Menik Handayani	Staff
24.	Humam	Staff
25	Siti Kristianti, S.E.	Staff

- b. There are 189 students of SMPN 4 Rembang in the academic year 2021/2022. It is divided into three grades, seventh grade, eighth grade, and ninth grade. The total number of seventh-grade students is 53 students, the eighth-grade students are 68, and the ninth students are 68. The personal data of students of SMPN 4 Rembang can be seen in the following table:

Data of Students of SMPN 4 Rembang

NO	CLASS	AMOUNT
1	VII	53
2	VII	68
3	IX	68
TOTAL		189

5. Facilities of SMPN 4 Rembang

To support the quality of education and explore the educative of students in SMPN 4 Rembang it is needed the facilities of education. The facilities in SMPN 4 Rembang is presented in the form of table:

Medium and infrastructure of SMPN 4 Rembang

No	Room's Name	Number
1.	Headmaster office	1
2.	Classroom	8
3.	Library	1
4.	Science laboratory	1
5.	Skill Room	1
6.	Computer laboratory	1
7.	Teacher's room	1
8.	Staffroom	1
9.	Canteen	1
10.	Mosque	1
11.	Toilet	4

Appendix 13. Research Paper



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B -2961/Un.10.3/D1/TA.00.01/09/2021 24 September 2021

Lamp :-

Hal : Pengantar Pra Riset
a.n. : Salwa Dewi Nurrohmah
NIM : 1703046085

Yth.
Kepala Sekolah
di SMP Negeri 4 Rembang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Salwa Dewi Nurrohmah
NIM : 1703046085
Alamat : Rt/Rw 01/03, Ds. Pasar Banggi, Kec. Rembang, Kab. Rembang, Jawa Tengah
Judul Skripsi : Code-Switching Used by the Teacher and Students in Speaking Class

Pembimbing :
1. Dr.Hj. Siti Maryam M.Pd.

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan judul skripsi sebagaimana tersebut di atas selama satu bulan. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B -2962/Un.10.3/D1/TA.00.01/09/2021

24 September 2021

Lamp :-

Hal : Mohon Izin Riset
a.n. : Salwa Dewi Nurrohmah
NIM : 1703046085

Yth.

Kepala Sekolah
di SMP Negeri 4 Rembang

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Salwa Dewi Nurrohmah

NIM : 1703046085

Alamat : Rt/Rw 01/03, Ds. Pasar Banggi, Kec.Rembang, Kab. Rembang, Jawa Tengah

Judul Skripsi : Code-Switching Used by the Teacher and Students in Speaking Class

Pembimbing :

1. Dr.Hj. Siti Maryam M.Pd.

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan judul skripsi sebagaimana tersebut di atas selama satu bulan.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 14. Letter of Statement



PEMERINTAH KABUPATEN REMBANG
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 4 REMBANG
Jl. Raya Rembang – Lasem, Km 6 telp. (0295)531723 Rembang
Email : smpn4rembang@gmail.com

SURAT KETERANGAN NOMOR : 420 / 96 / 2021

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 4 Rembang.
Menerangkan bahwa,

Nama : **Salwa Dewi Nurrohmah**
NIM : 1703046085
Jurusan / Prodi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Saudara tersebut melaksanakan penelitian dalam rangka menyelesaikan tugas akhir skripsi mulai tanggal 19 Oktober s.d 9 November 2021 tentang "**Code-Switching Used by the Teacher and Students in Speaking Class**" yang telah dilaksanakan sesuai prosedur.

Demikian surat keterangan ini kami buat , kepada yang bersangkutan , untuk dapat dipergunakan sebagaimana mestinya.

Rembang, 11 November 2021



Appendix 15. Curriculum Vitae

CURRICULUM VITAE

1. Personal Detail

Name	:	Salwa Dewi Nurrohmah
Students Number	:	1703046085
Place and Date of Birth	:	Rembang, 29 th September 1998
Home Address	:	Ds. Pasar Banggi RT/RW 01/03 Kec Rembang Kab Rembang
Gender	:	Female
Marital Status	:	Single
Religion	:	Islam
Phone Number	:	-
Email	:	Salwadewi55@gmail.com

2. Education

- a. TK Karya Bahari, graduated in 2006
- b. SDN 1 Pasar Banggi, graduated in 2013
- c. SMPN 4 Rembang, graduated in 2016
- d. Education and Teacher Training Faculty Walisongo State Islamic University Semarang.

This is to state that the above information is true and provided here by me, all in good faith.

Semarang, 31 December 2021

Sincerely,
Salwa Dewi Nurrohmah