

**THE USE OF CODE SWITCHING BY THE ENGLISH
TEACHERS IN MA AL MA'ARIF SINGOSARI**

THESIS

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**ENGLISH LETTERS DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

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**THE USE OF CODE SWITCHING BY THE ENGLISH
TEACHERS IN MA AL MA'ARIF SINGOSARI**

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang in partial fulfillment of
the requirement for Degree of *Sarjana Sastra*

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MALANG
2017**

STATEMENT OF AUTHORSHIP

I declare that the thesis I wrote to fulfill the requirement for the Degree of Sarjana Sastra (S.S) in English Letters Department, Faculty of Humanities at Universitas Islam Negeri Maulana Malik Ibrahim Malang, entitled *The Use of Code Switching by the English Teachers in MA Al Ma'arif Singosari* is my original work. I did not operate any material previously written by another author except those indicated in quotation and bibliography. Due to this fact, I am the only person who will be responsible for this thesis if there is any objection or claim from others.

Malang, October 19, 2017

The Writer



Azca Ulfi Nafisa

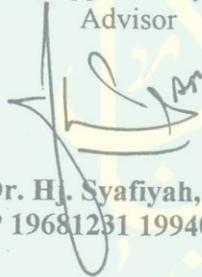
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This is to certify that Azca Ulfi Nafisa's thesis entitled "The Use of Code Switching by the English Teachers in MA Al Ma'arif Singosari" has been approved by the advisor for further approval by the Board of Examiners as the requirement for the Degree of Sarjana Sastra (S.S) in English Letters Department, Faculty of Humanities at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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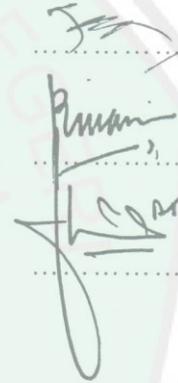
LEGITIMATION SHEET

This is to certify that Azca Ulfi Nafisa's thesis entitled "The Use of Code Switching by the English Teachers in MA Al Ma'arif Singosari" has been approved by the Board of Examiners as the requirement for the Degree of Sarjana Sastra (S.S) in English Letters Department, Faculty of Humanities at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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MOTTO

اَلْوَقْتُكَ السَّيْفُ اِنْ لَمْ تَقْطَعْ عَدَا قَطَعَكَ

“Time is like a sword, if you do not use it to cut, it will cut you”

(H.R. Muslim)



DEDICATION

This thesis is dedicated to

My beloved parents,

Abu Said and Siti Rohmah

My sister and brothers,

Muhammad In'am Muttaqi SB

Muhammad Sa'dan Maftuhi

Afida Zulfa Faricha

For their unconditional love and support

And for those who have been there for all this time.



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This thesis has been finished, under the assistance, guidance and love of some people. Therefore, the researcher would like to express her greatest gratitude and appreciation for the following people.

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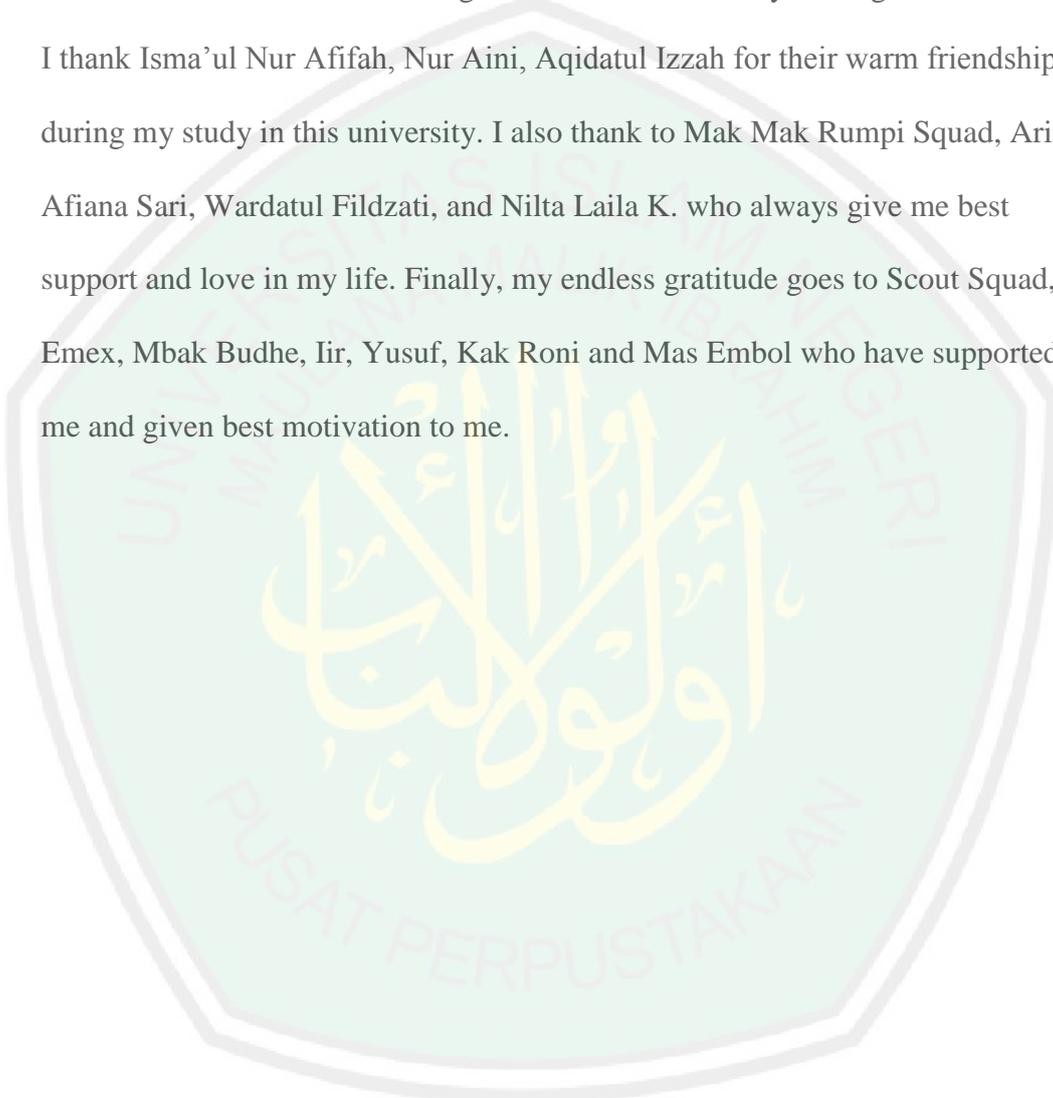


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ABSTRACT

Nafisa, Azca Ulfi. 2017. *The Use of Code-Switching by the English Teachers in MA Al Ma'arif Singosari*. Thesis. English Letters Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Syafiyah, M.A

Keywords: code switching, teachers, students, classroom interaction.

This research aimed at finding out: (1) types of code switching used by English teachers in classroom interaction, (2) how the English teachers use code switching in the classroom interaction, and (3) why the teachers use code switching in the classroom interaction.

This research was conducted using descriptive qualitative method. The samples of the research consisted of 4 English teachers. In order to gather the data, the researcher used three research instruments, they were: classroom observation list, video recorder, and interview list. The types of code switching and the reasons for using code switching in the classroom were observed based on the theory proposed by Hoffman (1991). Moreover, to interpret the data gathered, the researcher analyzed them through three steps of analysis, they were: data reduction, data classification, and data description.

The findings were indicated six types of code switching found in the classroom interaction. Those were: (1) intra-sentential switches, (2) inter-sentential switches, (3) establishing continuity switches, (4) emblematic switching (interactional fillers code switching, exclamation and sentence connector), (5) intra lexical switching, and (6) involving a change of pronunciation. Meanwhile, the process of using code switching was when teacher gave explanation and instruction to the students.

The teachers did code switching generally because of some reasons, they were: (1) talking about particular topic, (2) being empathic about something, (3) interjection, (4) repetition used for clarification and (5) intention of clarifying the speech content, (6) the input for the students about learning English, (7) the students' ability in English are not the same, (8) code switching can show the teachers' power, (9) handling classroom and (10) background of the students. Therefore, after knowing the teachers' reasons in using code switching, the researcher could understand about the reasons which were triggered toward the teachers.

ABSTRAK

Nafisa, Azca Ulfi. 2017. *Penggunaan Alih Kode oleh Guru Bahasa Inggris di MA Al Ma'arif Singosari*. Skripsi. Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Hj. Syafiyah, M.A

Kata kunci: alih kode, guru, murid-murid, interaksi kelas.

Penelitian ini bertujuan untuk mengetahui: (1) jenis alih kode yang digunakan oleh guru bahasa Inggris dalam interaksi kelas, (2) bagaimana guru bahasa Inggris menggunakan alih kode dalam interaksi kelas, dan (3) mengapa guru menggunakan alih kode dalam interaksi kelas.

Penelitian ini dilakukan menggunakan metode deskriptif kualitatif. Sampel penelitian terdiri dari 4 guru bahasa Inggris. Untuk mengumpulkan data, peneliti menggunakan tiga instrumen penelitian, yaitu: daftar observasi kelas, perekam video, dan daftar wawancara. Jenis-jenis pengalihan kode dan alasan untuk menggunakan alih kode di kelas diamati berdasarkan teori yang diajukan oleh Hoffman (1991). Selain itu, untuk menginterpretasikan data yang dikumpulkan, peneliti menganalisisnya melalui tiga langkah analisis, yaitu: reduksi data, klasifikasi data, dan deskripsi data.

Penemuan itu menghasilkan enam jenis alih kode yang ditemukan dalam interaksi kelas. Yaitu: (1) alih kode yang terjadi dalam kalimat, (2) alih kode yang terjadi antar kalimat, (3) pengalihan secara berlanjut, (4) pengalihan simbolik (penggantian kode pengisi interaksional, seru dan konektor kalimat), (5) pengalihan leksikal dalam kalimat, dan (6) melibatkan perubahan pengucapan. Sementara itu, proses menggunakan alih kode adalah ketika guru memberikan penjelasan dan instruksi kepada siswa.

Para guru melakukan alih kode secara umum karena beberapa alasan, mereka adalah: (1) berbicara tentang topik tertentu, (2) bersikap empatik tentang sesuatu, (3) kata seru, (4) pengulangan yang digunakan untuk klarifikasi dan (5) niat mengklarifikasi isi percakapan, (6) masukan untuk siswa tentang belajar bahasa Inggris, (7) kemampuan siswa dalam bahasa Inggris tidak sama, (8) pengalihan kode dapat menunjukkan kekuatan guru, (9) penanganan kelas dan (10) latar belakang siswa. Oleh karena itu, setelah mengetahui alasan guru dalam menggunakan alih kode, peneliti dapat memahami alasan yang dipicu oleh guru.

الخلاصة

نفيسا، أركي ألفي. ٢٠١٧. تداول تحويل الرمز من قبل معلم اللغة الإنجليزية في المدرسة الثانوية "المعارف" بسنجاسري. هو البحث. اللغة والأدب الإنجليزي. تخصص إنساني. الجامعة الإسلامية الوطنية مولان مالك إبراهيم. المدرس المشرف : الدكتورة الحاجة شافية م.أ.
المفتاح الكلمي : تحويل الرمز، المدرس، التلاميذ، المعاملة الفصلية.

تستهدف هذه التجربة لمعرفة : (١) نوع تحويل الرمز الذي يستعمله مدرس اللغة الإنجليزية في المعاملة الفصلية ، (٢) كيف يستعمل مدرس اللغة الإنجليزية تحويل الرمز في المعاملة الفصلية ، (٣) لماذا يستعمل مدرس اللغة الإنجليزية في المعاملة الفصلية.

اقيمت هذه التجربة بتداول منهج تحليلي وصفي. نموذج التجربة مكون من أربعة مدرس اللغة الإنجليزية. لجمع البيانات، قام المحرب بتداول ثلاث أجهزة تجريبية وهي قائمة تجربة الفصل ومسجل الفيديوهات و قائمة المقابلة. أنواع تحويل الرمز والسبب في تداول تحويل الرمز في الفصل يرا من حيث النظرية التي قدمها "هوفمان" (١٩٩١). بجانب ذلك، لتحديد البيانات المجموعة، قام المحرب بتحليلها من ثلاثة مراحل التحليل وهي مضائلة البيانات وتقسيم البيانات ووصف البيانات.

