CODE-SWITCHING IN ENGLISH TEACHING LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM
(A Descriptive Qualitative Research at the Tenth Grade of MA Darul Amanah Sukorejo in the Academic Year of 2015/2016)

THESIS
Submitted in Partial Fulfillment of the Requirement
for gaining the Degree of Bachelor of Education in English Language Education

By
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SEMARANG
2016

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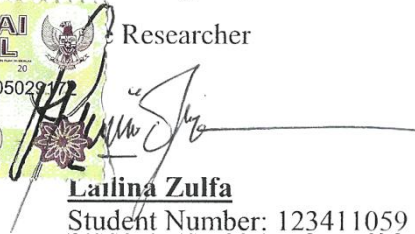Student Number   : 123411059

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RATIFICATION

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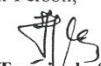Field of Study   : English Language Education

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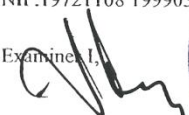
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ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
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Assalamu'alaikum Wr. Wb.
I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identify:

Title   : **Code-Switching in English Teaching Learning Process of English as A Foreign Language (EFL) Classroom (A Descriptive Qualitative Research at the Tenth Grade of MA Darul Amanah Sukorejo in The Academic Year of 2015/2016)**
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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah session.
Wassalamu'alaikum Wr. Wb.

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MOTTO

<div dir="rtl">

. . . .وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا ۚ .. . .

</div>

. . .and do not walk through the earth exultantly. . .

(Q.S. Luqman : 18)

"Daripada hidup tanpa karya, lebih baik mati"
(quotes: Mr. M. Rikza Chamami, M.S.I)

"Menjadi orang baik lebih baik daripada menjadi orang penting"

ABSTRACT

Title : **Code-Switching in English Teaching Learning Process of English as A Foreign Language (EFL) Classroom (A Descriptive Qualitative Research at the Tenth Grade of MA Darul Amanah Sukorejo in the Academic Year of 2015/2016)**

Name : **Lailina Zulfa**

Student Number : 123411059

Now days, English becomes one of compulsory subjects at all of schools in Indonesia (English as Foreign Language/EFL classroom). Supposedly, English classroom uses English as instruction. However, as multilingual society sometimes teacher and students find the situation that makes them speak Indonesian. The code-switching phenomenon has become very handy for teacher with students from diverse cultures. English teacher uses English in explaining the material and sometimes switch the explanation into Indonesian. According to Fakeye (2012) in Karen Marie Algarins-Ruiz's thesis, code-switching is allowed in English teaching learning process but it should have positive attitude towards code-switching. It should not be seen as a sign of linguistic incompetence but valuable in the classroom. Code-switching should have intention of providing essential meaning to create lessons across the curriculum and work with text that are mostly written in English, learning new vocabulary in the classroom, establishing relationship with students or asserting authority of the teacher, increasing the inclusion, increasing participation, understanding of students in the learning process, developing less formal relationship between participants, conveying ideas more easily, accomplishing lesson, and contributing to a "teachable" pedagogic resource.

The reason why the researcher wants to conduct a research about English teacher's and students' code-switching is to find the types, functions, and the frequency, of classroom code-switching. The researcher conducts a descriptive-qualitative research. This study uses qualitative approach because the data are spoken. It was conducted at

10th grade of MA Darul Amanah Sukorejo in the academic year of 2015/2016. The researcher analyzes the use of teacher's and students' code-switching. The data collection are; observation, documentation and interview.

The result of the study shows that the details of code-switching used by the teacher and students. In English teaching learning process within 2x45 minutes, there are 79 utterances in English teaching learning process which are pronounced by teacher and students. There are three types of code-switching (tag code-switching, inter sentential code-switching, and intra sentential code-switching). According to the type, there are 24 utterances of code-switching (30.7%). The number of tag code-switching are 6 utterances (25%), inter sentential code-switching are 12 utterances (50%), and intra sentential code-switching are 6 utterances (25%). Besides the types, the researcher also analyzed the function of code-switching. According to the functions, there are 47 utterances of code-switching from 79 utterances (60%). There are 9 functions in English teaching learning process, they are; explanation function appeared 9 times (19.1%), students helping each other function appeared 1 time (2.1%), moving activity/topic function appeared 2 times (4.2%), not knowing English counterpart function appeared 4 times (8.5%), checking for understanding function appeared 2 times (4.2%), teacher admonitions function appeared 1 time (2.1%), grammar translation function appeared 7 times (14.8%), grammar explanation function appeared 7 times (14.8%), and lapses function appeared 13 times (27.6).

The recommendations are the English-Indonesian code-switching phenomenon should not be debatable according to the rules, reasons and functions are analyzed in this research; teacher and students should aware how to use language in English teaching learning, especially in the use of code-switching; and the researcher hoped the result of this research can help the readers to know that code-switching should be matched with the situation and condition.

DEDICATION

With all sincerity and humility, I dedicate this thesis to:

1. *My beloved parents Mrs. Sholikhati and Mr. Achmad Jazuli were very dear to me, who has devoted affection and love for me, as well as educating and guiding me in every joy and sorrow, and never stop praying to God, so that it makes my life more meaningful. May God give you mercy. Amiin.*

2. *Prof. Dr. K.H. Fadlolan Musyaffa', Lc., M. A and Hj. Fenty Hidayah, S. Pd. I as my second parents in Semarang who have guided me when I was in Ma'had Walisongo Semarang.*

3. *My beloved brother Hamdi Bani Kamal, my beloved grandmother Mrs. Sumiati, and my motivator Mr. Muhammad Fatkhurrohman who motivates me to finish for accomplishing this thesis immediately.*

4. *To my teachers who have educated and taught me with great sincerity and genuineness. You are the light in my dark.*

AKNOWLEDGEMENT

بسم الله الرحمن الرحيم

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

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

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

1. Dr. H. Raharjo, M.Ed., St is the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang

2. Dr. Ikhrom, M.Ag is the head of English Department of Education and Teacher Training Faculty UIN Walisongo Semarang

3. Sayyidatul Fadhilah, M.Pd is the advisor for her patience in giving great motivation, helpful corrections and suggestion to improve this thesis during the consultation.

4. All lecturers in Education and Teacher Training Faculty who has given the knowledge patiently.

5. My beloved parents, my brother, my grandma, my uncle and aunt, and my motivator and my big family in Menjangan, Subah, Batang who always give me advices, pray, love, support and patient when I was studying in Semarang.

6. All of my friends in PBI B Nationalism '12, Ma'had Walisongo, Perum. Villa Ngaliyan Permai G3, Team PPL MAN 01 Semarang '12, Team KKN ke 66 Posko 34 Semerak, Margoyoso, Pati '12 who always give me spirit.

7. The last but not the least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the writer realized that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

The Researcher

Lailina Zulfa
Student Number: 123411059

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CHAPTER I

INTRODUCTION

A. Background of the Research:

There are so many languages in this world. Nevertheless, It doesn't make us different with others. In the Holy Quran Allah explains that He created human beings in different condition and character, but He suggests that we should interact to others.

In the Quran at Surah Al-Hujurat: 13 Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ¹

"O mankind! We created you from a single (pair) of a male and a female and made you into nations and tribes, that they may know each other (not that may despise (each other). Verily the most honored of you in the sight of Allah is (He who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)".²

From the verse Allah SWT created human of male that is Adam and female that is Hawa (Eve) and made human into nations, tribes, and different skin color. It is not to be debatable but to know and help each other. Allah does not like with people who is arrogant because of

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¹Departemen Agama RI, *Al Qur'an dan Terjemahannya*, (Jakarta: CV Pustaka Agung Harapan, 2006), p. 743

²Muhammad Zafrulla Khan, *The Quran*, (London: Curzon Press, 1981), p. 518-519

his descent, position, and wealth. The lofty person in Allah's perception is because of his piety.[3] We know that everyone is commanded to communicate to others, although they have different cultures, genders, languages, countries and tribes. It is because by the differences, people can distinguish and introduce any others. To make it easily, absolutely people should have international language unity.

Now days, the international language unity is English. In the fact, English is the most language which is used by almost people in this world. As we know many books of sciences, technologies, literatures, films, etc. is using English. Be sides that, English is also used to communicate to foreigner. It shows that English is very important.

Since English is as foreign language for Indonesians, the bilingualism will occur between Indonesian and English language. It may happen when someone communicates to others. The one of language switching effects is the usage of code-switching. Now days, English becomes one of compulsory subjects at all of schools in Indonesia (English as Foreign Language/EFL classroom). Supposedly, English classroom uses English as instruction. However, as multilingual society sometimes teacher and students find the situation that makes them speak Indonesian. It is no problem because of some reasons. In hadith Rasulullah SAW guided us how to make easy and

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[3] Yusuf, Ahmad Muhammad, *Ensiklopedi tematis ayat Al-Qur'an dan hadits Jilid 5*, (Jakarta: Widya Cahaya, 2009) p. 419

happy learning. He said that learning process should be run effectively by easy way.

According to the Hadith:

عَنْ أَنَسِ بْنِ مِلكٍ عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ: يَسِّرُوْا وَلاَ تُعَسِّرُوْا وَبَشِّرُوْا وَلاَتَنْفِرُوْا (اخرجه البخارى)[4]

From Anas Bin Malik, the prophet Muhammad (peace and blessing of Allah by upon for him) said: Make it easy and don't make it difficult to them, and give them happy thing and don't make them run away.[5]

As multilingual society, almost teacher and students of English as Foreign Language (EFL) classroom use English and Indonesian in English teaching-learning instructions. From the Hadith, it is known that the teacher should make an easy learning and don't make it difficult to the students. One of the ways is using code-switching to make an effective English learning process to reach the aims of English learning. But, sometimes in the process of teaching-learning, teacher and students unaware how the norms of code-switching occurrence are.

As code-switching occurs in many schools, it also occurs in MA (Islamic Senior High School) of Darul Amanah Sukorejo , especially for 10th grade.

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[4]Abi Hasan Nuruddin Muhammad bin Abdul Hadi, *Shohih Bukhari*, (Beirut: Darul Kutub al Alamiyah, Jilid 1, 1971), p. 42
[5]Ahmadie Thaha, *Terjemahan Shohih Bukhari,* (Jakarta: Pustaka Panjimas, Jilid 1, 1986), p. 89

Many problems happen in English teaching learning. As we know, the change of language in the same clause is a controversial topic between researchers and also between educators. Some people will not accept any other language than the target language. Many multilingual speakers believe that code-switching is a sign of linguistic weakness or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in the classroom (Palmer D., Code-Switching and Symbolic Power in a Second-Grade Two-Way Classroom: A Teacher's Motivation System Gone Awry, 2009). However, code-switching, rather than reflecting the traditional view of disadvantaged and semiliterate background, actually reflects an intellectual advantage (Hughes, Shaunessy, Brice, Ratliff, and McHatton, 2006) because code-switching is only done by multilingual society. While, others believe that code-switching is important to know how to use students base language as a tool to learn target language, how to handle the situation, or simply have not received an adequate training to understand and to use this process to their benefit. Embracing students' culture and heritage through language is very important. The way teacher responds to students using their home language in class could affect the way in which the students function in the classroom.[6]

The code-switching phenomenon has become very handy for teacher with students from diverse cultures. In a study published in

[6] Karen Marie Algarins-Ruiz, "*Code-Switching: A Tool in the Classroom", Master Thesis* (US: State University of New York, 2014) p. 7-8.

"Science and Education Center Canadian", Fakeye, 2012, stated that it is recommended that participants should have positive attitude towards code-switching and it should not be seen as a sign of linguistic incompetence but valuable in the classroom with the intention of:[7]

a. Providing essential meaning to create English teaching learning which is appropriate with the curriculum (lesson plan).

b. Learning new vocabulary in the classroom

c. Establishing relationship with students or asserting authority of the teacher

Additionally, an article from United Kingdom (Creese & Blackledge, 2010) mentioned that there is pedagogic potential behind code-switching. There include:

a. Increasing the inclusion

b. Increasing Participation

c. Understanding of students in the learning process

d. Developing less formal relationship between participants

e. Conveying ideas more easily

f. Accomplishing lesson

g. Contributing to a "teachable" pedagogic resource

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[7] Karen Marie Algarins-Ruiz, "*Code-Switching: A Tool in the Classroom", Master Thesis* (US: State University of New York, 2014) p. 33-34.

Based on the reasons the researcher wants to analyze the code-switching occurrence in English learning of 10th grade of MA Darul Amanah Sukorejo by describing what the types, functions, and the frequency of code-switching in English teaching-learning process. It is important to show a reference in code-switch language according to the norms. The researcher conducts a descriptive-qualitative research entitled: Code-Switching in English Teaching Learning Process for English as Foreign Language Classroom (A Descriptive Qualitative Research at Tenth Grade of MA Darul Amanah Sukorejo in the Academic Year of 2015/2016).

B. The Research Question:

1. What are the types of code-switching used in English teaching-learning process for 10th grade of MA Darul Amanah Sukorejo?

2. What are the functions of the use of code-switching in English teaching-learning process for 10th grade of MA Darul Amanah Sukorejo?