وأنتج هذا الابتكار ستة أنواع تحويل الرمز التي وجدت في المعاملة الفصلية. وهي : (١) تحويل الرمز الحاصل لدى الكلمة. (٢) تحويل الرمز الحاصل بين الجمل. (٣) التحويل المستمر. (٤) التحويل الرمزي (تبديل الرمز الذي يسد الفراغات و الأمر و الموصل بين الجمل)، (٥) تحويل ليكسيكال في الكلمات، (٦) إجراء تحويل النطق. بجانب ذلك، عملية تداول تحويل الرمز هي حينما يعطي المدرس التبيين والإرشاد اتجاه التلميذ.

قام المدرسون بتحويل الرمز عموماً لعدة أسباب، وهم : (١) المحادثة عن موضوع معين، (٢) القيام بالعاطفة عن شيع، (٣) الكلمة للأمر، (٤) التكرار المستعمل للبيان، (٥) نية بيان مادة المحادثة، (٦) التبيين للتلميذ عن تعلم اللغة الإنجليزية، (٧) قدرة التلميذ في فهم اللغة العربية مختلفة، (٨) تحويل الرمز يستطيع أن يدل على طاقة المعلم، (٩) مراقبة حال الفصل و (١٠) خلفية التلميذ. لذلك، بعد معرفة سبب تداول المعلم بتحويل الرمز، يستطيع المحرب فهم السبب من قبل المعلم.

CHAPTER I

INTRODUCTION

The introductory chapter describes background of the study research question, significance of the study, the scope of the study, research method and definition of the key terms.

1.1 Background of the Study

Language is a tool of communication. Language gives us the ability to let others know our thoughts and connect with various types of communication. One of the most important languages in the world recently is English. English in Indonesia is as foreign language. Some experts when discussing teaching-learning English in language classrooms, two terms are used to describe them: English as a second language and English as a foreign language.

In foreign language classroom, the language to be learned is both the target and as the instruction. Thus, to the target language, usually there is another language presenting in the classroom as well. Because two languages exist in the classroom, it leads to a situation in which codes are switched. Therefore, code switching is usually a natural part of classroom interaction.

Code switching is a normal phenomenon to make easier for discussing about particular topic in one language rather than another (Hoffman, 1991). Code switching is common practiced by the bilingual society as well as the students who are learning the foreign language from their surroundings. Code switching can be allowed and used such the way to enrich the skill of communication. Code

switching can also function as a connector of speakers to give more understanding when they talk about their ideas. Therefore, there will be no any misunderstanding in that conversation.

There are a lot of cases of code switching used by the teachers or students in the class. Since the teachers are not English native speakers, they usually have problem to deliver the materials to their students in English. In addition, the students often face difficulty in understanding what the teachers said. Thus, this is the premise of why code switching is used by the teacher or students in the classroom interaction.

Code switching can be functioned as a way of clarification of misunderstanding in every communication among bilinguals. Code switching represents a valuable communication strategy among bilinguals, it is often considered problematic when code switching uses by the teacher and students in the classroom. When teachers use code switching in the classroom, it will probably be conducive to a more relaxed classroom atmosphere which in turn that can enhance learning (Simon, 2001 In Jacobson (Ed.). 311-342). Teacher can easily help the students if they are aware of parental and community attitudes toward code switching. Therefore, it is very usual that the teachers use code switching in the class in order to make their students understand their explanation and instruction (Cook, 2001).

When the teachers switch from Bahasa Indonesia to English in the class, Bahasa Indonesia will be used twice as often as English to deliver key concepts and classroom management. According to the classroom interaction that the

researcher takes, it uses discussion teaching method. In discussion or interaction in the class, the students will also participate on it. Commonly, the students will give the question to the teacher if they do not understand about teacher's explanation. Directly, the teacher will answer that question using English, but if the students look like confused, the teacher will use code switching to explain the students and make clear the explanation.

Many previous researchers have investigated code switching from the types and function. Anto (2015) has investigated code switching in the classroom interaction between teacher and students. He found that there are two types and function of code switching, such as inter sentential and intra sentential code switching. Jakobson and Ryden (2010) also did a research on code switching in Swedish EFL classroom. They found that code switching during EFL lessons mostly occurs when student converse what their peers about non-lesson related things. Filayati (2013) did the research on code switching. she found that in classroom interaction, teachers use code switching not only to make their students understand about the topic explained, but also teacher's utterances of using code switching indicate power domination. Rahmaniah (2016) has investigated code switching on iLook program on Net TV, she found three types of code switching. She also found that Kimmy Jayanti, host of iLook program on Net TV, often switches her language in order to talking about particular topic. Johansson (2013) has conducted the research on code switching in the English classroom. She found that the teachers generally tried to code switch as little as possible but that they

did code switch in some of those situations where the students preferred either a combination of L1 and L2 or only L1.

Based on those previous studies, the researcher finds that code switching is a weapon, a tool, an ice breaker and many other tools of convenience when communicating. Therefore, the researcher focused on investigating the use of code switching on the English teachers utterances in the classroom interaction by using Hoffman's theory. The researcher considered the types of code switching, how and why code switching used by the English teachers. Therefore, the researcher took the data from the English teachers in MA Al Ma'arif Singosari. The selection of taking the data in MA Al Ma'arif Singosari is because this school is one of the best Islamic schools in Malang. The school has some English teachers that have a good ability in teaching English. In teaching and learning process, the teachers consider that the use of code switching can make effective learning, either they code switch from English to Bahasa Indonesia or English to Arabic.

1.2 Research Questions

This research is provided to answer the following question:

1. What are the types of code switching used by the English teachers in the classroom interaction in MA Al Ma'arif Singosari?
2. How do the English teachers use code switching in the classroom interaction in MA Al Ma'arif Singosari?
3. Why do the English teachers use code switching in the classroom interaction in MA Al Ma'arif Singosari?

1.3 Objectives of the Study

In accordance with the research questions, the objectives of this study are intended to achieve:

1. To find the types of code switching used by the English teachers in the classroom interaction in MA Al Ma'arif Singosari.
2. To describe how code switching is used by the English teachers in the classroom interaction in MA Al Ma'arif Singosari.
3. To describe why code switching is used by the English teachers in the classroom interaction in MA Al Ma'arif Singosari.

1.4 Significances of the Study

This study has both theoretical and practical contributions. Theoretically, this study is expected to give contribution to the theory of code switching. This study can be as example of the use of code switching and the reasons of the use of code switching appears in classroom interaction.

Practically, this study can be important for the readers or English learners and the next researchers. For the English learners, this study is to enrich the knowledge of English learners about code switching used by the English teachers, especially how to analyze the utterance of language research using code switching that shows in the teacher's utterances in the classroom interaction. For the next researchers, the researcher hopes this study provides the proper data that can be used as a reference for those who are interested in analyzing code switching in the

classroom. Moreover, this study can give valuable knowledge to further researcher to understand more about code switching in the classroom.

1.5 Scope and Limitation

This research focused on the code switching by the English teachers in MA Al Ma'arif Singosari using Hoffman's theory and also the reason why the English teachers use code switching. This research only focused on the utterances of the English teachers who are more productive in producing utterances in the classroom interaction. Therefore, the researcher observed four English teachers MA Al Ma'arif Singosari.

1.6 Research Method

This section discusses all elements regarding to the research method including research design, data source, research instruments, data collection, and data analysis.

1.6.1 Research Design

This research used descriptive qualitative research. It is because the researcher analyzed the data in the form of utterances produced by the English teacher. The data are naturally from the speaker and the researcher is the key instrument to analyze the data, thus, this research can be classified as descriptive qualitative method.

The researcher analyzed code switching by using Sociolinguistic approach. Sociolinguistic approach deals with language, context, and interaction, which are

the major concern, existed in the classroom interaction. The purpose of this research is to get deep understanding and information how the English teachers in MA Al Ma'arif Singosari use code switching and the reason why the English teachers use it in the classroom interaction. Therefore, the researcher developed an in-depth analysis of utterances produced by the teachers in classroom interaction.

1.6.2 Data Source

This research investigated four English teachers in MA Al Ma'arif Singosari Malang in the classroom interaction. The researcher conducted this research in MA Al Ma'arif Singosari Malang. The reason for this selection is because the English teachers in MA Al Ma'arif Singosari have a good ability in teaching English and they have several years teaching experience in senior high school. They also have been recognized by the Institute of Al Ma'arif Singosari as a fluent English teacher. Therefore, the researcher is interested in doing the research in MA Al Ma'arif Singosari.

The data of this research are the utterances in the form of words, phrases or sentences that contain code switching produced by the English teachers in MA Al Ma'arif Singosari Malang and the reason why the English teachers use it. The conversation among the teachers and students become the data which consist of any utterance.

The researcher took the data source from the video recording of the English teacher while doing teaching process in classroom interaction. The researcher also concern with the interaction of the teachers and students. Therefore, it is more credible, valid, and authentic data.

1.6.3 Research Instrument

In doing this research, the researcher is the main instrument. In this case, the researcher is the main observer and the researcher is outside of the subject being observed in qualitative research. The researcher used observation list and video recording to record the teachers in producing utterances. Then, she also used interview list to interview the four English teachers in MA Al Ma'arif Singosari. Interview is meant to find out further information about the teachers' awareness in using code switching in the language classroom and the reason why the teachers use code switching in their classroom.

1.6.4 Data Collection

For obtaining the data, the researcher applied classroom observation and interview in this research by doing the following steps. First, the researcher met the English teachers in MA Al Ma'arif Singosari to know the schedule. Secondly, the researcher did direct observation to know what types of code switching occurred in the classroom and the possible reasons why the English teachers in MA Al Ma'arif use code switching in teaching learning process by using filled note.

Third, the researcher took the video recording to record the teachers in producing utterances in order to avoid the loss of data needed. Furthermore, it can facilitate the researcher in seeing the data in any different angles. Then, the researcher interviewed the four English teachers in MA Al Ma'arif Singosari. In this case, the researcher used interview guidance. She made interview questions and the questions directed to the English teachers.

1.6.5 Data Analysis

After obtaining the data, the analysis of this research was done in the following steps: data reduction, data classification and data description (Miles and Huberman, 1994). Firstly, the data from the observation and recording were transcribed into the written text. Then, the researcher identified the transcript to determine the utterances, which were considered as the code switching phenomenon and reduced the utterances of the English teacher which were not code switching.

After data reduction, the researcher classified the data into specific groups based on the research focus and analyzed them. The data were analyzed through descriptive qualitative method to describe the types and the reasons of using code switching which appeared in the language classroom teaching learning process. The researcher also described the result of the interview. The result of the interview supported the data from the observation and recording. It focused on the awareness of the teachers in using code switching in their classroom and the reasons of the English teachers using code switching. After that, the researcher reread all the findings to make sure that there was no repetition. The last, the researcher made conclusion from the result of analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories which would be used as basic theory for the analysis. There are Sociolinguistics, definition of code switching, types of code switching, and the reasons do code switching.

2.1 Sociolinguistics

Sociolinguistics concerns with investigating the relationships between language and society with the goal being a better understanding of the structure language and of how language function in communication (Wardough, 2002). It means that sociolinguistic learn about how language is used in society and the role of language is important used to communicate in society.

Sociolinguistic is study between language and society (Holmes, 1992). It means that sociolinguistic learns about the relation of language used by the people to communicate with the society. Language is used can be influenced the social structure because each group or society have different system and structure of language used in their live.

According Rahardjo (2002), Sociolinguistic is the field that studies the relationship between language and society, between the user of language and the social structures in which the users of language live. In Chaer and Agustina (2004) has another opinion, he argues that sociolinguistics has some case studies, they are; (1) the social identity from the speaker, (2) the social identity of the listener who is joining conversation, (3) the social environment of the place in

which a conversation occurs, (4) synchronic and diachronic analysis from dialect, (5) different social assessment by the speaker of the form of utterance, (6) standard of variation and linguistic variation, (7) practical application from the sociolinguistics research.