3. What is the frequency of the use of code-switching in English teaching-learning process for 10th grade of MA Darul Amanah?

C. The objectives and Benefits of The Research :

1. The Objectives of the Research

   a. To describe and analyze the types of code-switching appeared in English teaching learning process for 10th grade of MA Darul Amanah Sukorejo.

   b. To recognize the possible functions of code-switching appeared in English teaching learning process for10^{th} grade of MA Darul Amanah Sukorejo.

   c. To reveal the frequency of code-switching appeared in English teaching learning process for10^{th} grade of MA Darul Amanah Sukorejo.

2. Pedagogical Significance

   This research has both benefits theoretically and practically. Theoretically, this research is hoped can increase the insight of teacher and students in code-switching study, variety of language study, and developing sociolinguistic study. Practically this research is hoped can give benefits for the researcher, teacher, students, school and others.

   For the researcher:

   a. Giving a description of code-switching which is used in English learning of 10th grade of MA Darul Amanah.

   b. Increasing the insight of sociolinguistic, especially code-switching aspect in English teaching-learning process.

c. By doing this research, the researcher hopes that the next researcher can find out the new subjects in English research.

This research also gives the description of code-switching appeared in EFL classroom.

For the teacher:

a. Giving a description of code-switching which is used in classroom. So, the teacher will try to teach English well in communication.

b. Giving a reference to make English lesson be more guided

c. Giving a motivation to code-switch in appropriate factors and situation

For students:

a. Giving a description of code-switching which is used in classroom so the students be able to adjust the language conditionally in communication.

b. Giving a motivation to use code-switching in appropriate factors and situation

For school:

a. Describing English language culture in English learning of 10th grade of MA Darul Sukorejo.

b. Giving a reference to make school policy of English lesson in MA Darul Amanah Sukorejo.

c. Giving a reference to make English lesson in MA Darul Amanah be more guided and can be reached by students.

For others:

d. Giving a description of code-switching which is used in English learning communication of 10th grade of MA Darul Sukorejo.

a. Increasing people's sociolinguistic insight and be the reference for the next research.

e. Explaining the configuration of code-switching in English learning communication of 10th grade of MA Darul Sukorejo.

D. Outline of the Study

This thesis is divided into 5 chapters. Each chapter has several sub chapters in which provides the reader with information related to the research. The organization of the thesis can be seen in the following paragraph:

The first chapter presents introduction, which consists of background of the research, reasons for choosing the topic, objectives and benefits of the research, pedagogical significance of the research, and outline of the research.

The second chapter presents review of the related literature, which discusses definition of sociolinguistic, language contact, bilingualism and multilingualism, code-switching, classroom code-switching, function of classroom code-switching, English as foreign language classroom, and previous research.

The third chapter presents methodology of the research, which discusses research approach, research setting, source of the data, focus of the research, technique of data collection, and technique of data analysis, and instrument of the research.

The fourth chapter presents research findings, which discusses overview of MA Darul Amanah Sukorejo, research findings and discussion.

The fifth chapter presents conclusion, which consists of conclusions of the research and recommendations for improvement of English teaching.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frameworks

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

1. Sociolinguistic

Code-switching study cannot be separated with sociolinguistic. It is because code-switching is the part of sociolinguistic phenomenon. Sociolinguistic is basic of theoretical framework to study code-switching. Therefore, sociolinguistic is necessary to be explained before we learn code-switching.

Etymologically, a term sociolinguistic is a derivational word. Two words that form it are "sociology" and "linguistic". "Sociology" refers to a science of society or the study of the nature and growth of society and social behavior.[1] "Linguistic" refers to a study of language.[2] Then, sociolinguistic is the study

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[1] Database right Oxford University Press, Edited by Victoria Bull, *Oxford Dictionary* (New York: Oxford University Press, 2008) p.421

[2] Database right Oxford University Press, Edited by Victoria Bull, *Oxford Dictionary* (New York: Oxford University Press, 2008) p.257

of language in any aspects of society. While terminologically, there are many definitions by some linguists:

According to Walt Wolfram, sociolinguistic is the study of language in its social context. It tells us quite a bit about how we organize our social relationships within a particular community.[3]

Lim Kiat Boey stated that sociolinguistic is as the scientific study of language. Like any other scientific study, language analysis is done systematically within the framework of some general theory of language structure.[4]

Ronald Wardhaugh defines sociolinguistic as the study that is concerned with investigating the relationship between language and society with the goal of better understanding of the structure of languages function in communication.[5]

By some explanations, we can conclude that sociolinguistic is branch of linguistic that learn about the relation between language and society. It concerns on the use of the language, the objects are stated, and the aim of it.

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[3] Walt Wolfram and Erik R. Thomas, etc., The Development of African and American English (Cambridge: Blackwell Publisher: 2002)p. 12

[4] Lim Kiat Boey, *An Introduction to Linguistic for The Language Teacher (Singapore: Singapore University Press, 1975)p.3*

[5] Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Cambridge: Blackwell Publisher, 1992) p. 2

2. Language Contact

The exixtence of language is because of the social interaction. Social interaction makes people use language. According to the user, language can be divided into open language and close language society. Open language society means the society that welcomes to the others so they have two or more languages in their environment (bilingual or multilingual). Bilingualism and multilingualism can occur because the situation called language contact. While close language society do not influenced by another culture, so they only have one language (monolingual).

For brevity's definition, language contact is the process of the influence of some languages, dialects, and variations to the others as the effect of interaction of languages.[6]

When people use language then the language can influence each other is called contact. So, language contact occurs individually and socially. Besides that, language cantact makes billingual society. By this condition, the billingual society use two languages alternately.

By those definitions, we can conclude that language contact is the influence of one language to the another because of social interaction.

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[6] Prof. Dr. Achmad H.P. and Alek Abdullah, *Linguistik Umum* (Jakarta: Erlangga, 2002)p.159

3. Bilingualism and multilingualism

As we know, there are many ethnics, languages, and cultures in Indonesia. every ethnic has mother language. It means Indonesian people use more than one languages. Beside they use Indonesian language as national language, they also use local language as mother language. For example, Javanese people use Javanese language as their mother language. These conditions makes Indonesian people have more than one languages. By this conditon, Indonesian people can be called bilingual society.

Bilingualism can occur because of the existance of the society. It means the bilingualism proceed from language which is used as the medium to communicate.

According to Wardhaugh, bilingualism is the ability to use two languages. Such people are likely to be immigrants, visitors, or children of 'mixed' marriages and in that respect 'marked' in some way, and such marking is not always regarded favorably.[7]

Bilingualism is started from monolingualism society. Previously, people only use one language in their environment. Then, other language comes and interact with the first language. By that way, people use more than one language. Monolingual that is, the ability to use only one language is

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[7] Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Cambridge: Blackwell Publisher, 1992) p. 96

such a widely accepted norm in so many parts of the Western world that it is often assumed to be a world-wide phenomenon, to the extent that bilingual and multilingual individuals may appear to be 'unusual.'[8]

Practically, bilingualism also happen for more than two languages. it is called multilingualism. In the other word, multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. [9]

Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness. For brevity sake definition, multilingualism is practice of using more than one language. Multilingualism is taken for granted, and moving from one language to another in the course of a single conversation is very common.

Bilingualism and multilingualism give some effects such code- switching and code-mixing. But in this case, we will only discuss about code-switching.

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[8] Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Cambridge: Blackwell Publisher, 1992) p. 96

[9] Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Cambridge: Blackwell Publisher, 1992) p. 97

4. Code-Switching
   a. Definition

   Before we discuss about code-switching, we have to know what the code is. Code refers to any form of speech whether named or unnamed that the society in question differentiates from other forms.

   According to Wardhaugh, code is the particular dialect or language one chooses to use on any occasion.[10] In the other word, code is variant of language which is used by language society depends on backround of speaker and listener and also depends on the situation and condition. The code can be fickle. It can be code-switching and code-mixing. When someone used Indonesian, then changed it into English to continue his speaking, it is called code-switching. For example, student says, " *Materi ini sangat sulit*. I don't understand." In that sentence, the student used Indonesian "Materi ini sangat sulit", then he affirmed his statement, "I don't understand." Student added " I don't understand" to affirm that because of the difficulty of material, he did not understand. he used English to affirm Indonesian language because of many reasons. It may because of prestige.

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[10] Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Cambridge: Blackwell Publisher, 1992) p. 102

Code-switching is part of sociolinguistic. On the other definition, code-switching is an area of sociolinguistic behavior which, while increasingly evident in public and social life.[11] It can occur both in conversation and writing. but it occurs far more often in conversation than in writing.

Hudson, code-switching is the speaker's use of different varieties of the same language at different times and in different situation which seems to refer more to a diglossic situation.[12] Code-switching is the use of more than one language by communicants in the execution of a speech act.[13] On the other word, it can be stated that code-switching is the phenomenon of moving the one language variety to another language orally or written to adapt the different situation. Code-switching can be happened because someone has good understanding of some languages and these variations. Therefore, people who have no good understanding of language absolutely can not switch the code of language. Most of code-switching, however, is spontaneous and goes largely noticed. Today,

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[11] Edited by Kathleen M. Bailey and David Nunan, *Voices from Languages Classroom, Qualitative Research in Second Language Education* (USA: Press of Syndicate of The University of Cambridge: 1996) p.388.

[12] R.A. Hudson, *Sociolinguistic* (Cambridge, UK: Press of Syndicate of The University of Cambridge) p. 53

[13] Made Iwan Indrawan Jenda, Sociolingiostics, The study of Societies' Language (Yogyakarta: Graha Ilmu, 2012) p. 74.

code-switching is also prominent feature of the discourse on the many schools.[14]

Accroding to the explanation above, we can conclude the characteristics of code-switching process are:

1. Every code of language has the appropriate function to the language context.
2. Every code of language is appropriate to the situation.
3. The code-switching almost concerns on the sentences.

b. The types of code-switching

There are so many kinds of code-switching explained by some linguists. According to the grammatical and contextual classification,[15] it results three types of code-switching:

1. Tag code-switching, happens when a bilingual inserts short expression (tag) from different language at the end of his /her utterances.

    e.g.: An Indonesian bilingual switches from English into Indonesian, "It is okay, no problem, *ya nggak?"*

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[14] Edited by Kathleen M. Bailey and David Nunan, *Voices from Languages Classroom, Qualitative Research in Second Language Education* (USA: Press of Syndicate of The University of Cambridge: 1996) p. 389.

[15] Made Iwan Indrawan Jenda, Sociolingiostics, The study of Societies' Language (Yogyakarta: Graha Ilmu, 2012) p. 75-76

2. Inter-sentential code-switching happens when there is complete sentence in a foreign language uttered between two sentences in a base language.

   e.g.: An Indonesian bilingual switches from English into Indonesian, "*Ini lagu lama, tahun 60-an*. It is oldies but goodies, they say. *Tapi, masih enak kok didengerin.*"

3. Intra-sentential code-switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language.

   E.g.: An Indonesian bilingual switches from English into Indonesian," We are as the parents always pray for all of you. *Berharap* all of you be success."

Unlike the grammatical classification, which is based on the position of the different codes found in the utterances, the contextual classification is based on the reasons why people switch. The classification divides two types of code-switching, namely the situational and metaphorical code-switching.

1. Situational code-switching

   A situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. In the changing situations involved could be the settings, the

participants, or the norms of interaction. The following short dialogue describes an example of a situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker friend (participant).

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

Mark : Hi, Agus

Agus : Eh, how are you, Mark. Mark, this is Made, our friend from Mataram.

Made : Nice to meet you, Mark

Mark : Nice to meet you too. What are you two talking about?

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

2. Metaphorical code-switching

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference with the factors, this type of switching involves the Ends, the Act Sequence, or the Key, but not the situation. Bilinguals that code-switch metaphorically perhaps try to change the participants' feeling towards the situation. The following example illustrates how some

Indonesian students jokingly switch from English to Indonesian to affect serious dialogue to be a bit humorous.

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

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

Made   : Are you joining, Jim?

Jim   : Okay, then.

The table below presents the classifications on code-switching (cs) based on two different points of view described here.

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

	switching

In this research of code-switching of 10th grade of MA Darul Amanah Sukorejo, the kinds of code switching is limited by the grammatical classification.

c. Factors of the use of code-switching

The using of code-switching is caused by many factors. Social factor and situational factor are the common factors which are influenced the conversation. There are several reasons why bilinguals do code-switching.

Among the most obvious factors are namely, quoting someone, marking and emphasizing group identity or solidarity, including or excluding someone from a conversation, raising status, and showing language expertise.[16]

There were a number of possible reasons why to do code-switching from one language to other. In MA Darul Amanah, the factors of code-switching are as many linguistic books generally state that:[17]

1. Speaker

Sometimes, someone switches the code to the speech partner deliberately because he has certain aim. From speaker personal perspective, there are many aims why

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[16] Made Iwan Indrawan Jendra, *Sociolinguistics, The Study of Societies' Language* (Yogyakarta: Graha Ilmu, 2012)p. 74

[17] Abdul Chaer dan Leonie Agustina, *Sociolinguistic* (Jakarta: PT. Rinaka Cipta, 2004) p. 108

someone switches the code. A speaker often to do code-switching to get advantages from what he/she code-switched is. Some speakers do code-switching because of their habits.