Sociolinguistics highlights the overall problems associated with social organization of language behavior, not only using of language but also the language attitudes and the users of the language. Based on Hymes (1974) stated that sociolinguistics could be taken to refer to use of linguistic data and analysis in other discipline concerned with social life and conversely, to use of social data and analysis in linguistics.

Sociolinguistics can refer to the use of language and analyze the data in the other sciences that relate to social life, and instead refers to the social and analyze the data in linguistics. In addition, Trudgill (1974) said that sociolinguistics is that part of linguistics which is concerned with language as a social and cultural phenomenon (as cited in Sumarsono, 2002, p. 3). Language is not only regarded as a social phenomenon but also cultural phenomenon. The implication is that the language associated with culture sociolinguistics still under discussion, and this is understandable because every society must have a certain culture.

In linguistics, act speaker has decided to choose a certain variance of the linguistics forms. This decision actually passes through a process that is constrained by many factors, for example social distance, situation and topic of speaking.

2.2 Code Switching

In Sociolinguistics there are two kinds of code, one of them is code switching. And now, it becomes phenomena which almost occurs and used by some people in some place.

To get clear understanding of code switching , the researcher starts this review of related literature by explaining some definition of code switching is it involves the alternate use of two languages of languages linguistics varieties within the same utterances draw to differing extents on items which come from than one languages and which are combined in differences ways. On other hand, Gall as reports in Wardhaugh defines code switching based on the purpose of code switching by saying that code switching is conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their right and obligations.

People usually prefer to select a particular code whenever they choose to speak, and they may also switch from one code to another or to mix codes even sometimes in very short utterances and then make a new code (Wardhaugh, 2002). Besides, Gal (in Wardhaugh, 2002) said that code switching is a conversational strategy used to establish, cross or destroy group boundaries.

Code switching is potentially the most creative aspect of bilingual speech. It is a change by a speaker from one language or language variety to another one (Longman, 1992). Code switching can occur quite frequently in a formal conversation among people who are familiar and have a shared educational, ethnic, and social-economic background (Hoffman, 1991). Code switching can take place

in a conversation when one speaker uses one language answer in different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence. Hoffman adds that the feature of bilingual speech as interference, code mixing and code switching are normal phenomenon because bilinguals often find it easier to discuss a particular topic in one language rather than another (Hoffman, 1991).

Living with more than two languages is normal in many parts of world. It is in line with Wardhough (2002) that the ability to shift from one language to another is accepted as quite normal. He further adds that: Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code another or to mix codes. Even within sometimes very short utterance and thereby create a new code in a process known as code switching.

Hoffman (1991) emphasizes the difference between code switching in the sense that code switching in the sense that code mixing takes place within sentence and usually involves single lexical items while code switching is a language change occurring across phrase or sentence boundaries.

Code switching occurs where there is a change from one clause of language to another clause of language. Brown and Attardo (2000) underlined that code switching can occur between different languages, dialect or styles within one sentence or adjacency pair. Hymes (1974) stated that code switching has become a

common term for alternate use of two or more languages, varieties of language or event speech styles. From theories above, it can be concluded that code switching happens when someone switches his/her language. It can also happen when someone changes his/her dialect or speech style. According to Holmes (1992) code switching occurs when the speaker shifted their language from one language to another. Code switching is switched essentially between sentences.

From the description of code switching by some sociolinguistics above it can be concluded that code switching is a linguistics term denoting the concurrent use of more than one language or languages variety in conversation. Code switching is sometimes used to refer to relatively stable informal mixture of two languages, such as English or Indonesian, or to dialect or style-shifting they move from formal to less formal setting or around it.

2.2.1 Types of Code Switching

According to Hoffman (1991) there is some types varieties of code switch, as follows:

1. Intra-sentential switches, it contains switch occurs within a clause or sentence boundary, where each clause or sentence is in one language or other.

a) A Spanish-English bilingual

I started going like this. Y luego decia (and then he said). Look at the smoke coming out of my fingers (Valdes Failis 1982).

2. Inter-sentential switches, the switch occurs between a clause or sentences boundary where each clause or sentence is in one language or the other.

a) An adult Spanish-English bilingual

Tenia zapatos blancos, un poco, they were off-white, you know.” (Silva-Corvalan 1982).

3. Establishing continuity switches, this kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker tries to respond in English also.

Speaker 1: I can't get leave him „coz I love him so much...

Speaker 2: Correct! You got the point! Kata „banget“ itulah letak permasalahanmu sekarang ini.

4. Emblematic switching.

In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.

a) An adult Spanish-American English says: “...Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed!” (Silva-Corvalan 1982).

5. Intra-lexical Switching

This kind of code mixing which occurs within a word boundary, such as in shoppã (English shop with the Panjabi plural ending) or kuenjoy (English enjoy with the Swahili prefix ku, meaning „to.).

6. Involving a change of pronunciation

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure.

Wardhaugh (2002) classified code switching into two types. The first is situational code switching and the second is metaphorical code switching. Situational code switching occurs when the languages used change according to the situations in which the conversant find them: they speak one language in one situation and another in a different one. No topic change is involved. When a change of topic required change in the language used we have metaphorical code switching. The interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. The choice encodes certain social values.

Wardhaugh (1998) states that situational code-switching occurs when the speaker uses one language in one situation and different language in another situation, and it does not involved the change of the topic. However, situational code-switching is different from diglossia. In diglosic community, people are quite aware in switching their code to another code. On the other hand, in situational code switching, people may not be aware that they have switched their code from high variety to low variety. Jendra (2010) states that situational code switching occurs when the situation change that causes the bilingual switches from one code to another one. The following is an example of a short dialogue which describes situational code-switching occurrence from Bahasa Indonesia to English because of the presence of an English native-speaker friend.

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

Mark : Hi, Agus

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

Made : Nice to meet you Mark.

Mark : Nice to meet you too. What are you two talking about?
Agus : Nah, ini dia kita bisa...Mark, can you help us? (Jendra, 2010)

From dialogue above, we can see that Agus switches from Bahasa Indonesia to English after the presence of the third person, Mark. The switching happened because there is new participant. In conclusion, situational code switching occurs when there is change in situation then causes the participant switches her/his code from one code in one situation and another one in another situation.

According to Wardhaugh (1998) metaphorical code-switching happens when there is a change of the topic influencing in the using of different codes. The codes are always changing because of the topic. It depends on the perception's change; formal to informal, official to personal, serious to humorous, and politeness to solidarity. The following is the example of short dialogue which describes metaphorical code-switching occurrence from English to Bahasa Indonesia to affect a serious dialog to be a bit humorous.

Made : We want to take it, to where...Ya itu tempat kita biasa mancing (fishing), and we are drinking, singing, having fun, ok
Ali : And, there we are surfing, swimming...terus, kita jadi pusing-pusing (feeling dizzy) dah...ha,ha,ha...
Made : Are you joining, Jim?
Jim : okay, then. (Jendra 2010)

From the dialogue above, the switching happens because of the changing topic. The first topic is talking about activities which can do there. Then, he switches his language to Bahasa Indonesia by saying *terus, kita jadi pusing-pusing (feeling dizzy) dah...ha,ha,ha...* to make a joke.

In conclusion, metaphorical code switching occurs when the speaker switches from one language to another without signaling any changes in situation and the change of topic requires a change language use. Metaphorical code switching involves only a change in topical emphasis.

Besides, Poplack in Romaine (1994) divides the code switching into three types:

1) Tag switching

The first type involves the insertion of tag in one language into utterance, for example: you know, no way, it's okay. I mean, well, etc.

2) Inter-sentential switching

Inter-sentential switching covers a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. This type is thought to be the most difficult kind of switching since it requires greater fluency in both languages.

3) Intra-sentential switching

The last type, intra-sentential switching, is the most frequent kind of switching found in bilinguals' conversation. This switching allows for an impression that speakers are insufficiently proficient in another language to finish what they want to say in one language.

From those types of code switching, code switching also can be classified in accordance with two different classifications namely grammatical classification and contextual classification. The grammatical classification is based on where in

the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

2.2.2 The Reason of Using Code Switching

When code switching occurs, the reasons of the speaker is the important consideration in the process of communication. There have been several linguists who has some outlined reasons for code switching. Kim (2006) suggests some reasons for code switching. For example, some bilinguals switch their languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. According to him, code switching can also be used for many other reasons, such as quoting what someone has said and thereby emphasizing one's group identity, specifying the addressee or in the other words: switching to the usual language of a particular person in a group will show that one is addressing that person, qualifying that has been said, or talking about past events. Hoffman (1991) classifies the reason of using code switching into seven points, which are:

1) Talking about a particular topic

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

2) Quoting somebody else

Regarding this function, Hoffman (1991) suggests that “people sometimes like to quote a famous expression or saying of some well-known figures”.

3) Being emphatic about something

Usually, when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about something, as Hoffman(1991) stated “he/she, either intentionally or unintentionally, will switch from his or her second language to his or her first language.

4) Interjection (Inserting sentence fillers or sentence connectors)

Regarding the reason, Hoffman (1991) suggests that “language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.”

5) Repetition used for clarification

About this reason, Hoffman (1991) states that “when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).”

6) Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman (1991), it was mentioned that there will be lots of code switching and

code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

7) Expressing group identity

Code switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups (Hoffman, 1991).

On the other hand, Gumperz in *Discourse Strategies* (1982) proposes a number of the reason do Code Switching in six point, which are:

1) Quotations

The use of code switching is identified as direct quotations or as report speech. The function is as quotation mark when bilinguals report and present a direct speech by using its original language.

2) Addressee Specification

In the second function, the switch serves to direct the message to one of several possible addressees.

3) Interjection

In other cases, code switching serves to mark interjection or sentence filler.

4) Reiteration

Frequently a message in one code is repeated in another code, either literally or somewhat modified form. In some cases such a repetition may be served to clarify what is it, but often it simply amplifies or emphasizes a message.

5) Message Qualification

Another switch consists of qualifying constructions such as sentences and verb complements or predicates following a copula.

6) Personalization vs Objectivization.

The function of code switching can be used to mark personalization vs objectivization. The code here seems to relate to such things as the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.

2.3 Previous Studies

There are many researchers who have already conducted the research on code switching. Rahmaniah (2016) did research on code switching in “iLook” program on Net TV. She found three types of code switching that used by Kimmy Jayanti, they are inter sentential code switching, intra sentential code switching and tag switching. She also found seven reason why Kimmy Jayanti use code switching in “iLook” program on Net TV. She found that Kimmy Jayanti often code switch her language because of talking about particular topic. However, the present study also conducted the research on the type of code switching and the reason of people using code switching, but the researcher do the research in different subject.

On the other hand, Jakobson and Ryden (2010) also did a research on code switching in Swedish EFL classroom. They found that code switching during EFL

lessons mostly occurs when student converse what their peers about non-lesson related things. They also interviewed the teacher. the teacher have stated that the main reason for switching codes was when explaining grammar and that code switching was unacceptable during lessons although they also admitted to its necessity. The similarity between this previous study and the present study is both researches are done in the classroom. However, the previous study analyzes the use of code switching that is done by the teacher and students, they consider analyzing when why the students and teacher use code switching. Thus, the presents study only analyzes the teacher that doing code switching in the classroom.

Meanwhile, Johansson (2013) have conducted the research on code switching in the English classroom. She found that Code switching occurs in English classrooms in upper secondary school every day. The results showed that the teachers generally tried to code switch as little as possible but that they did code switch in some of those situations where the students preferred either a combination of Swedish and English or only Swedish. Two of these situations were grammar instructions, where a majority of the students preferred a combination of English and Swedish, and one-to-one situations, where a majority of the students preferred Swedish. She used Hames and Blanc theory in indicating code switching in the classroom. Meanwhile, the present study also does the research in the classroom but the researcher use other theory in indicating code switching. The researcher will analyze the type of code switching, how and why the teacher use code switching.

Another researcher also took code switching as the research topic, Anto (2015) has investigated code switching in the classroom interaction between teacher and students. He found that there are two types and function of code switching, such as inter sentential and intra sentential code switching. Besides, Filayati (2013) did the research on code switching. she found that in classroom interaction, teacher use code switching not only for make their students understand about the topic explained, but also teachers utterances of using code switching is indicating power domination. Therefore, students will not have any option and they have to do that. So that, it can be linguistic phenomena that can be investigated using code switching to show power domination or relation for control over the class and the students.