2. Speech Partner

    The speech partner can be personal or in group. In bilingual society, someone who speaks in one language may switch the code to his speech partner who has the same mother language background. It means that some speakers code-switch to balance their partner's language skill.

3. Present of 3rd person

    Present of 3rd person which come from different backgrounds from the speaker can cause code-switching because 3rd person status also determine which language that shall be used.

4. Topic of Conversation

    Topic of the conversation is one of the dominant factors that causes code-switching. Discussing from one topic to other topics can cause to do code-switching.

5. Changing from formal into informal situation

    The formal and informal situation happens in the class and out of the class which depends on the language background of the speakers and partners. In the formal situation, speech usually delivered formally and

seriously. While in the informal situation, speech usually delivered informally and emotionally as speaker likes.

6. Language Function

The language function used in conversation is stated on the aim of communication. Language function is the expression related to the certain aim, likes expression of ordering, offering, announcing, for prestige, etc.

By those explanations, it can be said that the factors caused code-switching are the people's participation, the topic of communication, the situation of communication, the aim of communication, the variation of language, and the people's mastery of mother language.

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

Other function is affective function. The phenomenon also carries affective functions that serve for expression of emotion. In this respect, code-switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of

code-switching for creating a supportive language environment in the classroom.

In repetitive function, the teacher uses code-switching in order to transfer the necessary knowledge for the students' clarity. Following the instruction in target language, the teacher code-switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors. So, when the students do not understand the meaning or cannot catch deeply the teacher's language, to clarify the meaning teacher explains the materials in native language by using simple words.

5. Classroom Code-switching

The phenomenon of code-switching consequently presents in second language classroom. For instance, during an English lesson in a school, English and first language which also called mother tongue are frequently switched. In EFL classroom, code-switching comes into use either in teachers' or students' discourse. Although it is not favored by many teachers, one should have at least an understanding of the function of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will

obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.[18]

Lin (2007) in her study, defines classroom code-switching as the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students. If we are to refer to the concept of conversational and situational switching proposed by Gumperz (1982), classroom code-switching would be considered as a form of situational code-switching. However, in the real situation within the class, conversational code-switching might take place in classroom situations. Merrit et al. (1992) argue that determining the choice of language to be used in classrooms is necessarily more complex than can be legislated by language policy on medium of instruction in classrooms (Martin-Jones, 1995).[19]

6. Function of classroom code-switching

In the previous explanation, we have discussed a view of the functions of classroom code-switching. The teachers' use of code-switching is not always performed consciously: which means that the teacher is not always aware of the functions and

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[18] Arijz Wirda, Arijz Wirda (063411002), *English Teacher's Code-Switching in The Drive for Maximal Use of English (A Descriptive Study of 10th Grade English Teacher of SMAN 07 Semarang in The Academic Year of 2010/2011),* (Semarang: IAIN Walisongo, 2011) p. 23-24

[19] Engku Haliza Engku Ibrahim1, dkk., *Code-Switching in English as a Foreign Language Classroom: Teachers' Attitudes,* (Vol. 6, No. 7, 2013), p. 140.

outcomes of the code-switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serves some basic functions which may be beneficial in language learning environment.[20]

The focus of this research will report different functional categories that are found in the data. The intention is not to treat the data as two separate entities, but rather to focus on the data as a whole. This is because in that way the researcher hopes to get a more varied insight to the different functions code-switching have in EFL classroom. In the other words, as the researcher interested in functions of code-switching the researcher will deal with them. [21]

a. Explanation

Explanation occurs when (usually) the teacher wants or sees a need to repeat what has been previously said in another language in order to help students understand her. According to Canagarajah (1995:186), there are different strategies for explaining the issues being taught; he mentions repetition, reformulation, clarification, and exemplification as such strategies.

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[20] Oleay Set, *The Function of code-switching in ELT classroom*, (Vol. 09, No. 8, August 2005) p. 12

[21] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.53

b. Requesting help

   When the students are faced with a problem or question during the lesson, they usually resort to code-switching to find an answer to their problems. One common function of code-switching is requesting help. The students request help when they do not know where they are supposed to be in the book (for example wanting to know about line numbers in a chapter), or when they do not know how to pronounce a word or when they need a word translation or when they want to ask something to another student.

c. Students helping each other

   The previous function dealt with students-teacher communication, where a student requests help from the teacher who provides an answer to the asked question. In EFL classroom there are also a few instances where students help each other when doing an activity which involves the whole class. Usually this function of code-switching occurs when the teacher asks student something in English when she cannot understand and the other student help by translating teacher's question into Indonesian. Cook (2001) sees this as positive way of using mother tongue in the classroom. By translating the teacher's word, students ensure that the weaker student knows what is happening. It does not always have to be the teacher who translates the

question. Moreover, by letting the students help each other, teacher creates a more natural communication situation. She can be a consulted when a problem occurs, but she encourages the students to solve the problem among them, the one who knows what the teacher is saying can help the weaker student(s) by explaining the teacher's word in Indonesian.

d. Self-corrections

Apart from being used to help out of others, students also use code-switching in self-correction. This function of code-switching is quite common in EFL classroom. The students employ self-correction in their utterance by beginning it in English but inserting one word or a couple of words in Indonesian in the middle of utterance. When self-correction occurs, a student is usually producing an answer to the teacher's question and when she realizes that a mistake has occurred in the answer she corrects it by inserting an Indonesian word and then continuing the answer, but now with a more correct answer.

The use of self-correction may indicate that student wants to keep separate the exercise and the need to correct something in answer. The students know that if the teacher asks them a question in English they are required to answer it in English. However, if they find that they have said something wrong in their answer, they resort to Indonesian

to make it obvious to the hearers that now they want to change something in their answer. On the other hand, self-correction may occur when a student does not initially remember a word in English and says it first in Indonesian and then after remembering it says in English, continuing the answer in English.

e. Moving from one activity (topic) to another

The previous three functions of code-switching (requesting help, students helping each other and self-corrections) have been employed by the students. However, as the function of explanation showed, teacher also uses code-switching. The function of moving from one activity to another is employed by the teacher to mark a shift in the lesson; furthermore, she employs this function quite often. This marking of activity shift in the lesson happens when the teacher moves from one topic to another: from discussing an exercise to teaching grammar and vice versa, from learning grammar to looking at a chapter and from giving instructions to doing a listening comprehension.

f. Code-switching in clearing miss understandings.

There are some instances where a misunderstanding occurs during a lesson and in order to clear it code-switching is employed. This function of code-switching is visible in EFL classroom. When there is a need to clear a misunderstanding it is usually the case that the teacher has

misunderstood something and the student corrects her by using Indonesian language.

g. Not knowing the English Counterpart

There are instances when a student or a teacher inserts an Indonesian word into an otherwise English utterance. Sometimes, if the student has inserted an Indonesian word, the teacher usually reacts to that by trying to find the correct translation but not always.

h. Checking for understanding

Part of the foreign language learning process is to learn new words and expressions. The material is there to help this process; the students have chapters to read and exercises to do which teaches them new vocabulary. In the teaching situation, when the class is, for example, doing an activity in English, the teacher should make sure that all students know all the words in that activity. If there are new words or expressions, the teacher can ask the students what they mean in Indonesian. In other words, the teacher does not have to translate everything, by asking the students she lets them participate more actively to the lesson. Code-switching occurs when the word or expression is translated into Indonesian, or when the teacher asks about the new vocabulary in Indonesian.

i. Unofficial interactions

   According to Canagarajah (1995: 185), interactions that are not demanded by the lesson are called unofficial interactions. In his study he discovered that it was the mother tongue that was used in speech. He described the unofficial interactions as cases of student to student interaction, for example in group activities where procedural matters are discussed. However, sometimes the teacher employs this function as well, for instance, to discuss extra pedagogical matters such as happenings in the town. All in all, this function of code-switching occurs when either the students or the teacher are talking about issues not related strictly to the lesson.

j. Students' Comment

   The previous category of functions dealt with unofficial communication occurring at the same time as the lesson was going on. The unofficial interaction that took place had little to do with the present lesson content. The function of students' comments differs from the function of unofficial interactions in that the comments made by students are linked with the situation at hand. For example, teacher is thinking about a question on asking a question to one student by throwing ball game. At the same time the student is commenting on the situation in Indonesia. She has not been asked a question yet and she thinks she will not

catch the ball when the teacher throws it to her. Although her comments are not necessarily meant for the whole class to hear, one can argue that it is different from unofficial interactions where the discussion is about out-of-content issues. The student uses code-switching to comment on the situation, Indonesian is a natural choice since the mother tongue is her stronger language; she is able to express herself better in Indonesian.

k. Students' initiation

Above it was explained some examples where the student has initiated code-switching. However, these switches were motivated by, for instance, a wish to request help or to clear a misunderstanding. In students' initiation function student's code-switching from Indonesian to English is followed by the teacher's switch to English as well. For example, from the beginning of the lesson, the teacher has taught the students how to form a clause using the present verb forms because they will need that information in the verb test, they will have in a couple of minutes. This discussion takes place in Indonesian, however, causes code-switching to occur when one student arrives late. When he enters the classroom he apologizes in English for being late, a manner they have probably been taught earlier. He of course does not know what language the teacher has spoken before he came. Here the teacher,

however, starts a conversation with Indonesian, she responds the student in English. This means that student's code-switching has led to the teacher code-switching as well. This is a good example of a situation where the teacher encourages student to speak English as she starts a conversation with him. Student also keeps up the conversation in English although he could answer in Indonesian to the teacher. Maybe he wants to show her that he can speak English, or that he wants to speak English. This example is interesting since the change is so clear, the code-switching to English is caused by the student and the teacher continues the code-switching.

l. Teacher admonitions

The name for this category comes from Canagarajah's (1995) article dealing with functions of codes-witching. Canagarajah (1995: 183) explains this function as one that is used when the teacher is disappointed with the students, and she uses the mother tongue to express this anger or frustration. For example, when the class is starting to check their homework, the students have had three exercises to do at home and the teacher goes around in the classroom checking the students' books whether they have done these exercises. The teacher uses English when talking about the exercises, she answers to the students mostly in English when they tell her how many exercises they have done.

However, as she goes around the classroom and hears what the students have to say about the way they have done the homework, it is becoming clear that some of them have not done their homework and this leads to the teacher employing code-switching from English to Finnish.

m. Grammar translation

As was pointed out above, in EFL classroom one theme in the lessons is grammar. Furthermore, grammar is usually taught in Indonesian. However, as the target is to teach English grammar, there is bound to be a lot of code-switching, which is conscious. There are two functions of code-switching when teaching grammar: grammar translation and grammar explanation. Here will be separated these functions from the function of explanation and treat them as individual functions. The reasons for this are, firstly, that the language is treated differently in explanations and when teaching grammar. When explanation occurs the language is a means for communication. When teaching grammar, though, the language is treated as an object. In other words, code-switching in explanation takes place because someone does not understand the teacher's English words; in contrast, when the teacher is teaching grammar in Indonesian, code-switching occurs because of a necessity as the examples are in English. Secondly, in grammar translation and grammar

explanation both the teacher and the students employ code-switching, whereas in explanation only the teacher employs code-switching. Gammar translation and grammar explanation should be treated as occurrences of code-switching since the language changes quite a lot during the teaching of grammar. These switches are conscious as the aim is to teach English grammar in Indonesian. It may be argued that there is no code-switching when grammar is being taught; however, here would remind that Grosjean (1982:145) defined code-switching as "the alternate use of two or more languages in the same utterance or conversation". Grammar explanation and grammar translation fit into this definition as the languages, English and Indonesian, are being used in the same utterance or teaching situation. Grammar translation means that while teaching and learning grammar there are instances when a clause is uttered both in Indonesian and English for the purpose of studying grammar. Grammar translation may occur either when the teacher asks in Indonesian a student to translate for instance a sentence into English, or when the teacher gives an example herself and says it both in Indonesian and in English.

n. Grammar explanation

Grammar explanation differs from grammar translation in that during teaching grammar in Indonesian,

the teacher uses English words which she does not translate. The base language is Indonesian, English is used because the teacher is teaching English grammar; thus the examples are in English. Code-switching is almost mandatory when teaching grammar in an EFL classroom. As the students and the teacher share a mother tongue, it is easier to use that as the mode of instruction. The students have learned grammar in Indonesian lessons, which means that they know the Indonesian terminology. In EFL classroom the purpose is to learn English grammar which explains the English examples and translation used when teaching the grammar.

o. Lapses

Lapses are instances where the teacher is speaking Indonesian but says a word or a couple words in English or English into Indonesian. These English words are spoken almost accidentally, since they are not required. It is understandable that lapses occur in the teachers' speech since they are used to speaking English as they teach English during a lesson and they may slip an Indonesian word sometimes spontaneously.