Besides, Offiong and Okon (2013) found that there are a number of possible reasons for the switching from one language to another and these will now be considered. The first is the notion the speaker may not to express him/herself in one language so switches to the others to compensate for the deficiency. As a result, the speaker may be triggered into speaking in their other language for a while. Secondly, switching commonly occurs when individual wishes to express solidarity with a particular social group. And the final is the alternation that occurs when the speaker wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code-switching. The other researcher is Qing (2010). He found that code-switching in language classroom is not always a blockage or deficiency in

learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way. In another word, the use of code-switching somehow builds a bridge from unknown to known and may be considered as an important element in language teaching when used efficiently.

In conducting the research on code switching Yletyinen (2004) also found that both teachers and pupils employ code-switching in EFL classroom. However, there are differences in their uses of code-switching. The pupils mostly employ it from English to Finnish. In contrast to the teachers, who employ it from Finnish to English as well as from English to Finnish. Jingxia (2010) found that code-switching to Chinese is a prevalent phenomenon in EFL classroom of Chinese universities, and it plays a significant role in English learning and teaching process.

Shin (2005), another researcher also found that the way Korean Sunday school teachers switch from English to Korean at particular junctures can be useful tool for maintaining and reinforcing children's Korean identity. The switch to a particular language in the bilingual discourse can be employed as an effective vehicle to signal ethnic identity.

From those previous studies, the researcher finds the area that she focused on the use of code switching by the English teacher by Hoffman's theory. The researcher described about the type of code switching that commonly used by the English teachers and also how and why the English teacher in MA Al Ma'arif Singosari use code switching in teaching and learning process.

CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses about the analysis of the data which is formulated from the research questions. This chapter presents findings of the research and discussion. The research findings show the analysis of data obtained in order to see the use of code switching by English teachers in MA Al Ma'arif Singosari. The discussion contains the description and interpretation of the research findings. The researcher focused on “how” and “why” the English teachers use code switching. The theory for identifying code switching is based on Hoffman (1991) theory.

3.1 Findings

In this section, the researcher presents the data taken from the utterances produced by the English teachers in MA Al Ma'arif Singosari. Those are categorized and analyzed descriptively by using Hoffman's theory (1991) on code switching. The researcher finds 56 data which appropriate with six types of code switching.

Since the research question is focusing on how the English teachers use code switching in the classroom, so that it needs to explore the basic process of code switching. Furthermore, the researcher proposed two process of code switching by Cook (2001). Those are explanation and instruction. In addition, the researcher also discussed about the reason why the English teachers use code

switching in the classroom based on the data observation and the result of interview. The detail explanations are presented in the following analysis:

3.1.1 Types of Code Switching

The types of code switching found through observation in the classroom seemed to fulfill all the code switching types proposed by Hoffman (1991), namely, intra sentential switch, inter sentential switch, establishing continuity switch, emblematic switching, intra lexical switch and involving a change of pronunciation. The detail explanation on the types of code switching and how the English teachers in MA Al Ma'arif Singosari use code switching are presented in the following analysis:

3.1.1.1 Intra Sentential Switches

Intra sentential switches are the switch that occur within a clause or sentence boundary, where each clause or sentence is in one language or other (Hoffman, 1991).

Example 1/Datum 1.2/Video 1:

Teacher: *contrary means bertolak belakang to the fact dengan faktanya in the present time diwaktu sekarang. And the formula consists of if clause and main clause. If clause kemarin kalimat apa? If + simple past then for the main clause, it use present conditional. Kalimat ini if clause jika berdiri sendiri tidak ada main clausenya maka tidak bias dipahami, nggantung. Kalau first conditional itu dia menggunakan simple present dan simple future, now second conditional dia menggunakan simple past and present conditional. Present conditional itu seperti simple past future. Tandanya apa? It uses would tidak lagi pakai will.*

(Recorded on August, 7th)

From the teachers' utterance above, teacher switches the language within a sentence. Therefore, it can be classified as **intra sentential switching**. The data showed that this type of code switching was dominated by the sentence which its language matrix is the mother-tongue of the students and the teacher (Bahasa Indonesia). Whereas the use of sentences which had the English words as the language matrix was simply limited.

The basic process of code switching in the utterance above is due to explanation. It is because the teachers' utterance above shows how teacher used code switching that the teacher tries to give explanation about conditional sentence. In order to make students understand well about the material so that teacher switched the language within a sentence.

Example 2/Datum 1.3/Video 1:

Teacher: masih ingat dengan *simple past*? What is simple past?

Student: menjelaskan waktu yang lampau

Teacher: yes, menjelaskan waktu yang lampau, *fi'il madhi*. It uses verb two.
Kalau misalnya *go* jadi *went*, *have* jadi *had*.

(Recorded on August, 7th)

The conversation above shows that teacher switches language from Bahasa Indonesia to English and from Bahasa Indonesia to Arabic. The phrase "masih ingat dengan" followed by English "*simple past*". The utterance "yes, menjelaskan waktu yang lampau", then it followed by Arabic utterance "*fi'il madhi*" (*Fi'il madhi* means 'simple past' in English). Those switch occur within the sentence, therefore it categorized as intra sentential switch.

The basic process of code switching is due to explanation. Teacher asks student about simple past, and tries to make the students know about simple past by switching those languages.

Example 3/Datum 2.1/Video 2:

Teacher: *it depends on the context* tergantung konteksnya. *Way* itu bisa berarti cara. *The proper way for treating the smartphone* cara yang benar untuk merawat smartphone. Then, d. the effect of handling smarthphone carelessly, apa ini?

Student: efek dari penggunaan smartphone dengan ceroboh.

Teacher: excellent! Then, e. *the importance of a smartphone in our live* pentingnya *smartphone* di kehidupan kita.

(Recorder on August, 10th)

In datum 2.1, the researcher analyzed that the teacher tries to explain about the multiple-choice answer. The teacher translates from English to Indonesia.

Therefore, in datum 2.1, it includes **intra sentential switch** because it occurred when teacher uses one language then suddenly switches into another language in a sentence.

Because of the teacher translate from English to Indonesia in explaining the material, it shows that the process of using code switching by the teacher is affected to understanding the meaning of certain words.

Example 4/Datum 2.2/Video 2:

Teacher: *nanti kalian bisa focus pada dialognya and you will get the answer*. But, if there is a new words, please write down in your book and ask me if you do not know the meaning. *Okay, listen carefully perhatikan. Try to answer as you can jawab sebisanya*.

(Recorded on August, 10th)

The teachers' utterance above is categorized as intra sentential switch because teacher switches the language within the sentence. Teacher switches from Bahasa Indonesia to English, but also translates his utterance from English to Bahasa. Therefore, students can understand what teacher said.

This process of code switching is due to instruction. Teacher gives the instruction to the student to focus on listening and tries to answer as the students can by switching those languages.

Example 5/Datum 3.5/Video 3:

Student: ini harus sama alasannya ma'am?

Teacher: *Yes of course, kasih alasannya why? Don't forget to use the same structure, kalimatnya full sentence*

Student: yes, ma'am.

(Recorded on August, 10th)

The teacher's utterance above indicates that the teacher use one language then suddenly switches to another language in a sentence. Thus, it can be categorized as intra sentential switch.

The researcher analyzed that the teacher uses this code switching is to make an instruction. The teacher tells students to be careful about the tenses and they have to use the same structure in answering question that the teacher gives. By switching those languages, student will get the teacher's said and understand well.

Example 6/Datum 4.1/Video 4:

Teacher: okay, students. Anyone has this book? Sudah punya LKS semua?

Students: yes, ama'am. Not yet ma'am

Teacher: *you can get this book di koperasi sekolah. Silahkan beli disana.*
(Recorded on August, 18th)

From the teachers' utterance above, it shows that the teacher attempts to switch from English to Bahasa Indonesia within a sentence. Therefore, this code switching is categorized as intra sentential code switching.

The sentence "*you can get this book di koperasi sekolah. Silahkan beli disana*" is one of instruction sentence. It indicates that the teacher tries to make the student to do something by switching language from English to Bahasa. The researcher analyzed that the teacher tries to switch as little as possible in order to make students understand and can learn more about English.

Example 7/Datum 4.2/Video 4:

Teacher: *good!.Jadi biasanya report text itu pada paragraph pertama termasuk general classification and the second is description. So, report text itu mendeskripsikan suatu kejadian.*
(Recorded on August, 18th)

In datum 4.2, the teacher's utterance indicates as intra sentential switch because the switch occurs within a sentence boundary (Romaine in Susanto, 2008:47). The teacher mixes English and Bahasa Indonesia for explaining the material about report text to the students.

The basic process of that teachers' utterance is due to explanation. Teacher tries to give explanation about report text using code switching. Therefore students will understand what teacher meant.

Example 8/Datum 5.1/Video 5:

Teacher: yang dimaksud kalimat *conditional* adalah kalimat bersyarat. There are three types of conditional sentence. Yang pertama *adalah future conditional*. For the pattern is subject+will+verb one+object comma if+subject+verb one+_object. *Kemudian time-nya now atau future*. And the activity is probable. What is the meaning of probable?

Student: mungkin

(Recorded on August, 22nd)

Another finding of intra sentential switch is obtained from datum 5.1. The researcher analyzed that the teacher gives explanation to the students about conditional sentence. The teacher switches the language from Bahasa Indonesia to English in order to make students understand about the lesson. The teacher also writes note in the blackboard while saying that utterance.

This basic process of teachers' code switching is affected by grammar instruction. The teachers generally tried to code switch as little as possible but that teacher did code switch in the situations where the students preferred a combination of Bahasa Indonesia and English.

3.1.1.2 Inter Sentential Switches

Inter sentential switching occurs between a clause or sentence boundary where each clause or sentence is in one language or the other. The researcher found 18 utterances inter sentential switching of teachers in classroom, and the detail explanation can be showed as follows:

Example 1/Datum 1.6/Video 1:

Teacher: okay, what is your name? (Pointing at a student)

Students: Ismi ma'am

Teacher: yes, Ismi. *Please read aloud that sentence. Coba dibaca*. If you already have book, you can open page ten, second conditional is in page ten.

(Recorded on August, 7th)

From the teachers' utterance above, it includes into inter sentential switching because teacher switches two languages between a sentence. The switching also happened with no change situation.

In addition, the process of teachers code switching is to give strengthens of her meaning to the students. Teacher attempts to give instruction and get respond from the students about what teacher said.

Example 2/Datum 1.11/Video 1:

Teacher: then, now please make three sentences of second conditional. *Satu bangku mengumpulkan satu saja*. I will give you point plus for the first submission. Submit your work at the office. *Saya tunggu disana*. Your time is about 15 minutes.

(Recorded on August, 7th)

This data can be categorized as inter sentential switching because inter sentential switching is concern language alternation (English and Indonesian) which occurs between a sentence (Romaine in Susanto: 2008). Teacher said “*then, now please make three sentences of second conditional*” after that followed by “*Satu bangku mengumpulkan satu saja*”. Then, teacher continued to say “*I will give you point plus for the first submission. Submit your work at the office*” followed by Indonesian utterance too “*Saya tunggu disana*”. It happened between a sentence. Thus, the data above include into inter sentential switching.

Datum 1.11 occurred when the teacher wants to give instruction to the students for doing task. Teacher tries to switch the language in order to make students understand about the instruction.

Example 3/Datum 2.3/Video 2:

Teacher: as usual, this question one to four are found in listening section. *Dulu sudah ya yang nomer 1 sampai 4.* It is similar what you have to do after you read the answer. What for? *Untuk apa? Kemarin sudah saya sampaikan.*

(Recorded on August, 10th)

From the teacher's utterance above, the teachers' utterance is categorized as inter sentential switching, because teacher tries to switch the language between English to Bahasa Indonesia between a sentence.