7. English as Foreign Language (EFL) Classroom

According to the speaker, the using of English is divided into English as second Language (ESL) and English as Foreign Language (EFL). EFL is traditional term for the use or study of the English language by non-native speakers in

countries while English is generally not a local medium of communication. [22] In the other word, it can be concluded that English as Foreign Language classroom is the study of the English language by non-native speaker students are taught by teacher.

B. Previous Research

Here will be described some works which are relevant to this thesis to make the thesis arrangement easier:

1. The thesis written by Wirda (2011). He concluded that: [23]

    a. In 2x45 minutes, there are 111 utterances in the classroom which contains 72 utterances of code-switching functions (64, 86%) which pronounced by English.

    b. The 72 utterances contain of code-switching function; there are six functions are analyzed, there are insufficient vocabulary resources, affective function, emphasis, elaboration, addressee specification and clarification. In the English teaching-learning process insufficient vocabulary resources appeared one time (1.40%), affective function appeared one time (1.40%), emphasis

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[22] Richards J.C. and Schmidt R. *Longman Dictionary of Language Teaching and Applied Linguistic* (London: Longman, 2002) p. 206.

[23] Arijz Wirda (063411002), *English Teacher's Code-Switching in The Drive for Maximal Use of English (A Descriptive Study of 10th Grade English Teacher of SMAN 07 Semarang in The Academic Year of 2010/2011),* (Semarang: IAIN Walisongo, 2011)

appeared 37 times (51.40%), elaboration appeared eight times (11.10%), addressee specification appeared four times (5.50%) and clarification appeared 21 times (29.20%).

c. There are three possible factors causing the use of code-switching by an English teacher in the classroom.

1) English is as foreign language is not easy subject for the students. It means that teacher has responsibility to engage students mastering should try the best. It is a natural phenomenon to switch English into Indonesian.

2) In teaching-learning process some conflicts such as miss conception or miss understanding among teacher and students will occasionally happen.

3) Teacher underscores explanation what the students' lack in receiving the material, as the previous chapter shows that emphasis is the dominant function of code-switching in English teaching-learning process.

4) Teacher sometimes uses emphasis function as a technique in explaining the material without any problem which is occurred by teacher's habit.

2. The thesis written by Trisulichartini (2014). [24] She concluded the one English teacher for bilingual class grade 8A and 8B use three type of the code-switching. The teacher switched from both English into Indonesian and Indonesian into English in intra sentential code-switching which were (63, 2%), inter sentential code-switching (21, 1%) and tag code-switching (15, 7%). From this evidence, the researcher concludes that intra sentential code-switching is the most frequent finding because it is teacher strategy to make the students understand the lesson. The teacher used inter sentential code-switching when she gave the example of the topic that explained, for example explaining about how to giving advice and the last tag code-switching was rarely used by the teacher. It is used to make sure that her opinion "'gitu, ya", to get attention, to make sure that the students understand what the teacher mean.

In this study, there are three function of code-switching in bilingual class. It was found the teacher mostly had repetitive function (58, 4%). Next, the teacher switched because of the topic of the material (20, 8%), the last, she had affective function (20, 8%) while doing code-switching.

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[24] Rustiva Trisulichartini (A03210011), *A Study of Code-Switching Used by an English Teacher for a Bilingual Class at The State Junior High School 22 Surabaya* (Surabaya: UIN Sunan Ampel, 2014)

In this study the researcher found the reasons of code-switching used English teacher, there are repetition used for clarification (50%), interjection (25%), and clarifying the speech content for the interlocutor (25%). In addition, the reasons of code-switching is quotation but the researcher did not find using English teacher in bilingual class grade 8A and 8B, the reason of code-switching also can be as an interjection this found occurred because of natural and when utterance who was teaching with spontaneous. The reason of code-switching as interjection also makes the teacher switch their language in order to make the students understand. Overall, the results indicate the students have positive perception of teacher code-switching in the classroom.

3. The thesis written by Falahiya (2014) [25], "She concluded there are four forms of code-switching. They are code-switching in the form of clause, sentence, tag and exclamation. There are also two forms of code-mixing that are code-mixing of word and phrase. There are also two forms of code-mixing, they are code-mixing of word and phrase. Besides that, she found that the using of code-switching and code-mixing in the students' speaking got a good response from the students. They still need to use some

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[25] Naila Falahiya (D05208110), *Code-Switching and Code-Mixing as a Bridge in Speaking among first Year Students at MTs Al-Amin Mojokerto.* (Surabaya: UIN Sunan Ampel, 2014)

code-switching and code-mixing as equivalence, as floor holding, as reiteration, and as conflict control

The writer concludes that code-switching and code-mixing are useful for students, especially for the first year students as beginner in the language learner. They have to convey their scariness to convey their opinion. "

In this research, it is different from the previous researches above. It tells about the analysis of code-switching in English teaching-learning process for English as Foreign Language classroom. This method is to describe the kinds and the factors of using code-switching in English teaching-learning process of MA Darul Amanah Sukorejo. It means that the object of the research is teacher and also students. Besides that, this research only analyzes one class as the object that is class X IPA 2 of MA Darul Amanah Sukorejo.

C. Thinking Framework

The code-switching is one of the effects of bilingualism or even multilingualism. Sometimes someone who masters more than one language uses the languages randomly. Then he makes a code-switching in his communication. Code-switching is variant of language which is used by language society depends on background of participants and also depends on the situation and condition written or spoken. Many factors caused code-switching

phenomenon. But, this research concerned on speaking code-switching.

In MA Darul Amanah Sukorejo, both teacher and students use code-switching in English teaching learning process. It is because teacher and students are bilingual even multilingual society. They do not only use English in teaching learning process but also use Indonesian as their mother language to get the aim of English learning easily. This research is purposed to describe the types of code-switching, the functions, and the frequency of code-switching in MA Darul Amanah Sukorejo. This research uses descriptive analysis. It will be done by three steps. Firstly is collecting data. The researcher will record the communication of students and teacher in English teaching learning process by audio visual recording. Secondly, makes a notice in notice book as documentation. The last step is analyzing the data according to the types and the functions of code-switching. Besides that, the researcher also will interview the English teacher and students of 10th grade of MA Darul Amanah Sukorejo to strengthen the observation and documentation result. It refers to three angulations concept.

The explanation above shows how need to understanding of code-switching in English teaching learning process in MA Darul Amanah Sukorejo is. It is purposed to increase English teaching learning aim achievement in the class.

CHAPTER III
RESEARCH METHOD

This chapter presents the aspects related to research method. They are: research approach, time and setting of the research, the source of data, focus of the research, technique of data collection, technique of data analysis, and research instrument.

A. Research Approach

Before the researcher explains about the methodology of the research, the researcher will define what the "research method" is. Research method is the scientific way to get the data with the certain goals and specific functions.[1] It is divided into two types they are quantitative and qualitative research method. There are some differences between quantitative and qualitative research. One of the differences is the quantitative research more concerned on the result of the research, while qualitative research more concerned on the process of research.[2]

In conducting the study the researcher uses descriptive qualitative as a research method. Descriptive research is the research that is intended to describe the situation and condition to

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[1] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R & D, cet. X* (Bandung: Alfabeta, 2010), p.1.

[2] Suharsimi Arikunto, *Prosedur Penelitian* cet. VI (Yogyakarta: PT Rineka Cipta, 2010), p. 21.

be explained in the research report.[3] It is the process of learning that the researcher tries to describe and it is in line with the statement of the problem conducted by the researcher in previous chapter. This research describes something in real situation. The descriptive research is not to examine the hypothesis but it shows the data in the research field. The purpose of this research is to describe code-switching in English teaching learning of 10th grade of MA Darul Amanah Sukorejo and the factors of the using of code-switching.

From the explanation above the researcher concludes that qualitative research methods are development in social event. By using the qualitative method, the type, the functions and the reason of code-switching can be figured out.

B. Setting of the Research

a. Time of the research

Time of the research refers to the schedule of the research will be conducted. The researcher will do the research one month. It begins from 5th March 2016 up to 3rd April 2016.

b. Place of the research

Natural environment as direct source of data is one of qualitative research characteristics beside human as data

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

collector and analyzing the data inductively. So, the researcher has to go to the setting directly. Therefore, selecting the suitable setting is necessary to be concerned. The researcher selects MA Darul Amanah Sukorejo because teacher and students are often use two languages that are Indonesian and English in teaching-learning process. Besides that, the problem condition in MA Darul Amanah is as the researcher has explained in the background of the research.

C.   **The Source of Data**

The subject of the research is 10th grade English teacher and students of MA Darul Amanah Sukorejo. The researcher collects the data by observing the participant's communication in English teaching-learning process through audio-visual recording, then, the researcher transcribes the result of observation as documentation. The last, the researcher examine with the result of the interview. The researcher wants to analyze the types of code-switching, function, and the frequency of code-switching utterances produced by 10th grade teacher and students of MA Darul Amanah Sukorejo in the classroom. The utterances are spoken by teacher and students in teaching-learning process will be recorded.

D.   **Focus of the Research**

The focus of this research is the types, the factors, and the frequency of code-switching in English teaching-learning process of 10th grade of MA Darul Amanah Sukorejo. The population of this research is all of students of 10th of MA Darul Amanah Sukorejo. The source of the data in this research is class X IPA 3 of MA Darul Amanah Sukorejo. This study has limitation that is teacher's and students' speech in English teaching learning process. The number of classes will be researched is one class contain 36 students. It is because the number of 10th grade students of MA Darul Amanah Sukorejo is 185 students of 6 classrooms. So, the researcher uses lottery random sampling technique to get the source of the data. The researcher lots all the name of class X of MA Darul Amanah Sukorejo, they are class X IPA 1, X IPA 2, X IPA 3, X IPS 1, XI IPS 2, and X IPS 3, then class X IPA 3 is chosen.

E.   Technique of Data Collection

The technique of collecting data used in this study is observation, documentation, and questionnaire.

a.   Classroom Observation

The observation technique which is used is observing and listening without participation. It means that researcher does not participate in the talks of teaching learning process.

In this case the researcher observes and listens to the speech between teacher and students in the teaching-learning process in MA Darul Amanah Sukorejo through the audio-visual speech recording. Data collection begins in March 2016. Besides that it will be supported by interview to make it be valid.

The process will be stopped after the numbers of the data are sufficient. The adequacy of the data is restricted when the data obtained is sufficient and has reached saturation point. The data obtained indicate the presence of code-switching as well as the factors that lead to such events.

b. Documentation

The technique used after observation is documentation of recording. Documentation is one of the ways to provide some documents using some accurate evidences by noticing some sources of information.[4] In this research, documentation will be done by researcher herself. The researcher will transcribe (notice) the teacher's and students' communication according to the audio-visual speech recording as the source of information. The researcher should record the speech before transcribe it in the notes. The

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[4] https://id.m.wikipedia.org>wiki>Dokumentasi from Hoeve Van and Hasan Shadily, *Ensiklopedia Indonesia Jilid 7 (*Jakarta: Ikhtiar Baru) p. 849

notes are made to classify the data included to code-switching and the factors.

c. Interview

The third technique of data collection is interview. Interview is conversation with a purpose; it may be the overall strategy or one of several methods employed in a study. Interviewing varies in terms of priori structure and in latitude the interviewee has in responding to question. An interview is useful way to get large amounts of data quickly.

In this research, the researcher will do the interview with the teacher and students to elicit information about the functions toward the using of code-switching and to get details information.

d. Test of the Validity of the Data

For the ensuring the validity of the data, the researcher should examine the validity of the data. Incorrect data will result in the wrong conclusion. Otherwise, the correct data will result in the right conclusion. In this research, the test of validity of the data will be done by triangulation method. According to William Wiersman in Sugiyono, triangulation is qualitative cross-validation. It assesses to a sufficiency of the data according to the convergence of multiple data collection procedures.[5] Triangulation is divided into three

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[5] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R & D, cet. X* . (Bandung: Alfabeta, 2010) p 43

types: triangulation of the sources, triangulation of data collection, and triangulation of the time. In this research, the researcher chose triangulation of the data collection. It means that the researcher uses three kinds of technique of data collections. The researcher collects the data to be analyzed. After that, the researcher should match the result of triangulation which is chosen. If the results of them are matched, it means that the data is valid.

F. Technique of Data Analysis

To analyze the gathered data, descriptive analysis was utilized. The former dealt with describing and analyzing the gathered data, while the later, is more concerned with making decisions or inferences pertaining to phenomena described in the data. The data gathered through classroom observations were analyzed qualitatively. The analysis aimed to find the reasons of English participants practiced code-switching in class X IPA 3 of MA Darul Amanah classroom. Several steps were employed in this data analysis.

1. The researcher examined the recording, field notes and transcripts collected from classroom observation to identify English Indonesian code-switching data practiced by English participants in X IPA 3 classroom.
2. Coding and labeling of each data sample were utilized according its potential type.

3. All the codes were screen and the data labeled with similar codes were grouped together. Code of similar nature was then classified in mayor categories to suggest the types and functions of code-switching in the classroom.

a. The table for types of code-switching

NO.	UTTERANCES	TYPE OF CS		
		T	Inter.	Intra.
1.				
2.				
3.				
4.				
5.				
Total				

b. The table for the functions of code-switching

No	Utte-rances	Functions of code-switching														
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1.																
2.																
3.																
4.																

5.																	
Total																	

4. Each type was re-examined carefully to ascertain that it accurately represented the nature of its supporting data from interview.

5. Verification was done through studying the theories of types and functions, looking at the data (by recording and writing) and confirming with the calculating data of English-Indonesian code switching practiced by English participants in the classroom. In calculating the occurrence frequency of each the type and function of code-switching, the researcher use following formula:

$$B = \text{—}$$

Note:

B : percentage of occurrence of certain type of cs.

b : frequency of occurrence of certain type of cs.

tot. : total frequencies of occurrence of cs.

G. Instrument of The Research

Before determining the instrument of the research, it should be known what instrument is. Instrument of the research is the tools of the research that use the method of the research.[6] Instrument of this research is the researcher herself. Researcher with knowledge of code-switching makes her own research process, from planning up to collecting data.

Researcher plays an important role in data collection because only the researcher can understand the meaning of interaction in the communication process in teaching learning activities. Researcher is using a handy came, a data note, and interview guidance in obtaining the data. Data note is used to notes the result of speech recording data related to the object of research, that is the code-switching. Data note contains a code change, the kinds, and the function. The handy came is used as a tool to record the utterances in the process of English learning in class X IPA 3 of MA Darul Amanah. The interview guidance is to strengthen the validity of data. The explanation above shows the observation, documentation, and interview or called triangulation. The researcher is as the instrument also uses the methods in collecting data. It means that besides the researcher herself, it is also other instruments: observing the process of English

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[6] Suharsimi Arikunto, *Prosedur Penelitian* cet. VI (Yogyakarta: PT Rineka Cipta, 2010), p. 92.

teaching-learning in the classroom. It is called observation technique, check list as the instrument of documentation, and the last interviewing teacher and students as the instrument of interview technique. The form of every instrument will be shown in the result of the research.

CHAPTER IV
RESULT OF RESEARCH AND DISCUSSION

This chapter describes the results and the discussion of the study. This study means to describe the code-switching utterances made by 10th grade English teacher and students of MA Darul Amanah Sukorejo in the classroom. This research found the types, the functions, and the frequency of code-switching in English teaching learning of 10th grade English teacher of MA Darul Amanah Sukorejo.

A. Research Finding

1. MA Darul Amanah Sukorejo

Before going to discuss the result of research, the researcher wants to explain about the place she got data from. It was at MA (Islamic Senior High School) Darul Amanah Sukorejo, Kendal. MA Darul Amanah Sukorejo was buit on 15th of June 1999.

At first, Darul Amanah is an Islamic boarding school which used Gontor Islamic Boarding school curriculum. However, on 15th of June 1990, it was decided to open Islamic Senior High School registration for students. At this time, the office was located at Mr. Rowadi's house. The students of MA Darul Amanah Sukorejo were 20 people in 1990. It consists of 14 male students and 6 female students. But, two

months later the classroom for male students was built. It made male and female students were separated.

In the academic year of 2015/2016, the number of students of MA Darul Amanah Sukorejo is 632 students which are divided into 10th grade, 11th grade, and 12th grade. There are visions of MA Darul Amanah Sukorejo:

a. Realizing generations who are able to apply the content of al-Quran in life.

b. Realizing generations who are able to implement mandatory and sunnah worship diligently.

c. Realizing generations who are mannered in spoken and behavior.

d. Realizing generations who are able to implement the values of nationality.

e. Realizing generations who keep the spirit of defending the country.

f. Realizing generations who have good competence in both academic and non-academic achievement as preparation to higher education.

The missions of MA Darul Amanah Sukorejo are :

a. Implementing learning and guidance effectively so that every student can develop optimally with their potential.

b. Cultivating the spirit and competitiveness in both academic and nonacademic education.

c. Increasing of teachers' empowering potential, employees', students', and human resources owned.

d. All of the school members should have ownership and responsibilities on school progress

e. Developing a culture of courtesy and noble character.

2. **English Teacher and Students of 10th grade of MA Darul Amanah Sukorejo**

a. Teacher

There are two teachers in MA Darul Amanah Sukorejo they are M iss Siti Mukaromah, S.Pd and Mrs. Anisa Relawati, S.Pd. The researcher chose Miss Mukaromah as the teacher observed. It is because she is the English teacher of 10th grade of MA Darul Amanah Sukorejo. In teaching English, she tried to make the students take a part in the teaching learning process. To compensate the language acquisition, she also used Indonesian language. She said that Indonesian language is important in teaching English in the classroom.

Sometimes, the use of Indonesian can connect some difficult words to reduce misunderstanding. But she tried to minimize the use of Indonesian language because she wanted her students to speak English. So, she didn't deny that it played important in teaching learning process. To compensate the speaking skill, Miss Mukaromah tried to

make the students be active in the classroom by giving some questions, answering the questions and sometimes she making a group in pair to discuss the materials and do the tasks contained some expressions are given.

b. Students

There are 6 classes of 10th grade of MA Darul Amanah Sukorejo, they are X IPA 1, X IPA 2, X IPA 3. X IPs 1, X IPS 2, and X IPS 3. X IPA 3. The number of 10th grade students of MA Darul Amanah Sukorejo are 185 students. Class X IPA 3 that as the observation classroom consists of 34 students. All of them are girl students. In English teaching learning process they responded, asked, answered, asked permission, asked helping to other students, and the other activities using English although sometimes they use Indonesian. From the brief information which related to my research, it can be concluded that code-switching is done in teaching English in a classroom by English teacher and students. Although she tried to minimize it, the teacher believed that the mother tongue played an important role in teaching English in a classroom.

B. Discussion

The researcher observed the teaching English in a classroom in MA Darul Amanah Sukorejo, the researcher wants to discuss

the research finding was found. Almost all of the code-switching functions were used by the teacher and students in English teaching learning in the classroom within one session meeting of 2x45 minutes. In this discussion, the researcher emphasizes that:

1. The result finding of speech transcription was` appropriate with the real situation in the field of the research. The researcher does not add or reduce it.

2. The speech transcription was observed and listened by the researcher, her friend, and the English teacher.

3. The speech transcription was listened more than three times.

All of types and functions appeared in teaching learning process are analyzed one by one.

1. Types of Code-Switching

The types of code-switching analyzed here is according to the grammatical classifications. There are three types of code-switching: tag code-switching, inter sentential code-switching, and intra sentential code-switching. In this research, the researcher limited the code-switching only on English-Indonesian code-switching. The classification can be described as follows:

a. Tag code-switching

Tag code-switching happens when a bilingual inserts short expression (tag) from different

language at the end of his /her utterances.[1] From the observation, there are six utterances of this type they are:

1) T : Invitation in Indonesian means *undangan, ya?*
2) T : If you want to invite someone, please *satu orang, satu suara.*
3) T : Ok, I would like to invite you*. Iya, sebentar, ya*.
4) S : How about means **bagaimana dengan.**
5) T : Besides that, you can use I wonder, *itu boleh.*
6) T :Then, any question about motivation and offering? *Sudah paham?*

From the result above, it showed that teacher and students added a short expression by changing the language from English into Indonesian in English teaching learning process. It is called tag code-switching.

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[1] Made Iwan Indrawan Jenda, *Sociolingiostics, The study of Societies' Language* (Yogyakarta: Graha Ilmu, 2012) p. 75

b. Inter Sentential Code-Switching

Inter-sentential code-switching happens when there is complete sentence in a foreign language uttered between two sentences in a base language.[2] From the observation, there are twelve utterances of this type are found. The result is described as the following samples:

1) T : Ok, I will remind you about the last material. *Kita* **review** *dulu materi yang terakhir.* Do you still remember what we have learned in the last meeting?

2) T : Ok, thank you very much. You are so smart. ***Kalian benar-benar pintar***. Ok, now we will continue our material. That is about invitation.

3) T : Then, we will learn about offering. ***Tapi untuk mengecek pemahaman kalian,*** please do task five. If you have any difficulties please ask me.

4) T : Wilda, do you have another marker? ***Ini terlalu encer.*** No? Ok, I will use chalk.

[2] Made Iwan Indrawan Jenda, *Sociolingiostics, The study of Societies' Language* (Yogyakarta: Graha Ilmu, 2012) p. 75

Ok, when we want to invite someone, what should we say?

5) T : What do we learn from the dialogue*?*
Cari yang benar, ya. Please conclude.

From the samples above, it showed that teacher and students added a complete sentence between two sentences by changing the language from English into Indonesian in English teaching learning process. It is called inter sentential code-switching.

c. Intra Sentential code-switching

Intra-sentential code-switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language.[3]

From the observation, there are six utterances of this type are found:

1) T   : Please give me expression. ***Beri saya beberapa*** expressions to invite someone.

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[3] Made Iwan Indrawan Jenda, *Sociolingiostics, The study of Societies' Language* (Yogyakarta: Graha Ilmu, 2012) p. 76

2) T   : Would you like, *ya*. Example, would you like to have dinner tonight?

3) T   : There are some expressions of inviting, *contohnya* please come to my hunt.

4) T   : Bukan I would be nice *tapi* it would be nice.

5) T   : Please do task six. Task six *itu,* there are 10 dialogues.

6) T   : Ok now, please read *berpasangan dengan partnernya.* Anny and Sony please read aloud.

From the result above, it showed that teacher and students added a short expression such as word or clause between two sentences by changing the language from English into Indonesian in English teaching learning process. It is called intra sentential code-switching.

2. **Statistical Analysis of the frequency of code-switching types.**

Having identified and described the list of code-switching types, the researcher continued to account the amount of code-switching types used during the teaching English as a foreign language in the classroom. This aimed to know percentage of code-switching according to the

grammatical classification used and the percentage of each types of code-switching. By using it, she could see what the dominance types found in teaching English in the classroom.

Firstly, she calculated the code-switching found by the following formula:

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance}}{\text{All utterances in the classroom}} \text{ x } 100\%$$

Secondly, she calculated the percentage of each code-switching type by the following formula:

$$\% \text{ of each CS type} = \frac{\text{Frequency of each types}}{\text{frequency of all type of CS}} \text{ x } 100\%$$

Having the formula to calculate the percentage of code-switching types in teaching English in the classroom, she continued to calculate the code-switching found in the classroom. According to the grammatical classifications, the code-switching found in this research is counted by the following formula:

$$\% \text{ of CS} = \frac{24}{79} \text{ x } 100\%$$
$$= 30.37\%$$

Having the formula to calculate the percentage of type of code-switching in teaching English in the classroom, the

researcher continued to calculate each of the code-switching type found in the classroom.

% of Tag cs $= \frac{6}{24}$ **x 100%**

$= 25\%$

% of inter sentential cs $= \frac{12}{24}$ **x 100%**

$= 50\%$

% of intra sentential cs $= \frac{6}{24}$ **x 100%**

$= 25\%$

Then, the result of each type is shown in the table below:

No.	CS Types	Frequency	Percentage
1.	Tag CS	6	25%
2.	Inter sentential CS	12	50%
3.	Intra sentential CS	6	25%
Total		**24**	**100%**

From the result above the researcher knows that code-switching used according to the grammatical classifications in teaching English is 30.37%. The dominant type of code-switching is inter-sentential code-switching which is occurred 12 times (50%).

3. Functions of Code-switching

Sometimes, the English teacher and students were not aware of the functions and outcomes of the code-switching process. Therefore, in some cases it might be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily served some basic functions which might be beneficial for language learning environment.

Actually, there are 15 functions of code-switching: explanation, requesting help, students helping each other, self-corrections, moving activity/topic, clearing misunderstanding, not knowing English counterpart, checking for understanding, unofficial interactions, students' comment, students' initiations, teacher admonitions, grammar translations, grammar explanations, lapses. In this research, the researcher limited the code-switching only on English-Indonesian code-switching. Then, the researcher only found 9 functions used in English teaching learning process when observing it. The classification is described as follow:

a. Explanation

Explanation occurs when (usually) the teacher wants or sees a need to repeat what has been previously said in another language in order to help students understand her. According to Canagarajah (1995:186), there are different strategies for explaining the issues being taught; he mentions repetition, reformulation, clarification, and

exemplification as such strategies.[4] From the observation, there are 9 utterances of this function that found. It is in the samples as follows:

1) T   : Ok, I will remind you about the last material. *Kita* review *dulu materi yang terakhir.*

2) T   : Do you still remember what we have learned in the last meeting? *Masih ingat tidak apa yang kita pelajari*

3) T   : Ok, thank you very much. You are so smart. *Kalian benar-benar pintar.*

From the samples above, it can be concluded that the teacher repeated what she said by Indonesian language. Teacher switched the code to make students understand more.

b.   Students Helping Each Other

It occurs when the teacher asks students something in English but student cannot understand and the other student helps by translating the teacher's question.[5] In this research, students helping each other

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[4] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.53

[5] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.61

function was only found once in English teaching learning observed.

S (1)   : What is the answer of number one? What is the meaning of sound?