In datum 2.3, teacher tries to switch the code to make a clarification comprehensible for the students. Thus, the students were expected to be able to understand about the teacher said better. This is type of code switching proposed by Hoffman (1991) which is relevant with the function of code-switching (repetitive function) proposed by Sert (2005). In it, the teachers switched their code without insert new information for clarity their statement or explanation which had been stated before and had made the students confused.

Example 4/Datum 3.6/Video 3:

Teacher: okay, now we will have a group discussion. *Silahkan dibagi kelompoknya.* Tiap kelompok consist of four students. Then, I will give you six questions. After you have a group, you can start the group discussion. But, each student has to do their task by yourself. *Jadi kalian harus mengerjakan sendiri sendiri.* So, if your group consist of four students, you have to submit four paper too.

(Recorded on August, 10th)

In the above utterance is belonging to inter sentential switching. It shows from the teachers' utterance when teacher explains her instruction of making a group discussion. Teacher said, "*okay, now we will have a group discussion.*"

Silahkan dibagi kelompoknya”, “*But, each student has to do their task by yourself. Jadi kalian harus mengerjakan sendiri sendiri. So, if your group consist of four students, you have to submit four paper too*”. From those utterances, teacher switches two languages, English to Bahasa Indonesia then to English again between sentences. The English utterance “*okay, now we will have a group discussion*” followed by Indonesian sentence “*Silahkan dibagi kelompoknya*” and the sentence “*But, each student has to do their task by yourself*” followed by “*Jadi kalian harus mengerjakan sendiri sendiri*”. Thus, teachers’ utterance can be categorized as inter sentential switching because teacher tries to connect with the students responses.

The process of using code switching is when teacher gives the instruction using two languages for making students understand what teachers’ instruction. Thus, students can get the point and response what teacher said.

Example 5/Datum 4.6/Video 4:

Teacher: do you write completely?

Student: no, ma’am

Teacher: *tidak apa-apa, yang penting sudah ada usaha. Disini ada berapa kalimat?* There are five sentences. Write down those sentences in the blackboard, please.

(Recorded on August, 18th)

Datum 4.6 occurred when the teacher asks the students to write completely while the teacher dictates them. The utterance “*tidak apa-apa, yang penting sudah ada usaha. Disini ada berapa kalimat?*” followed by English utterance “*There are five sentences. Write down those sentences in the blackboard, please*” is

categorized as inter sentential switching, because it happened between a sentence boundary.

The utterance above shows the process how teacher use code switching. The teacher gives the instruction for the students to write the sentence that have been dictated by the teacher in the blackboard by switching the languages

Example 6/Datum 5.3/Video 5:

Teacher: the first is future conditional. *Coba dibuku kalian diberi garis bawah.*
Write down in your book, *saya dikte saja.*

(Recorded on August. 22nd)

The teachers' utterance can be categorized as inter sentential switching. In datum 5.3, teacher tried to make the students to do something by switching the language between English to Bahasa Indonesia. Teacher said the first sentence in English the followed by the Indonesian sentence.

When teacher attempted to give instruction to the students, teacher used to use code switching in the classroom. Teacher tries to get students response by switching between Bahasa Indonesia to English.

3.1.1.3 Establishing Continuity Switches

Establishing continuity switches is kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker tries to respond in English also. On the contrary, when one speaker speaks Bahasa Indonesia and then another speaker responds in Bahasa too. The detail explanation can be showed as follow:

Example 1/Datum 2.5/Video 2:

Teacher: as usual, this question one to four are found in listening section. Dulu sudah ya yang nomer 1 sampai 4. It is similar what you have to do after you read the answer. What for? Untuk apa? Kemarin sudah saya sampaikan.

Student: *to predict*

Teacher: *yes, to predict the question. You read the answer first and you predict the question.* So, at least you can guess the question and you can focus on the answer. Silahkan dibaca jawabannya kemudian di prediksi.

(Recorded on August, 10th)

Datum 2.5 is establishing continuity switch. Establishing continuity switches is kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker tries to respond in English also. On the contrary, when one speaker speaks Bahasa Indonesia and then another speaker respond in Bahasa too. The teacher utterance above shows that the teachers' utterance occurs to continue the students' utterance, as when students said in English and then the teacher continue to respond in English too.

From the conversation above, between student and teacher, at first, teacher asks to the student about the clue of listening that have been explained in the previous meeting. After student answers it with the utterance "*to predict*" then, the teacher tries to respond it with the utterance "*yes, to predict the question. You read the answer first and you predict the question*".

Example 2/Datum 3.11/Video 3:

Teacher: nah, jadi I will belajar, apa belajar?

Student: *study*.

Teacher: *And should be in -ing from. So, studying. Okay. I will be studying in university.* Jangan lupa keterangan waktunya juga, in university in five years from now. Okay, good.

(Recorded on August, 10th)

The conversation above shows that the student and teachers' utterance are categorized as establishing continuity switch because when teacher asks the students what the meaning of "belajar" in English, student answers it with English utterance "study". Then, teacher continues to respond student with explanation of using the word "study" by using English utterance too.

3.1.1.4 Emblematic Switching

Emblematic switching is a kind of code switching, tags, exclamation and certain set phrases in one language, which are inserted into an utterance otherwise in another. The use of emblematic switching, fillers from two codes was frequently used by the teacher also. These utterances are occurred one after another between English into Bahasa Indonesia or vice versa. So that, there was often found the Indonesia fillers "ya" or "jadi" used within English sentences or in the end of sentence and conversely there was also the possibility of the use of English fillers into the Bahasa Indonesia, such as "now", "okay! Good", "so" or "then" followed by Bahasa Indonesia sentence. The detail explanation are presented on the following analysis:

Example 1/Datum 1.13/Video 1:

Teacher: *setelah to be itu apa? It can be noun or adjective. Okay, faham kan? Any question?*

Student: no, ma'am

(Recorded on August, 7th)

The use of discourse sign or interactional fillers from the two codes was frequently used by the teacher. The data above showed that the teachers teaching English in classroom tended to use interactional filler and tag sentence. The teacher use filler “okay” then follow by tag sentences “faham kan? Any question?”. Because of this switching happened in shape of question tag, so that teacher will get students response. Furthermore, datum 1.13 indicates emblematic switching.

The teacher use code switching is for giving instruction. When the teacher have given explanation about that material, teacher tries to ask students about their understanding. Thus, students can give the response too.

Example 2/Datum 2.6/Video 2:

Teacher: *now, kita bahas bersama-sama. What about the answer number one?*

Student: A

Teacher: a? why you answer A? alasannya apa jawabannya A?

When you listen to the dialog, you also have to find the keyword, ya! So, the correct answer is D. what is the keyword?

(Recorded on August, 10th)

The above utterances categorizes as emblematic switching. It is because teacher uses the word “now” in the beginning of sentence and use filler “ya” in the end of English utterance “*When you listen to the dialog, you also have to find the keyword*”. Those utterances happened because the teacher wants to give emphasis of his utterance in order to get students attention.

Example 3/Datum 3.14/Video 3:

Student: ini sampai jam berapa bu?

Teacher: *nah, so* kalian harus memanfaatkan waktu benar benar untuk menjawab soalnya only six questions. Sebentar lagi jam 9 presentasi menjelaskan ini pendapatnya.

(Recorded on August, 10th)

Datum 3.14 is categorized as emblematic switching because emblematic switching is frequently used by the teacher. There is Indonesian filler “nah” then followed by English “so”, suddenly teacher switch into Bahasa Indonesia “*kalian harus memanfaatkan waktu benar benar untuk menjawab soalnya*”. The teacher might uses interactional fillers because teacher want to give emphasis to the student about the explanation.

The process of using code switching is due to the instruction. Teacher adds the Indonesian fillers to make students more understand about the instruction. From the teachers’ utterance above, it can be seen that the reason why teacher do code switching is for interjection by inserting filler “nah” and the sentence connector “so”. It happened when the students ask the teacher and teacher tries to explain by switching between two languages.

Example 4/Datum 5.5/Video 5:

Teacher: okay we back to conditional

For example, I would buy a GPU, if I had enough money. *Write down in your book, ditulis ya!*

(Recorded on August, 22nd)

In datum 9, it can be seen that teacher tries to switch between two languages, English and Bahasa Indonesia. Teacher said “*Write down in your book*” then followed by “*ditulis ya!*”. The clause “ditulis ya” is indicated as

exclamation clause. Because this utterance shows that teacher wants to make students to write a note in their book. The use of that Indonesian clause because teacher wants to handle the classroom, so that students can pay attention to the teacher said.

3.1.1.5 Intra Lexical Switching

This kind of code switching occurs within a word boundary. It occurs when Indonesian suffix or prefix like “di” and “nya” switches with English word. The detail explanations of intra lexical switches are presented in the following analysis:

Data 1:

Teacher: ‘inaf’ bukan ‘enoug’, ya !

Bahasa inggris itu terkadang menghianati tulisannya. So, you have to know more about how to read those words well, sesuai dengan IPA, International Phonetic Alphabet. Jadi, *pronunciationnya* harus benar. Okay, next.

(Recorded on August, 7th)

Teacher: contrary means bertolak belakang to the fact dengan faktanya in the present time diwaktu sekarang. And the formula consists of if clause and main clause. If clause kemarin kalimat apa? If + simple past then for the main clause, it use present conditional. Kalimat ini if clause jika berdiri sendiri tidak ada *main clausenya* maka tidak bias dipahami, nggantung. Kalau first conditional itu dia menggunakan simple present dan simple future, now second conditional dia menggunakan simple past and present conditional. Present conditional itu seperti simple past future. Tandanya apa? It uses would tidak lagi pakai will.

(Recorded on August, 7th)

Teacher: okay, now introgative, bagaimana kalua kalimat Tanya?

Did I have enough money? Karena ada *verbnya*. So it is called as verbal sentence. Satunya verbal apa?

(Recorded on August, 7th)

Teacher: kalau nominal harus ada *to be-nya*. Contohnya bagaimana? Okay, you ismail, give me an example of simple past.
(Recorded on August, 7th)

Teacher: *keywordnya* ada apa tidak? In the dialog tadi ada don't worry, I will do it. So, what it is?
(Recorded on August, 10th)

Teacher: yes, because. Okay good. Number three nomor tiga. What are five things you will have accomplished within the next four years? Okay. Lima hal apa yang akan sudah kamu lakukan empat tahun yang akan dating. Lima hal. Itu pakai *apatesesnya*? You will have accomplished, pakai apa? Apa kemarin yang ada verb three nya?
(Recorded on August, 10th)

Teacher: okay, good! So, if according to your book, *if-nya* didepan. For example I will buy kompas newspaper, if I have enough money. So, this called as future conditional.

Teacher: the second is disebut dengan present conditional, *patternnya* subject+would+verb one+object, if+ subject+ verb two+object. *Activitynya* improbable, it means?
(Recorded on August, 22nd)

From the data above, the teacher's utterances are indicated as intra lexical switch because the switching occurs within a word boundary. All of switching words above is by adding suffix *-nya* after the English word "*pronunciation, main clause, verb, to be, keyword, tenses, if, pattern and activity*". From the researchers' observation, this kind of switching is commonly used by the English teacher because it common in every conversation in the classroom.

Data 2:

Teacher: for the girl, maybe you want to translate into Bahasa Indonesia. Cholida Zulfa, please translate into Bahasa. Itu *ditranslatekan* ke Bahasa Indonesia.

Teacher: okay, good! Jadi report text itu menjelaskan tentang suatu kebiasaan. For example ada penyakit itu dijelaskan *di-report* seperti laporan.
(Recorded on August, 18th)

From the data gathered above, the teachers' codes indicate as intra lexical switching. Teacher switches language between English and Bahasa by adding suffix and prefix. The words "ditranslatekan" and "direport" are categorized as intra lexical switching because the word "translate" is followed by prefix "di-" and suffix "kan", then the word "report" is also followed by prefix "di". the way how teacher switch that word is because teacher are not native speaker of English. Thus, teacher attempts to make students know and understand what teachers' instruction.

3.1.1.6 Involving Change of Pronunciation

This kind of code switching occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. This type of switching also can be function as clarification of pronunciation. If the students pronounce the English word incorrectly, teachers try to make it clear by using this switching. From the data finding, the researcher only found one datum.