S (2)   : Where? Oh, _suara_

In this research, this function occurred when the teacher asked student something in English but student did not understand and the other student helped her by translating into Indonesian.

c.   Moving Activity/Topic

The function of moving from one activity to another is employed by the teacher to mark a shift in the lesson.[6] Here was found 2 utterances according to this function:

1)   T   : Ok, _kita_ review _dulu tentang_ accepting and refusing.

2)   T   : Then, we will learn about offering. _Tapi untuk mengecek pemahaman kalian,_

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[6] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.66

please do task five. If you have any difficulties please ask me.

In this research, this function occurred when the teacher wanted to move from the one activity to another activity.

d. Not Knowing English Counterpart

There are instances when a student or a teacher inserts an Indonesian word into an otherwise English utterance.[7] Here was found 4 utterances of this function:

1) S (1) : *Ada.* Please come to my party.
2) T   : Worksheet *itu LKS yah.*
3) T   : Annoyed *itu terganggu*
4) T   : Hunt *itu gubug ya.*

This code-switching is triggered the fact that the English counterpart was unknown at that moment because teacher should give the meaning of word mentioned.

[7] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.72

e. Checking for Understanding

This function occurs when the word or expression is translated into Indonesian, or when the teacher asks about the new vocabulary in Indonesian.[8] In this research, the researcher found 2 utterances they are:

1) T : Possible *artinya mungkin*,not *berarti .. ?*
2) T : Then, any question about motivation and offering? *Sudah paham?*

In that situation the teacher should make sure that all students had known all the words. When there were new words or expressions, the teacher asked the students what she meant in Indonesian.

f. Teacher Admonitions

This function is as one of the functions that used when the teacher is disappointed with the students. Then, she uses the mother tongue to express this anger or frustration.[9] There is one

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[8] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.75

[9] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.89

utterance found in this research as the following result:

T   : Ok, I would like to invite you. *Iya, sebentar, ya*.

In the observation, the researcher found that teacher stimulated students to mention some expressions of invitation. But, other students answered the question noisily. It made the teacher could not hear the answer clearly. Then, the teacher admonished them loudly.

g. Grammar Translations

Grammar translation means that there are a clause is uttered both in Indonesian and English for the purpose of studying grammar.[10] In this research, there were 7 utterances of grammar translation function. It would be described by the samples as follows:

1) T   : How about means *bagaimana dengan.*

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[10] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.91

2) T   : **Setelah how about, jika diikuti dengan verb, maka harus ditambah ing.** Contoh: How about fishing? _Berarti, bagaimana dengan memancing?_

3) S (1)   : How about watching? It means _bagaimana kalau menonton?_

4) S (1)   : Would you mind to come to my house, Miss. _Itu artinya maukah kamu datang ke rumahku._

5) T   : Possible _artinya mungkin,_

From the samples above, it can be concluded that the teacher and students tried to translate the utterances into Indonesian when they were studying grammar. Teacher switched the code to make students understand more.

h. Grammar Explanations

Grammar explanation differs from grammar translation in that during teaching grammar in Indonesian, the teacher uses English words which she does not translate. In this case, the teacher explains the material uses Indonesian language. English is used because the teacher is teaching

English grammar; thus the examples are in English. In the other words, teacher might explain used Indonesian, but the example should be English.[11] In this research, there were 7 utterances of grammar explanation function. It would be described by the samples as follows:

1) T : Want to, *boleh kita ganti dengan* would like.

2) T : Would you like to come to my hunt?*itu boleh ya, untuk merendahkan hati.*

3) T : I wonder if you liked to *titik-titik, dilengkapi sendiri ya. Selain itu disebutkan tujuannya baru diikuti kata* will you joint us? Ok any question?

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

5) T : *Kalau kalian ingin menolak,* make sure that you refuse it politely.

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[11] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.94

From the samples above, it can be concluded that teacher explained the material in Indonesian but the examples were in English without translation. Teacher switched the code to make students understand more.

i. Lapses

Lapses are instances where the teacher is speaking Indonesian but says a word or a couple words in English or English into Indonesian.[12]

These English words are spoken almost accidentally, since they are not required. In this research, there were 13 utterances of lapses function. It would be described by the samples as follows:

1) T : Would you like, *ya*

2) T : Besides that, you can use I wonder. *Itu boleh. Bukan* wonder woman,

3) T : Task six *itu,* there are 10 dialogues.

4) T : Please complete with *yang ada di dalam* box.

5) T : Number 3 who will read? Siska *dengan* partnernya and you the next number

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[12] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.95

From the samples above, it can be concluded that it is understandable that lapses occurred in the teacher's speech since she was used to speaking English as she taught English during a lesson and she might slip an Indonesian word accidently.

4. **Statistical Analysis of the Functions of Code-switching Data**

Having identified and described the list of code-switching functions, the writer continued to account the amount of code-switching functions used during the teaching English as a foreign language in the classroom. This aimed to know percentage of code-switching used and the percentage of each functions of code-switching. By using it, she can see what the dominance types found in teaching English in the classroom.

First, she calculates the All of code-switching found in teaching English in the classroom using formula as follows:

$$\% \textbf{ of CS} = \frac{\textbf{Frequency of all of CS Utterance}}{\textbf{All utterances in the classroom}} \textbf{ x 100\%}$$

$$= \frac{47}{79} \textbf{ x 100\%}$$

$$= 59, 49...\%$$
$$= 59\%$$

Second, she calculates the percentage of each code-switching functions using formula as follows:

$$\% \text{ of each functions CS} = \frac{\text{Freq.of each funct.}}{\text{freq.of all funct of CS}} \times 100\%$$

a.   % explanation functions CS $= \frac{9.}{47} \times 100\%$

$$= 19.1\%$$

b. % RH functions CS $= -$

c.   % SHEO functions CS $= \frac{1.}{47} \times 100\% = 2.1\%$

d. % SC CS $= -$

e. % MA functions CS $= \frac{2.}{47} \times 100\% = 4.2\%$

f.   % CM CS $= -$

g. % NKEC functions CS $= \frac{4.}{47} \times 100\% = 8.5\%$

h. % CfU functions CS $= \frac{2}{47} \times 100\% = 4.2\%$

i.   % UI functions CS $= -$

j.   % SC CS $= -$

k. % SI CS $= -$

l. % TA CS $= \frac{1.}{47} \times 100\% = 2.1\%$

m. % GT functions CS $= \frac{7}{47}$ x 100% $= 14.8\%$

n. % GE functions CS $= \frac{7}{47}$ x 100% $= 14.8\%$

o. % Lapses functions CS $= \frac{13}{47}$ x 100% $= 27.6\%$

Then, the result of each function is shown in the table below:

No.	CS Functions	Frequency	Percentage
1.	Explanation	9	19.1%
2.	Requesting Help	−	−
3.	Students Helping Each Other	1	2.1%
4.	Self-Corrections	−	−
5.	Moving Activity/Topic	2	4.2%
6.	Clearing Misunderstanding	−	−
7.	Not Knowing English Counterpart	4	8.5%
8.	Checking for Understanding	2	4.2%
9.	Unofficial Interactions	−	−
10.	Students' Comment	−	−
11.	Students' Initiations	−	−
12.	Teacher Admonitions	1	2.1%
13.	Grammar Translations	7	14.8%
14.	Grammar Explanations	7	14.8%
15.	Lapses	13	27.6%

Total	**47**	**100 %**

From the result above the researcher knows that code-switching according to the function used in teaching English is a technique to solve classroom problems. The frequency of code-switching according to the function appeared 47 times (58%). The dominant function of code-switching is lapses which occurred 13 times (28.2%).

CHAPTER V
CONCLUSION

A. Conclusion

This research shows that there is code-switching in English teaching learning of 10th grade of MA Darul Amanah Sukorejo. The code-switching happens because both teacher and students are bilingual or even multilingual society. Based on the discussion in the previous chapter, it can be concluded that:

1. According to the grammatical classification, there are three types of code-switching appeared in English teaching learning of 10th grade of MA Darul Amanah Sukorejo. They are tag code-switching, inter sentential code-switching, and intra-sentential code-switching.

2. According to classroom code switching function, there are fifteen functions are analyzed. However, there are only nine functions are found in English teaching learning of 10th grade of MA Darul Amanah Sukorejo. They are there are explanation function, students helping each other function, moving from one activity (topic) to another function, not knowing the English counterpart function, checking for understanding function, teacher admonitions function, grammar translation function, grammar explanation function, and lapses function.

3. In English teaching learning process within 2x45 minutes, there are 79 utterances in the classroom which contains 24

utterances of code-switching types according to the grammatical and contextual classification (30.37%) and 47 utterances of code switching function which are pronounced by the English teacher and students. The types of code-switching analyzed are tag code-switching appeared six times (25%), inter sentential code-switching appeared twelve times (50%), and intra sentential code-switching appeared six times (25%). From all types, Inter-sentential code-switching type is the dominant code-switching type that appeared 12 times (50%). The functions of code-switching appeared 47 times (59%) which pronounced by the English teacher and students. In English teaching learning process, there are only nine functions appeared, they are explanation function appeared nine times (19.1%), students helping each other appeared one time (2.1%), moving from one activity (topic) to another appeared two times (4.2%), code-switching in clearing misunderstandings appeared one time (2.1%), not knowing the English counterpart appeared four times (8.5%), checking for understanding appeared two times (4.2%), teacher admonitions appeared one time (2.1%), grammar translation appeared seven times (14.8%), grammar explanation appeared seven times (14.8%), and lapses appeared thirty times (28.2%). From all functions, lapses function is the dominant function that appeared 13 times (27.6%).

The result of this research shows that code-switching can be the way to make the communication between teacher and students in English teaching learning be effective and understood well by the speaker and listener.

B. Recommendation

Based on the problems above, the researcher wants to offer some recommendations. The recommendations are:

1. The English-Indonesian code-switching phenomenon should not be debatable according to the rules, reasons and functions are mentioned in this research.

2. This research recites the use of language which is used by teacher and students in English teaching learning from sociolinguistic aspect, especially code-switching. Therefore, it is possible to make a research in other aspects.

3. Teacher and students should be aware how to use code in English teaching learning, especially in the use of code-switching.

4. The researcher hoped the result of this research can help the readers to know that code-switching should be matched with the situation and condition.

C. Closing

The researcher realizes that this thesis is far from being perfect, but she hopes this will be useful for the readers and another researcher of similar discourse.

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Appendix 1

LISTS OF ABBREVIATIONS

CS	: Code-switching
T	: Teacher
S	: Students
S (1)	: One Student
S (2)	: Another Student
R	: Researcher
RH	: Requesting Help
SHEO	: Students' Helping Each Other
SC	: Self-Correction
MA	: Moving Activity
CM	: Clearing Misunderstanding
NKEC	: Not Knowing English Counterpart
CfU	: Checking for Understanding
UI	: Unofficial Interaction
SC	: Student's Comment
SI	: Students' Initiation
TA	: Teacher Admonitions
GT	: Grammar Translation
GE	: Grammar Explanation
A-O	: The symbol of each code-switching function in a series
Bold Word	: sign of code-switching types
Italic word	: sign of code-switching functions

Appendix 2

Teacher's and Students' Speech Transcription

March 25th, 2016. X. IPA 3

T   : Assalamualaikum wr.wb

S   : Waalaikumsalam wr.wb

T   : How are you this morning?

S   : I am fine, and you?

T   : I am very well. Thanks for asking. Well, before we start the lesson, have taken a pray?

S   : Not yet

T   : Ok. Please, Wilda, please lead your friends taking a pray

S (1)   : Let's pray together

T   : All right, before I start the lesson I will check your name. Please say present if You are here.

S   : Yes

T   : Ok, I will remind you about the last material. *Kita* review ***dulu materi yang terakhir.*** Do you still remember what have we learned in the last meeting? ***Masih ingat tidak apa yang kita pelajari?***

S   : Yes. Giving Congratulations and Compliments

T   : Ok, please give me some expressions of giving congratulations and compliments just two.

S   : Congratulations. Congratulations on your bla . . .bla . . . bla . . .

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

S (1) : That is a lovely dress.

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

S (1) : You are beautiful. How beautiful dress

T : Ok, thank you very much. You are so smart. *Kalian benar-benar pintar.* Ok, now we will continue our material. That is about invitation. We have learned in the last semester. Do you still remember? What is the meaning of invitation?

S : Undangan

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

S : Thank you

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

S (1) : I want to invite you.

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

S (1) : Iya, Miss. We should be very pleased if you bla. . . bla . . . bla . . .

T : Ok, *ada lagi?*

S (1) : *Ada.* Please come to my party.

T : Please come to my party. Another?

S (1) : Come on

T : Ok, good. Others?

S (1) : Will you?

T : Yang lain?

S (1) : How about

T : How about means *bagaimana dengan. Contoh,* "How about fishing? *Berarti bagaimana dengan memancing?" atau* "How about watching"

S (1) : It means *"bagaimana kalau menonton?"*

T : *Iya, bagaimana kalau menonton?* Any other,? *Iya, kita akan belajar tentang invitation. Sebenarnya enggak belajar.* We will review about our material. *Kita Cuma akan* review. Now, please open your worksheet on page thirty seven. Worksheet *itu LKS* on page thirty seven. Thirty seven means…?