Example 1/Datum 1.14/Video 1:

Teacher: *'inaf' bukan 'enoug', ya !*

Bahasa inggris itu terkadang menghianati tulisannya. So, you have to know more about how to read those words well, sesuai dengan IPA, International Phonetic Alphabet. Jadi, pronounciationnya harus benar. Okay, next.

(Recorded on August, 7th)

In datum 1.14, it can be seen that the teacher's utterance "*inaf buka enough, ya!*" is categorized as the type of code switching that involve changing of pronunciation. The teacher tries to clarify the students' said about "enough" word.

Because of the students do not know how to say that word, teacher tries to make it clear by using that switching. Therefore, the student can follow the teacher and know how to pronounce it.

3.1.2 The Reason of Teachers do Code Switching in the Classroom

When code switching occurs in the classroom interaction, the reasons why teachers do code switching is the important consideration in the process of communication. For answering the research question that have been stated before, that is why do the English teachers use code switching in the classroom interaction?, the researcher have done the analysis and found the reason of teacher use code switching from the data observation in the classroom and the interview of the English teachers. The detail explanations on why the English teachers in MA Al Ma'arif Singosari use code switching in the classroom are presented in the following analysis:

The data observation

In data observation, according to Hoffman (1991) theory, the researcher found that the reasons of using code switching are due to talking about particular topic, being emphatic about something, interjection, repetition used for clarification and intention for clarifying the speech content for interlocutor.

3.1.2.1 Talking about Particular Topic

When teachers want to start the explanation about the material, teachers prefer to talk about the topic of the material in one language rather than in another. Sometimes, students feel free and more comfortable to listen teachers' explanation in the first language rather than in the second language, but to make the students want to learn second language more, teachers try to code switch their language in their utterance.

Example 1/Datum 4.2:

Teacher: good!..*Jadi biasanya report text itu pada paragraph pertama termasuk general classification and the second is description. So, report text itu mendeskripsikan suatu kejadian.*

(Recorded on August, 18th)

From datum 4.2, the researcher analyzed that teachers' utterance above appeared the reason why teacher do code switching when teacher want to talk about particular topic. Teacher talks about report text by switch from Bahasa Indonesia to English, so that, it makes the students more understand what the teacher said.

Example 2/Datum 1.10:

Teacher : now, we move to present conditional or past future. Langsung saja saya beri contohnya. You would drink a cup of coffee. The formula is subject + would + verb one + object. If the negative after would you can put not. And the introgative, would ini diletakkan di awal kalimat. Like this. Okay, do you understand?

(Recorded on August, 7th)

Datum 1.10 is categorized as the reasons of teacher do code switching in the class. It is because the teacher attempted to talk about topic of conditional sentence. Teacher gives the explanation and the example about that material by switching from English to Bahasa within a sentence. By switching both language, students can understand about that explanation.

Example 3/Datum 1.2:

Teacher: *contrary means bertolak belakang to the fact dengan faktanya in the present time diwaktu sekarang. And the formula consists of if clause and main clause. If clause kemarin kalimat apa? If + simple past then for the main clause, it use present conditional. Kalimat ini if clause jika berdiri sendiri tidak ada main clausenya maka tidak bias dipahami, nggantung. Kalau first conditional itu dia menggunakan simple present dan simple future, now second conditional dia menggunakan simple past and present conditional. Present conditional itu seperti simple past future. Tandanya apa? It uses would tidak lagi pakai will.*

(Recorded on August, 7th)

In datum 1.2, the reason do code switching is for talking about particular material. Teacher gives explanation to the students by switching the two languages, that is English and Bahasa Indonesia. From the observation, teacher does this switching is to make students more understand about the lesson, because if teacher only uses second language in explaining the material, students will not understand at all. Therefore, teacher often switches both language for better understanding.

3.1.2.2 Being Emphatic about Something

In classroom interaction, when teachers who are talking using a second language suddenly want to be emphatic about something, they will switch from the second language to their first language either intentionally or unintentionally.

Example 1/Datum 4.6:

Teacher: do you write completely?

Student: no, ma'am

Teacher: *tidak apa-apa, yang penting sudah ada usaha. Disini ada berapa kalimat?* There are five sentences. Write down those sentences in the blackboard, please.

(Recorded on August, 18th)

The reason teacher do code switching on the utterance above is showing emphatic about something. The researcher found the utterance “*tidak apa-apa, yang penting sudah ada usaha*”, it means that the teacher is being empathy and appreciates with teacher work.

3.1.2.3 Interjection

Hoffman (1991) stated that language switching among bilingual people could sometimes mark an interjection or sentence connector in every conversation. It may happen intentionally or unintentionally.

Example 1/Datum 3.14:

Student: ini sampai jam berapa bu?

Teacher: *nah, so* kalian harus memanfaatkan waktu benar benar untuk menjawab soalnya only six questions. Sebentar lagi jam 9 presentasi menjelaskan ini pendapatnya.

(Recorded on August, 10th)

From the teacher utterance above, it can be seen that the reason why teacher do code switching is for interjection by inserting filler “*nah*” and the sentence connector “*so*”. It happened when the students ask the teacher and teacher try to explain by switching between two languages.

Example 2/Datum 2.6:

Teacher: *now, kita bahas bersama-sama. What about the answer number one?*

Student: A

Teacher: a? why you answer A? alasannya apa jawabannya A?

When you listen to the dialog, you also have to find the keyword, ya! So, the correct answer is D. what is the keyword?

(Recorded on August, 10th)

Datum 2.6 is shown that the reason of teacher do code switching is for interjection. When teacher said “*When you listen to the dialog, you also have to find the keyword, ya!*”, teacher inserts the filler “ya” in the end of sentence in order to give emphasizing to the students about what she said. It may happen naturally.

3.1.2.4 Repetition used for Clarification

About this reason, when teachers want to clarify their utterance so that it will be understood by the students, they can sometimes use both languages that they master saying the same utterance. The utterance is said repeatedly with different language.

Example 1/Datum 1.6:

Teacher: yes, Ismi. *Please read aloud that sentence. Coba dibaca.* If you already have book, you can open page ten, second conditional is in page ten.

(Recorded on August, 7th)

From the teachers’ utterance above, it shows that the reason teacher do code switching is when the teacher tries to make a clarification by repeating her utterance. At first teacher said with the English utterance “*Please read aloud that*

sentence” then repeat with Indonesian utterance “*coba dibaca*”. In this case, both utterances have the same meaning, so that teacher repeat for clarify her utterance and teacher will get students’ response.

Example 2/Datum 4.3:

Teacher: *coba*, Madafi please read the text! *Iqra’* the text

(Recorded on August, 18th)

Datum 4.3 is quite similar with datum 1.6. If in datum 1.6, teacher switches her language from English to Bahasa Indonesia. But, in datum 4.3, teacher switches from English to Arabic language. The teachers’ utterance “*coba, Madafi please read the text! Iqra’ the text*” also shows the reason that teacher want to said her utterance repeatedly.

Example 3/Datum 2.2:

Teacher: *nanti kalian bisa focus pada dialognya and you will get the answer. But, if there is a new words, please write down in your book and ask me if you do not know the meaning. Okay, listen carefully perhatikan. Try to answer as you can jawab sebisanya.*

(Recorded on August, 10th)

The repetition that occurs in teachers utterance seems like teacher translate from second language to the first language. The reason why teacher do this switching is for clarifying what teacher said. Thus, student will give attention and understand. The teachers’ utterance above “*Okay, listen carefully perhatikan. Try to answer as you can jawab sebisanya.*” Indicated the reason of teacher do code swithcing in the classroom.

3.1.2.5 Intention of Clarifying the Speech Content

Example 1/Datum 3.5:

Student: ini harus sama alasannya ma'am?

Teacher: *Yes of course, kasih alasannya why? Don't forget to use the same structure, kalimatnya full sentence*

(Recorded on August, 10th)

From the conversation above, the reason of the teacher do code switching is shown in teachers' utterance. That is for intention of clarifying students utterance. When student asks to the teacher "*ini harus sama alasannya ma'am?*" then, teacher answer and clarify with switching between two language, English and Bahasa Indonesia "*Yes of course, kasih alasannya why? Don't forget to use the same structure, kalimatnya full sentence*". It means making the content of utterance can be understood by the students.

The Result of Interviewing the English teachers

In this section, the researcher presented the analysis of the result of interviewing the four English teachers in MA Al Ma'arif Singosari. The researcher found five reasons why the English teachers use code switching in the classroom interaction. Those are:

1. The Input for Students about Learning English

The purpose of using code switching in the classroom interaction is to explain the material clearly to the students. The teachers use code switching between English and Bahasa Indonesia to make clear the students' understanding. Because of the students are not native speakers of English, so that teacher tries to help the students know about the English by switching two languages as little as

possible. Therefore, if the teachers use code switching, the students will be accustomed to listen to English language and it will help the students to learn English in real.

The detail explanations are presented in following analysis below:

Teacher 1: "Why I use code switching because I want the students to be accustomed to listen to English because they only learn English in the class and the time is not enough only a short time. So, when I use code switching it will be one of the input for the students to learn English. Because of the role of the teacher, that's why the students will learn from the teacher unintentionally."

(Recorded on August, 9th)

Teacher 3: ".....with code switching student will more understand what the teachers said. This one of the input for the students to learn English too."

(Recorded on August, 22nd)

Teacher 4: "English is also can be the input of the students"

(Recorded on August, 22nd)

From the result of the interview above, the three teachers said that they use code switching in the classroom because teachers want to the students learn more about English. With code switching, English can be the input for students, they not just learn the theory but they also will practice the English by listening to the teacher said in English. Therefore, teacher will learn English unintentionally from the teacher.

2. Students' ability in English are not the same

From the interview, the teacher said that the students in that school have different level proficiency. The situation in the classroom seems like heterogenic where there are some of the students have good enough ability English since they have ever taken an English course while some the others are still do not have the

same ability in it. Thus, when the teachers give explanation or instruction, they tended to shift their language from English into Bahasa Indonesia to make students understand at all.

The teacher's utterances from the interview:

Teacher 2: *“Code switching is necessary in the classroom, because the background of the students are not the same. They have different level proficiency. Therefore, code switching is really needed.”*

(Recorded on August, 10th)

Teacher 3: *“Well, codeswitching I think it is very useful it is very beneficial for teacher and students. Because as we know that most of the students here, they are coming from different areas of Indonesia. And also they have different level proficiency. So we really need code switching”*

(Recorded on August, 22nd)

From the utterances of teacher 2 and teacher 3, it can be indicated the reason why they use code switching in the classroom. They use code switching because all the students have different level proficiency, their ability in English are not the same. The teachers were also difficult to present the teaching materials most in English. There are students still cannot understand the lesson well if it was explained in English. Thus, to overcome this situation, the teachers not only used English in presenting the materials but also Bahasa Indonesia.

3. Code Switching can Show the Teachers' Power

Another finding of the reasons why teacher do code switching in the classroom is code switching can show the teachers' power in the class. When the teachers ask the students to do something, it means that they have a power for making the students do what teacher said. By switching two languages in their utterance it can be indicated that the reasons of teachers do code switching is to show their power as teacher in the classroom.

Teachers' utterances from the interview:

Teacher 2: *“Then, unintentionally, with using code switching it can show our power as the teacher, right. Because the function of code switching is also to make the students to do something.”*

(Recorded on August, 10th)

Teacher 4: *“To make them to do something actually, like with code switching it can be used for me to show my power, to make them to do something, to make them understand.”*

(Recorded on August, 22nd)

The result of interview above shows that the reason why the teachers use code switching in the classroom is for showing their power as a teacher. As we know that teachers have the power in the classroom. The teachers' utterance should be understood by the students and the students should be wanted to do what teachers said to them. Teacher 2 and teacher 4 said that with using code switching they can show their power and make students to do something in the classroom interaction.

4. Handling the Classroom

This reason is very necessary for the teachers who are using code switching in the classroom. When the class are active, teachers usually speak in English at all, because students will learn about English from that. On the other hand, when the situation in the class make students' attention is declined, teachers will use the first language for handle the class.

The result of interview:

Teacher 3: *“I always speak English when the class are active. On the other hand, I speak Bahasa Indonesia when the students attention is decline, but it is not the whole time.”*

“I use code switching for handling the classroom well and make students can understand or comprehend with teaching”

(Recorded on August, 22nd)

Teacher 4: *“I usually use code switching either between English to Bahasa or to Arabic. Why? Because, this is for handling the classroom.”*

(Recorded on August, 22nd)

5. Background of the students

Teacher 4: *“I also usually switch my language to Arabic, because most of students here are coming from boarding or pondok pesantren, right? I think they are more interesting in use Arabic then English. So, sometimes I code switch my language between Arabic English and Bahasa.”*

(Recorded on August, 22nd)

From the result of the interview above, the researcher found that the reason of teacher do code switching because the background of the students. Most of the students in MA Al Ma'arif are coming from boarding school or Pondok Pesantren. Therefore, teacher 4 often uses code switching between English, Bahasa Indonesia and Arabic. The teacher uses Arabic language, because the students are more interested in Arabic language than the English, so that teacher switches her language for English to Arabic for emphasizing teachers' utterance and make students more understand at all.

3.2 Discussion

In this subchapter, the researcher presented the interpretation of the data finding. The researcher tried to interpret the use of code switching by the English

teachers in MA Al Ma'arif Singosari. The data were analyzed by using descriptive qualitative method which used Hoffman (1991) theory to answer the research questions. as stated in the previous chapter, there are three question that need to be answer in this section: 1. What are the types of code switching used by the English teachers in the classroom interaction?, 2. How do the English teachers use code switching in the classroom interaction?, 3. Why do the English teachers use code switching in the classroom interaction?. The explanation of the stated research question is presented as follows:

Based on the theory of Hoffman (1991), the researcher found six types of code switching used by the English teachers in classroom interaction such as: inter sentential switching, intra sentential switching, emblematic switching, establishing continuity, intra lexical code switching and involving a change of pronunciation.

Inter sentential switching happened when teachers used code switching between sentences boundary, where each sentence is in one language or another (Poplack in Romaine,1994). This type of code switching was frequently appeared 30 % from the English teachers' utterance in the classroom. It is because the researcher found 17 data which appropriate whit this type of code switching. Inter sentential switching could help the teachers in delivering the explanation and instruction. Thus, the materials or the instruction were expected to become easier to be understood by the students in the classroom. This switching was mainly objected for the communication strategy to lead the students to be focus and to gather the students' attention rather than maintain the comprehension of the

students. For example, in datum 3.6 from the data finding of inter sentential switching, the teacher said “*okay, now we will have a group discussion. Silahkan dibagi kelompoknya. Tiap kelompok consist of four students. Then, I will give you six questions. After you have a group, you can start the group discussion. But, each student has to do their task by yourself. Jadi kalian harus mengerjakan sendiri sendiri. So, if your group consist of four students, you have to submit four paper too*”. It can be seen that the teachers’ utterance include into inter sentential switching because the teacher switch the languages between sentences.

Intra sentential switching appeared when student used code switching within sentence. This type was applied 30% by the English teachers through switching the two codes within a single sentence. The purpose of this type was to assist the students to understand the meaning of certain difficult English words. The factor using of this switching was easily observed for the sake of the ease of access into those words which was being discussed or the words which was connected to the topic which was being raised. This type is also used by the English teachers when they explaining about material. For example, in datum 2.2 from the finding of intra sentential switching, the teacher said “*nanti kalian bisa focus pada dialognya and you will get the answer. But, if there is a new word, please write down in your book and ask me if you do not know the meaning. Okay, listen carefully perhatikan. Try to answer as you can jawab sebisanya.*” Thus, it can be categorized as intra sentential switching

Establishing continuity appeared when one Indonesian speaker speaks in English and then another speaker tries to respond in English also (Hoffman,

1991). From the data finding, the researcher found three data from this type of code switching. Therefore, the percentage from this finding is about 5%. This type of code switching happened in a conversation between teacher and students in the classroom. For example, in datum 3.11 from the finding of establishing continuity type, teacher tried to continue the student utterance by using English:

Teacher: nah, jadi I will belajar, apa belajar?.

Student: study.

Teacher: And should be in -ing form. So, studying. Okay. I will be studying in university. Jangan lupa keterangan waktunya juga, in university in five years from now. Okay, good.

Emblematic switching happened when student used code switching of exclamation, imperative and interrogative sentence or tag sentence. This type of code switching appeared 16 % from the English teacher utterances. From the observation, the researcher analyzed that purpose of using emblematic switching by the English teacher is to emphasizing what teacher said to the students, and it done unintentionally. The data showed that the teachers teaching English in classroom tended to use interactional fillers in Bahasa Indonesia more frequently than English fillers. Yet, these were mostly contributed by fillers such as “ya”, ”oke” and “nah” which are belonged by the two codes. This is type of code switching proposed by Hoffman (1991) which is relevant with the factor (lack of vocabulary) triggering the teachers to use code-switching by Holmes (2013). The teachers use interactional fillers because they could not find the proper words in English to explain what she/he meant.

Intra lexical code switching happened within a word boundary. Intra lexical code switching often occurs by adding Indonesian affixation in a word.

From the data finding, this type of code switching appeared 16% from the English teachers' utterances. The English teachers usually add suffix “-nya” and “kan” in the end of English word then, prefix “di” in the beginning of English word. For example, the teacher said “*keywordnya ada apa tidak? In the dialog tadi ada don't worry, I will do it. So, what it is?*”. The word “keywordnya” can be classified as intra lexical switching.

Involving a change of pronunciation is a kind of code switching that occurs at the phonological level. From the data observation, the purpose of this type of code switching is to clarify the wrong pronunciation that done by the students. For example, the teacher said “*inaf bukan enough ya*”. This utterance happened when a student cannot pronounce the word “enough” well, so that the teacher tried to make it clear.

From those types of code switching, the process of code switching used by the English teachers is affected to the explanation and giving instruction to the students. Their code switching has to do with efficiency in their teaching and how to make it easier for the students to understand what they are teaching. When the English teachers explain the grammar instruction, they usually use code switching, they switch from English to Bahasa Indonesia. It is because if the English teachers use mostly English, the students will not understand at all about what the teacher said. On the other hand, if the English teacher use Bahasa Indonesia only the students will lack of English knowledge, they just learn about the theory not practice the English itself. Sometimes, the English teachers also use code switching for instruction, they tried to make students to do something from

that code. Therefore, the English teachers generally tried to code switch as little as possible but that they did code switch in some of those situations where the students preferred either a combination of Bahasa Indonesia and English or only Bahasa Indonesia.

Besides, the researcher also found the reason of the English teachers use code switching in the classroom based on data observation and the interview of the English teachers. According to the data finding, the researcher found five reasons of using code switching based on Hoffman (1991) theory. The researcher found that the English teachers use code switching because of to talk about the topic, being emphatic about something, interjection, repetition for clarifying and intention of clarifying the speech content.

The researcher found data that the reason of using code switching based on the data finding. When teacher want to talk about the particular topic, the code switching appeared 6% from the teachers' utterance. The second reason of using code switching is being empathic about something is only occurred in one situation. Then, the third reason is interjection. The teachers do code switching because they may do either unintentionally or intentionally by inserting fillers or sentence connector in their utterance. It is appeared 16% from the data finding. The next reason is repetition for clarifying. This reason mostly occurred when the teachers feel that the students do not understand what they said, and the teachers always repeat their utterances in either first language or second language. Therefore, students can be understood about teacher's explanation. The last reason

that proposed by Hoffman (1991) is intention of clarifying the speech content. This reason is found in 1 datum only.

From the interview, the researcher have interviewed the four English teachers in MA Al Ma'arif Singosari. Those four English teachers said that code switching is necessary in the classroom. Code switching is very beneficial for teaching and learning a second language. As stated by Cook (2001), code switching is the important tool for both teachers and students when teaching and learning a second language. All teachers who participated in this study seemed to agree with this view since the most of their code switching served the purposed of facilitating the students' learning. At the same time, the syllabus clearly stated that they should speak as much English as possible, which is what they claim to do.

From the result of the interview, all the interviewed teachers answered that they sometimes switch codes during the class lesson and that the main occurrence when they switch code during explanation and giving instruction to the students. The researcher also found some reasons that triggered teachers in using code switching in the classroom. Those are: first, teachers do code switching as little as possible when they are teaching because teachers want students to be accustomed to learn about English in the class. There are three English teachers who said that this could be the input for the students about learning English in the class. Thus, this is expected for the students for learning English from teachers' code switching too.

The second reason that obtained from interviewing the teachers is because students' abilities in English are not the same. Two English teachers said that in

that school, most of students are coming from different area, and of course, they have different level proficiency. The situation in the classroom also seems like heterogenic where there are some of the students have good enough ability English since they have ever taken an English course while some the others are still do not have the same ability in it. Thus, when the teachers give explanation or instruction, they tended to shift their language from English into Bahasa Indonesia to make students understand at all.

The third reason why the English teachers use code switching is because code switching can show the teacher's power in the classroom. When the teachers want to make students to do something with their instruction, the English teacher tried to code switch their language between English to Bahasa Indonesia in order to get students attention. Therefore, students can do the instruction from the teacher. From the result of the interview, two English teacher said that with code switching, they could show their power as a teacher in the classroom unintentionally.

The next reason is for handling the classroom. From the interview, all of the English teachers said that code switching is very beneficial for handling the classroom. To make the students more comfortable and understand what teacher said, the English teachers commonly use that code switching. Most of the teachers said that if the students are still active in the classroom, they will use English for teaching, but when students' attention is declined, the teachers will switch their language unintentionally

The last reason that the researcher found from the interview is that background of the students. There is one teacher who always switch her language from Bahasa Indonesia to English then from English to Arabic. She said that most of students in MA Al Ma'arif stayed in boarding school, so that the students more interested in Arabic language than English. In order to make the students more understand the teachers' utterance and they can feel comfortable in the class, the teacher often switch the three languages in her teaching process.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter consists of two sections; conclusions and suggestions. The conclusion section talks about the findings concerning the formulation of research problems and objectives stated earlier. Meanwhile, the second section is suggestion from the researcher for further learners and other researchers. Each section is presented in the following description.

4.1 Conclusion

Based on the research findings and discussion presented in chapter three, the researcher finds there are two conclusions which are described as follow:

Code switching is the important tool in teaching and learning a second language. Sometimes, the English teachers use code switching to exchange the information by using the acceptable language. During the research, there are six types of code switching found in the classroom interaction, where the types of code switching proposed by Hoffman (1991). Those are intra-sentential switches, inter-sentential switches, establishing continuity switches, emblematic switching (interactional fillers code switching, exclamation and sentence connector), intra lexical switching, and involving a change of pronunciation. while the process of using code switching is when teachers give explanation and instruction for the students.

The teachers do code-switching generally triggered by some reasons, from the data observation there are five reasons proposed by Hoffman (1991), they are:

talking about particular topic, being empathic about something, interjection, repetition used for clarification and intention of clarifying the speech content.

Besides, from interviewing the four English teachers, the researcher found five reasons. Those are: (a) the input for the students about learning English, (b) the students' ability in English are not the same, (c) code switching can show the teachers' power, (d) handling classroom and (e) background of the students. After knowing the teacher's reasons in using code switching, the researcher can understand about the reasons which triggered toward the teachers.

4.2 Suggestion

Based on the result, the researcher would like to give some suggestions as consideration. For the teacher, teachers should not evade the existence of code switching in teaching English in the classroom as it has many advantages in helping the students to comprehend most of the teaching materials in the classroom. Code switching can be applied when the teachers explain the materials or give an instruction to the students.

For the students, the students should know that studying English is important and using code switching can help the students to exchange the language.

For further research, it may be of interest to investigate further analysis of code-switching in the students' attitude toward the use of code-switching by English teachers in the foreign language classroom. The area of code switching in classroom interaction can be indeed be researched further. It would be interesting to investigate the amount of unintentional code switching among bilingual.