S : *tiga puluh tujuh.*

T   : *Nah, yang paling atas.* There are some expressions of inviting. *Contohnya,* please come to my hunt. Hunt *itu gubug yah.walaupun rumahnya tingginya selangit boleh menggunakan* my hunt. Would you like to come to my hunt?*itu boleh ya, untuk merendahkan hati.*

S (1)   : "Would you mind to come to my house", Miss. *Itu artinya maukah kamu datang ke rumahku.*

T   : *Ya, atau yang paling umum bisa menggunakan* would you like *ya*. Example, would you like to have dinner tonight?

S   : Artinya apakah kamu mau makan malam nanti malam?

T   : Kemudian yang lain ada how about bla . . . bla . . . bla . . . yang jelas setelah how about yang diikuti kata kerja harus ditambah ing atau disebut gerund. Besides that, you can use I wonder. *Itu boleh. Bukan* wonder woman, *ya*. I wonder if you liked to *titik-titik, dilengkapi sendiri ya. Selain itu disebutkan tujuannya baru diikuti kata* will you joint us? Ok any question?

S   : Nothing

T   : Ok, *kita* review *dulu tentang* accepting and refusing. *Kalau tadi kan* expressionnya. If you are invited you will accept or refuse it. *Kalau ada*

undangan kalian mau menerima, what will you say?

S (1)   : Miss, (raising hand), I would like, thanks.

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

S (1)   : "That's sounds nice***.*" Kedengarannya bagus**. Thanks.

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

S   : Not yet

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

S (1)   : I'd like to, but bla . . . bla . . . bla . . . ***saya mau, tapi . . .*** thanks

T   : Ya, atau boleh juga "I'm sorry, I'm afraid." But, afraid ***disini bukan berarti takut diundang, tapi takut tidak bisa datang ke undangannya.*** Then, we will learn about offering. ***Tapi untuk mengecek pemahaman kalian,*** please do task five. If you have any difficulties please ask me.

***

*

S   : Miss, what the meaning of not possible?

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

S   : Tidak mungkin.

T   : Ok*, tidak mungkin*

S   : How about number . . . question number 2.

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

***

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

S (1)   : (One student asked to another) What is the answer of number one? What is the meaning of sound?

S (2)   : Where? Oh, *suara*

S (1)   : What is the meaning of annoyed?

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

S : Dicuri

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

S (1) : It is very hard in this room

S (1) : How I open the windows or turn on the fan?

T : Number 2?

S (1) : This book seems very heavy for you

S (1) : *Jawabannya*, can I help you carry this book?

S (1) : Thank you. You are very kind

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

S : I'm sorry to hear that

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

S : Yes

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

Code-switching Types

NO.	UTTERANCES	TYPE OF CS		
		T	Inter.	Intra.
1.	Ok, I will remind you about the last material. **Kita review *dulu materi yang terakhir.*** Do you still remember what have we learned in the last meeting?		√	
2.	Ok, thank you very much. You are so smart. **Kalian benar-benar pintar**. Ok, now we will continue our material. That is about invitation.		√	
3.	Invitation in Indonesian means **undangan, ya?**	√		
4.	Wilda, do you have another marker? **Ini terlalu encer.** No? Ok, I will use chalk. Ok, when we want to invite someone, what should we say?		√	
5.	If you want to invite someone, please **satu orang, satu suara.**	√		

6.	Who will try? *Siapa mau coba?* Please give me expression.		√	
7.	Please give me expression. ***Beri saya beberapa*** expressions to invite someone.			√
8.	Ok, I would like to invite you. ***Iya, sebentar, ya***.	√		
9.	How about means ***bagaimana dengan.***	√		
10.	"How about fishing? ***Berarti bagaimana dengan memancing?" atau*** "How about watching"		√	
11.	We will review about our material. ***Kita Cuma akan*** ***r***eview. Now, please open your worksheet on page thirty seven.		√	
12.	Would you like, *ya*. Example, would you like to have dinner tonight.			√
13.	There are some expressions of inviting, ***contohnya*** please come to my hunt.			√
14.	Besides that, you can use I wonder, ***itu boleh.***	√		

15.	I wonder if you liked to **titik-titik, dilengkapi sendiri ya. Selain itu disebutkan tujuannya baru diikuti kata** will you joint us? Ok any question?		√	
16.	If you are invited you will accept or refuse it. **Kalau ada undangan kalian mau menerima,** what will you say?		√	
17.	Then, we will learn about offering. **Tapi untuk mengecek pemahaman kalian,** please do task five. If you have any difficulties please ask me.		√	
18.	What do we learn from the dialogue**? Cari yang benar, ya.** Please conclude.		√	
19.	Bukan I would be nice **tapi** it would be nice.			√
20.	Please do task six. Task six **itu,** there are 10 dialogues.			√
21.	Yeah, it is from steal-stole-stolen. Kalau ada to be diikuti verb 3 berarti passive. **Bukan lagi mencuri**		√	

	tapi dicuri. Ok now, please read berpasangan dengan partnernya.			
22.	Ok now, please read ***berpasangan dengan partnernya.*** Anny and Sony please read aloud			√
23.	Number 3 who will read? ***Siska dengan partnernya*** and you the next number		√	
24.	Then, any question about motivation and offering? ***Sudah paham?***	√		

Appendix 4

Code-switching functions

No	Utterances	Functions of code-switching														
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1.	Ok, I will remind you about the last material. *Kita* review ***dulu materi yang terakhir.***	√														
2.	Do you still remember what have we learned in the last meeting? ***Masih ingat tidak apa yang kita pelajari?***	√														
3.	Ok, thank you very much. You are so smart. ***Kalian benar-benar pintar.***	√														

No.	Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14
4.	Invitation in Indonesian means **undangan, ya?** No? Ok, I will use chalk.													√	
5.	Wilda, do you have another marker? **Ini terlalu encer.**														
6.	Ok, when we want to invite someone, what should we say? **Apa yang seharusnya diucapkan?**	√													
7.	Oh, No. . . No . . . **undangan.**														√
8.	If you want to invite someone, please **satu orang, satu suara.**														√
9.	Who will try? Siapa mau coba? Please give me expression. **Beri saya beberapa** expressions to														√

No.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	invite someone.															
10.	Ok, I would like to invite you. *Iya, sebentar, ya*.												√			
11.	Want to, *boleh kita ganti dengan* would like.															√
12.	*Ada.* Please come to my party.							√								
13.	How about means *bagaimana dengan.*													√		
14.	"How about fishing? *Berarti bagaimana dengan memancing?"*													√		
15.	How about watching"It means *"bagaimana kalau menonton?"*													√		
16.	We will review about our															

No.																	
	material**.** ***Kita Cuma akan*** review.	√															
17.	Now, please open your worksheet on page thirty seven. Worksheet ***itu LKS*** on page thirty seven.						√										
18.	***Nah, yang paling atas.*** There are some expressions of inviting.																√
19.	***Contohnya,*** please come to my hunt.																√
20.	Hunt ***itu gubug yah.***						√										
21.	Would you like to come to my hunt?***itu boleh ya, untuk merendahkan hati.***															√	
22.	"Would you mind to come to																

No.	Utterance														
	my house", Miss. **Itu artinya maukah kamu datang ke rumahku.**												√		
23.	would you like, **ya**														√
24.	Besides that, you can use I wonder. **Itu boleh. Bukan** wonder woman,														√
25.	Ok, **kita** review **dulu tentang** accepting and refusing.				√										
26.	I wonder if you liked to **titik-titik, dilengkapi sendiri ya. Selain itu disebutkan tujuannya baru diikuti kata** will you joint us? Ok any question?													√	
27.	If you are invited you will														

		√													
	accept or refuse it. **Kalau ada undangan kalian mau menerima,** what will you say?	√													
28.	Ok, good. Thanks. "I would like. Thanks." **Kita harus berterimakasih karena telah diundang.**													√	
29.	"That's sounds nice**."** **Kedengarannya bagus**. Thanks.	√													
30.	**Kalau kalian ingin menolak,** make sure that you refuse it politely.													√	
31.	I'd like to, but bla . . . bla . . . bla . . . **saya mau, tapi . . .** thanks	√													
32.	"I'm sorry, I'm afraid." But,														

No.	Utterance														
	afraid *disini bukan berarti takut diundang, tapi takut tidak bisa dating ke undangannya.*													√	
33.	Then, we will learn about offering. *Tapi untuk mengecek pemahaman kalian,* please do task five. If you have any difficulties please ask me.			√											
34.	Possible *artinya mungkin,*												√		
35.	not *berarti. . .?*						√								
36.	Ok*, tidak mungkin*												√		
37.	What? *Yang apa?* Please read the question.	√													
38.	Number five, *seharusnya bukan* I would be nice *tapi* it would be nice.													√	

No.	Utterance													
39.	Task six *itu*, there are 10 dialogues.													√
40.	Please complete with *yang ada di dalam* box.													√
41.	S : What is the answer of number one? What is the meaning of sound? S (K) : Where? Oh, *suara*		√											
42.	Annoyed *itu terganggu*					√								
43.	Ok now, please read *berpasangan dengan* partnernya.													√
44.	Number 3 who will read? Siska *dengan* partnernya and you the next number													√
45.	There is a bad news. *Bilangnya*													√

	gimana ini?																
46.	Then, any question about motivation and offering? *Sudah paham?*								√								
47.	Ok, *kalau sudah* thank you very much for your nice attention and the last I say Wassalamualaikum wr. wb.																√

OBSERVATION GUIDANCE

Observation that researcher plan to do in this research is observation about the analysis of code-switching in English teaching-learning of EFL classroom (10th grade of MA Darul Amanah Sukorejo).

The subjects observed   : Teacher and students of 10th grade of MA Darul Amanah Sukorejo

Field of study   : various

Source of the data   : teacher and students of X IPA 3

Date of observation   : Thursday, March 28th, 2016

Area of Speaking English   : English teaching learning classroom

Variable   : The analysis of classroom code-switching of 10th grade of MA Darul Amanah Sukorejo, Kendal.

No.	Component	Observed Aspect
1.	How the teacher and students speaking English	1.1. Teacher and/or students are greeting each other in English. 1.2. Teacher and/or students inform the other about something in English. 1.3. Teacher and/or students ask the other in English.

		1.4. Teacher and/or students use the precise words in ELT classroom. 1.5. Teacher and/or students code-switch in ELT. 1.6. Code-switching reflect students' skill to understand the lesson.
2.	The kinds of code-switching used in ELT	2.1. Teacher and/or student code-switch in phrases. 2.2. Teacher and/or student code-switch in clauses or sentences.
3.	The function of code-switching in ELT	3.1. Teacher and/or students code-switch directly for some functions: 3.1.1. Explanation 3.1.2. Requesting help 3.1.3. Students helping each other 3.1.4. Self-corrections 3.1.5. Moving from one activity (topic) to another 3.1.6. Code-switching in clearing miss understandings. 3.1.7. Not knowing the English Counterpart 3.1.8. Checking for understanding

		3.1.9. Unofficial interactions
		3.1.10. Students' Comment
		3.1.11. Students' initiation
		3.1.12. Teacher admonitions
		3.1.13. Grammar translation
		3.1.14. Grammar explanation
		3.1.15. Lapses
4.	The frequency of code-switching in ELT	4.1. The total number of teacher and/or students' code-switching in ELT 4.2. The percentage of teacher and/or students' code-switching in ELT

Appendix 6

INTERVIEW GUIDANCE

      This research instrument is used to get the deep information about the reason of code-switching used in the 10th grade of ma Darul Amanah Sukorejo, Kendal.this interview will be questioned to 34 students.

Name of the student Interviewee: …………………………………………………

Student's Number   : …………………………………………………

Date of Interview   : …………………………………………………

Variable   : Code-switching in English teaching learning at 10th grade of MA Darul Amanah Sukorejo

No.	Problem	Interview Question	Deep Question
1.	Activity concentration of English class in speaking	Do you always speak English in ELT?	1. Do you always speak English in every English classroom activity? 2. If you answer no, do you code-switch in the classroom when you are studying English? 3. When (in what situation) do you code-switch from English to

			Indonesian?
2.	The use of code-switching in ELT	Do you switch your language from English to Indonesian in ELT?	1. How if your interlocutor does not understand your speak? 2. What are the forms of code-switching (phrases or sentences) that you often use? 3. When do you usually use English in the classroom? 4. Do you think it is good or not for English teacher in the classroom speaks English continuously in explaining material? 5. Do you think it is good or not for you in the classroom speak English continuously in teaching-learning process?

			6. Do you think code-switching reflected your skill to understand the lesson?
			7. What is your purpose (s) for code-switching?
3.	The function of code-switching in ELT	What are the purposes of your code-switching in ELT?	1. Explanation
			2. Requesting help
			3. Students helping each other
			4. Self-corrections
			5. Moving from one activity (topic) to another
			6. Code-switching in clearing miss understandings.
			7. Not knowing the English Counterpart
			8. Checking for understanding
			9. Unofficialinteractions
			10. Students' Comment
			11. Students' initiation

			12. Teacher admonitions
			13. Grammar translation
			14. Grammar explanation
			15. Lapses
4.	The frequency of the use of code-switching in ELT	How often do you switch your language from English into Indonesian in ELT?	1. How much do you usually use English in class (in percentage)?
			2. How much (percentage) English do you think you should speak English in class that maybe most helpful to the teaching-learning process?
			3. If there is any difference between your answer to question 1 and 2, please explain why!

The results of Teacher's Interview

Teacher's Name   : Siti Mukaromah, S. Pd

Date of Interview   : April 3rd , 2016

Please answer the following questions either in English or Indonesian.

R   :Do you switch the code in the classroom while you are explaining the lesson to the students?

T   :Yes, I do.

R   :What are the forms of code-switching (phrases or sentences) that you are often used?

T   : Phrases and Sentences

R   : When do you usually use English in class?

T   : I usually use English along the times, but sometimes I change it into Indonesian to make students understand more

R   : When do you think using English is the most effective?

T   : I think it is effective as long as same with students' understanding

R   : How much do you usually use English in class (in percentage)?

T   : 50 up to 70%

R   : Do you think it is good or not for English teacher in the classroom speaks English continuously while she is explaining the lesson to her students?

T   : No, because almost students do not master English well

R   : Do you think code-switching reflected teachers' skill to explain the lesson?

T   : No, I don't.

R   : When do you usually use Indonesian in class?

T	: When I explain the material, when I translate the meaning of sentences,etc.
R	: Do you think your students want to use English in class and why?
T	: Sometimes, yes. It occurs when they understand well what I mean.
R	: How do you feel about doing code-switching while you are explaining the lesson to the students?
T	: It is very useful I think.

The results of Student's Interview

Student's name   : Silfa Musli Adliyah

Date of Interview   : April 3rd , 2016

R   : Apakah Anda selalu berbahasa Inggris ketika belajar?

S   : Tidak selalu, karena saya juga terkadang tidak mengerti arti dari kata bahasa Indonesia di dalam bahasa Inggris

R   : Kapan Anda biasa menggunakan bahasa Inggris?

S   : Ketika berdiskusi dan ketika tanya jawab

R   : Menghubungkan dengan pernyataan Anda barusan, ketika berdiskusi Anda menggunakan bahasa Inggris namun teman-teman Anda tidak paham apa yang Anda ungkapkan, kira-kira apa yang Anda lakukan?

S   : Saya akan menerjemaahkan bahasa inggris itu ke dalam bahasa Indonesia kepada teman-teman saya yang tidak mengerti. Tetapi juga memberi pelajaran kepada mereka agar mereka belajar dan tahu bahasa Inggris.

R   : pengalihan bahasa yang Anda gunakan itu seperti apa?

S   : Seringnya dalam bentuk kalimat

R   : menurut Anda, jika ada guru ataupun siswa selalu menggunakan bahasa Inggris kaitannya dengan lingkungan Anda di MA DArul Amanah Sukorejo ini bagaimana?

S   : Kalau full English saya rasa tidak cocok karena memungkinkan terjadi kesalahpahaman antara guru dan murid. Dan murid juga kadang tidak mengerti apa yang guru katakan.

R   : Kalau yang sudah berjalan selama ini bagaimana?

S   : Guru menggunakan bahasa Inggris juga dialihkan ke bahasa Indonesia agar murid-murid memahaminya.

R   : Ada dampak yang signifikan tidak saat guru menjelaskan menggunakan bahasa Inggris kemudian setelah itu mengalihkan ke bahasa Indonesia, lebih efektif yang mana dalam memahami materi yang diajarkan?

S   : Saya lebih paham jika guru guru menggunakan bahasa Inggris yang dicampur bahasa AIndonesia?

R   : Mengapa Anda tidak meminta guru menggunakan bahasa Indonesia saja?

S   : Karena saya juga harus tahu bahasa Inggris. Percuma kalau belajar bahasa Inggris tapi gurunya menjelaskan dengan bahasa Indonesia.

R   : Ok, terimakasih

The results of Student's Interview

Student's name   : Nafisa Anwar Soraya

Date of Interview   : April 3rd , 2016

R   : Apakah Anda selalu menggunakan bahasa Inggris di dalam kegiatan belajar mengajar?

S   : Tidak

R   : Kenapa?

S   : Karena belum tentu saya memahaminya

R   : Yang kedua, kapan Anda biasa menggunakan bahasa Inggris di dalam kegiatan belajar mengajar?

S   : Ketika guru datang dan masuk kelas, dan ketika menjawab pertanyaan.

R   : Selanjutnya, apakah Anda ketika mengalihkan bahasa biasanya sedikit atau banyak? Dalam artian, bentuknya frasa, atau kalimat, atau Anda menggabungkan keduanya?

S   : Kalimat

R   : Kemudian, seorang guru bahasa Inggris, baik atau tidak jika menggunakan bahasa Inggris secara terus menerus dalam kegiatan belajar mengajar?

S   : Tidak baik. Karena semua murid yang diajar belum tentu memahami apa yang diajarka oleh gurunya.

R   : Lalu Anda sebagai siswa, jika siswa menggunakan full English dalam KBM baik atau tidak?

S : Tidak karena saya sendiri belum bisa mengetahui semua kata-kata dalam bahasa Iggris.

R : Tetapi ketika Anda mengalihkan tentunya bukan karena Anda tidak paham kan?

S : Ya

R : Apakah pengalihan bahasa Inggris ke bahasa Indonesia mempengaruhi kemampuan Anda dalam memahami materi?

S : Ya. Agar kita bisa memahaminya

R : Tujuan Anda selama ini saat mengalihkan bahasa Inggris ke dalam bahasa Indonesia itu apa?

S : Agar saya bisa lebih mengetahui kosa kata baru.

Appendix 7.4

The results of Student's Interview

Student's name   : Salwa Faridatul Muna

Date of Interview   : April 3rd, 2016

R   : Apakah Anda selalu menggunakan bahasa Inggris di dalam kelas?

S   : Tidak, karena saya belum tentu bisa. Jadi kaadang saya gabungkan bahasa
          Indonesia dengan bahasa Inggris.

R   : Jika Anda mengatakan bahasa Inggris tapi orang yang Anda ajak bicara
          tidak memahaminya. Apa yang akan Anda lakukan?

S   : Saya menerjemahkan ke bahasa Indonesia

R   : Kapan Anda mengalihkan bahasa Inggris ke bahasa Indonesia?

S   : Saat kami berdiskusi.

R   : Bagaimana Anda biasanya mengalihkan bahasa? Kalimat atau kata?

S   : Kedua-duanya.

R   : Menurut Anda baik atau tidak jika guru bahasa Inggris menggunakan
          bahasa Indonesia terus menerus di lingkungan MA Darul Amanah ini?

S   : Tidak, karena belum tentu guru lain dan murid paham. Dikhawatirkan tidak
          nyambung.

R   : Apakah menurut Anda pengalihan bahasa itu mempengaruhi pemahaman
          Anda? Bisa Anda jelaskan?

S   : Iya, agar lebih efektif

R   : Lalu tujuan Anda mengalihkan apa?

S   : Agar teman yang saya ajak bicara paham.

The results of Student's Interview

Student's name   : Silvia Nur Mas'udah

Date of Interview   : April 3rd, 2016

R   : Disini saya akan melakukan wawancara. Hal ini berkaitan dengan judul penelitian saya tentang pengalihan bahasa Inggris bahasa Indonesia di dalam kegiatan belajar mengajar. Kemarin kan saya sudah melakukan observasi di kelas Anda. Mohon dijawab dengan jujur dan kooperatif. Jangan ada yang dibuat-buat. Pertama, apakah Anda selalu menggunakan bahasa Inggris di dalam kegiatan belajar mengajar?

S   : Ya, tetapi saya menggabungkan ke dalam bahasa Indonesia.

R   : Yang kedua, kapan Anda biasa menggunakan bahasa Inggris di dalam kegiatan belajar mengajar?

S   : Apabila saya diberi pertanyaan kepada guru

R   : Apabila saya diberi pertanyaan oleh guru maksudnya apabila sekiranya Anda bisa menjawab menggunakan bahasa Inggris, maka Anda menggunakan bahasa Inggris, ya?

S   : Ya

R   : Kemudian yang ketiga, bagaimana jika ada orang, maksudnya disini adalah teman Anda yang Anda ajak bicara tidak memahami maksud Anda?

S   : Saya akan menerjemahkan ke dalam bahasa Indonesia.

R   : dalam situasi yang bagaimana Anda mengalihkan bahasa Inggris ke dalam bahasa Indonesia?

S : Apabila saya berdiskusi kepada teman saya yang tidak tahu artinya maka saya mengalihkan ke dalam bahasa Indonesia.

R : Kemudian selanjutnya, bagaimanakah bentuk alih bahasa yang biasa Anda gunakan dalam percakapan? Apakah Anda itu selalu menggunakan satu kalimat penuh ataukah hanya berupa frasa atau kedua-duanya.

S : Kedua-duanya

R : Oh, kedua-duanya. Berarti bisa menggunakan frasa dan juga kalimat ya.

S : Ya

R : Ok, selanjutnya, menurut Anda baik atau tidak apabila seorang guru itu menggunakan bahasa Inggris secara terus menerus atau cotinuesly di dalam kegiatan belajar mengajar?

S : tidak, karena murid belum tentu memahami apa yang diucapkan guru tersebut.

R : Berarti akan lebih efektif apabila seorang guru itu menggabungkan bahasa dari bahasa Inggris ke bahasa Indonesia ya.

S : Ya

R : Kenapa kok seperti itu?

S : karena supaya murid tersebut bisa memahami yang telah guru ajarkan.

R : Berikut ini saya akan menunjukkan beberapa fungsi pengalihan bahasa dari bahasa Inggris kr bahasa Indonesia di dalam kegiatan belajar mengajar di dalam kelas. Nanti saya akan menyebutkan 15 fungsi. Jika ada salah satu fungsi itu ada yang menurut Anda sesuai, maka silahkan Anda katakana ya. Tetapi apabila tidak sesuai maka Anda bisa mengatakan tidak. Anda juga bisa menyatakan alas an dari masing-masing jawaban

	Anda.yang pertama adalah explanation, maksudnya seseoranga akan mengalihkan bahasa di dalam kelas saat ia menjelaskan materi, baik kepada teman maupun kepada guru.
S	: Ya
R	: Kemudian yang kedua requesting help, maksudnya adalah ketika Anda mengalami kesulitan di dalam mempelajari materi maka Anda akan menanyakan materi tersebut dengan menggunakan bahasa Indonesia.
S	: Ya
R	: kenapa kok iya?
S	: karena apabila saya bertanya menggunakan bahasa Inggris, belum tentu teman saya akan memahaminya.
R	: selanjutnya adalah self-correction yaitu saat Anda melakukan kesalahan dalam menjawab pertanyaan guru Anda akan memperbaikinya menggunakan bahasa Indonesia. Pernah begitu?
S	: Ya, pernah
R	: Yang selanjutnya moving from one activity/topic to another yaitu transisi dari suatu kegiatan/topic menuju kegiatan/topic yang lain. Misalnya dari kegiatan diskusi menuju kegiatan mengerjakan soal.
S	: Ya
R	: Selanjutnya untuk menjelaskan kesalahpahaman maksud pembelajaran
S	: Tidak
R	: Berarti saat Anda mengucapkan bahasa Inggris Anda sudah tahu maksudnya ya
S	: Ya.

R : selanjutnya adalah checking for understanding, maksudnya adalah menanyakan kosa kata baru yang diberikan guru

S : Ya, kepada guru

R : Selanjutnya adalah unofficial interaction maksudnya adalah pada keadaan yang tidak diduga

S : Ya

R : Selanjutnya adalah student's comment. Maksudnya adalah pengalihan bahasa karena ketidaksiapan Anda dalam menerima instruksi guru

S : Ya

R : Selanjutnya adalah student's initiation yaitu Anda berinisiatif sendiri mengalihkan bahasa

S : Tidak

R : Kenapa?

S : Saya tidak pernah terlambat masuk ke kelas

R : Selanjutnya untuk menjelaskan dan translasi grammar

S : Pernah

R : Yang terakhir pernah tidak Anda mengalihkan bahasa karena ingin saja?

S : pernah

R : Yang terkhir lagi, menurut Anda, kira-kira berapa persen Anda mengalihkan bahasa di dalam pembelajaran kelas?

S : 60 %

R : Ok, thank you very much

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Menerangkan bahwa tersebut diatas telah melakukan Penelitian di Madrasah Aliyah Darul Amanah dengan judul **"THE ANALYSIS OF CODE-SWITCHING IN ENGLISH TEACHING LEARNING PROCESS FOR ENGLISH AS FOREIGN LANGUAGE (EFL) CLASSROOM(A Descriptive Qualitative Research with Tenth Grade of MA Darul Amanah Sukorejo in the Academic Year of 2015/2016)** dari tanggal 5 Maret s/d 5 April 2016.

Demikian surat keterangan ini dibuat, semoga dapat di pergunakan sebagaimana mestinya. Dan yang berangkutan harap maklum adanya.

Sukorejo, 9 April 2016

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