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APPENDIX

APPENDIX 1

SUMMARY OF DATA FINDINGS

1. Video 1

Date : August 7th, 2017

Classroom : XII IIS 1

No.	Utterance	Datum	Types of Code Switching	Process of Code Switching	The Reason of Using Code Switching
1	students! Do you bring your dictionary? Ini kok masih banyak yang tidak bawa. Saya tidak mau tahu ya, for the next meeting, if you do not bring your dictionary, I will give you a punishment. <i>Terserah kalian boleh bawa dictionary book or electronic dictionary, like alfalink.</i>	1.1	Intra Sentential Switching	Instruction	Code switching can show the teachers' power
2	<i>contrary means bertolak belakang to the fact dengan faktanya in the present time</i> diwaktu sekarang. And the formula consists of if clause and main clause. <i>If clause</i> kemarin kalimat apa? If + simple past then for the main clause, it use present conditional. Kalimat ini	1.2	Intra sentential switching/ intra lexical switching	Explanation/ grammar instruction	Talking about particular topic

	<i>if clause</i> jika berdiri sendiri tidak ada <i>main clausenya</i> maka tidak bias dipahami, nggantung. Kalau <i>first conditional</i> itu dia menggunakan <i>simple present dan simple future</i> , <i>now second conditional</i> dia menggunakan <i>simple past and present conditional</i> . <i>Present conditional</i> itu seperti <i>simple past future</i> . Tandanya apa? <i>It uses would</i> tidak lagi pakai <i>will</i> .			
3	masih ingat dengan <i>simple past</i> ? What is simple past? yes, menjelaskan waktu yang lampau, <i>fi'il madhi</i> . It uses verb two. Kalau misalnya <i>go</i> jadi <i>went</i> , <i>have</i> jadi <i>had</i> .	1.3	Intra sentential switching	Explanation Talking about particular topic
4	<i>second conditional</i> itu <i>you are imagining</i> , dia hanya bayangan saja,tidak terjadi di dunia nyata. <i>For example, if I had enough money</i> , jika saya punya cukup uang <i>I would buy that expensive book</i> . <i>But, the fact</i> dia itu tidak punya uang.	1.4	Intra sentential switching	Explanation/ understanding the meaning of certain words Repetition used for clarification/ the input of the students for learning English
5	<i>let's pray together</i> . Silahkan dipimpin berdoa <i>please, write down in your book</i> . Ayo ditulis dulu. Have you written down that?	1.5	Inter Sentential Switching	Instruction Code switching can show the teachers' power

6	yes, Ismi. <i>Please read aloud that sentence. Coba dibaca.</i> If you already have book, you can open page ten, second conditional is in page ten.	1.6	Inter Sentential Switching	Instruction	Repetition for Clarification
7	okay, good. Second conditional means improbable conditional. It means that you just imagining an event or situation and it is contrary to the fact in the present time. <i>Dimaknai yang gak tau artinya</i>	1.7	Inter Sentential Switching	Explanation	Talking about particular topic
8	okay, <i>we will continue to the simple past. Kita pecah dulu ya.</i> What is simple past? To tell an event in the past. Contohnya if I had enough money, I means? then, enough money is object. <i>Ini adalah kalimat yang positif. How if the negative one? I did not have enough money,</i> kembali ke verb one, ya!	1.8	Inter Sentential Switching	Explanation	Talking about particular topic
9	okay, <i>now introgative, bagaimana kalau kalimat Tanya?</i> Did I have enough money? Karena ada verb nya. So it is called as verbal sentence. Satunya verbal apa?	1.9	Inter Sentential Switching/ intra lexical switching	Explanation	Talking about particular topic

10	now, we move to present conditional or past future. <i>Langsung saja saya beri contohnya.</i> You would drink a cup of coffee. The formula is subject + would + verb one + object. If the negative after would you can put not. And the interrogative, would ini diletakkan di awal kalimat. Like this. Okay, do you understand?	1.10	Inter Sentential Switching	Grammar Instruction	Talking about particular topic
11	then, now please make three sentences of second conditional. <i>Satu bangku mengumpulkan satu saja.</i> I will give you point plus for the first submission. Submit your work at the office. <i>Saya tunggu disana.</i> Your time is about 15 minutes.	1.11	Inter Sentential Switching	Instruction	Handling classroom
12	Hmm.. and you come late? <i>Do not do again, ya!</i>	1.12	Emblematic switching	Instruction	Code switching can show teachers' power
13	setelah to be itu apa? It can be noun or adjective. <i>Okay, faham kan? Any question?</i>	1.13	Emblematic switching	Instruction	Handling classroom
14	'inaf' bukan 'enoug', ya ! Bahasa inggris itu terkadang menghianati tulisannya. So, you have to know more about how to read those words well, sesuai dengan IPA, International Phonetic Alphabet. Jadi, <i>pronounciationnya</i>	1.14	Intra Lexical Switching/ involving change of	Instruction	Intention for clarifying the speech content/

	harus benar. Okay, next.		pronunciation		
15	kalau nominal harus ada <i>to be-nya</i> . Contohnya bagaimana? Okay, you ismail, give me an example of simple past.	1.15	Intra sentential switching/ intra lexical switching	Explanation	Talking about particular topic



APPENDIX 2

SUMMARY OF FINDINGS

2. Video 2

Date : August 10th, 2017

Classroom: XII MIA 2

No.	Utterance	Datum	Types of Code Switching	Process of Code Switching	The Reason of Using Code Switching
1	<p>- <i>it depends on the context</i> tergantung konteksnya. <i>Way itu bisa berarti cara. The proper way for treating the smartphone</i> cara yang benar untuk merawat smartphone. Then, d. <i>the effect of handling smarthphone carelessly, apa ini?</i></p> <p>- <i>excellent! Then, e. the importance of a smartphone in our live</i> pentingnya <i>smartphone</i> di kehidupan kita.</p>	2.1	Intra Sentential Switching	Explanation/ understanding the meaning of certain words	Repetition used for clarification/the input of the students for learning English
2	<p><i>nanti kalian bisa focus pada dialognya and you will get the answer.</i> But, if there is a new words, please write down in your book and ask me if you do not know the meaning. <i>Okay, listen carefully perhatikan. Try to answer as you can jawab sebisanya.</i></p>	2.2	Intra sentential switching	Instruction	Repetition used for clarification

3	as usual, this question one to four are found in listening section. <i>Dulu sudah ya yang nomer 1 sampai 4.</i> It is similar what you have to do after you read the answer. What for? <i>Untuk apa? Kemarin sudah saya sampaikan.</i>	2.3	Inter Sentential Switching	Instruction	Intention for clarifying the speech content
4	okay, that is the example of how to understand the answer first. You have to read carefully. <i>Jadi, kalian bisa memprediksi soalnya.</i> Now, time for listening section.	2.4	Inter Sentential Switching	Instruction	The input of students for learning English
5	<i>yes, to predict the question. You read the answer first and you predict the question.</i> So, at least you can guess the question and you can focus on the answer. Silahkan dibaca jawabannya kemudian di prediksi.	2.5	Establishing continuity Switch	Instruction	Intention for clarifying the speech content
6	a? why you answer A? alasannya apa jawabannya A? <i>When you listen to the dialog, you also have to find the keyword, ya!</i> So, the correct answer is D. what is the keyword?	2.6	Emblematic switching	Instruction	The input of the students for learning English / interjection
7	<i>exactly! So, apanya yang dangerous? Nah, smartphone.</i> Because smartphone is little dangerous, it will give an effect. So, the answer is D. okay next. Number two? What is the answer?	2.7	Emblematic switching	Explanation	The input of the students for learning English/ interjection
8	kalau ada yang baru, tolong diingat and write down in your book.	2.8	Emblematic	Instruction	Interjection

	<i>And also try to learn about pronunciation, ya! Ini tadi bacanya bagaimana?</i>		switching		
9	keywordnya ada apa tidak? In the dialog tadi ada don't worry, I will do it. So, what it is?	2.9	Intra sentential switching/ intra lexical switching	explanation	Input of the students for learning english/intention of clarifying the speech content



APPENDIX 3

SUMMARY OF FINDINGS

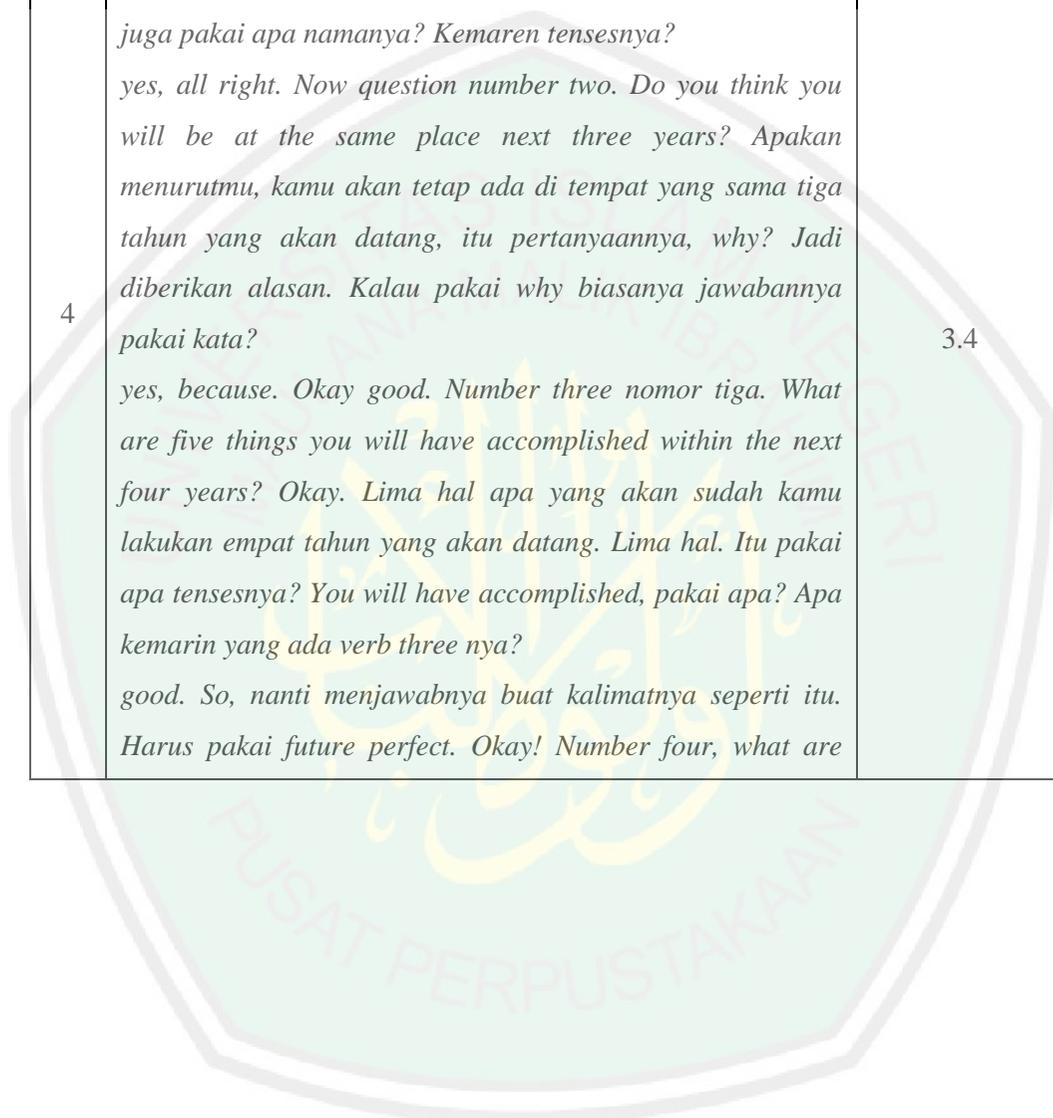
3. Video 3

Date : August 10th, 2017

Classroom : X IBB 2

No.	Utterance	Datum	Types of Code Switching	Process of Code Switching	The Reason of Using Code Switching
1	<i>jadi, group discussion itu gunanya to help you for answering those questions. Bukan memberi tahu jawabannya ya, but you just discuss with your friends because every students of course has their own answer dan itu berbeda-beda.</i>	3.1	Intra sentential switching	Instruction	Intention for clarifying the speech content
2	<i>six? Okay. Let me read it. Within 50 years from now dalam jangka waktu 50 tahun dari sekarang, people will be living on the moon orang orang akan tinggal di bulan. So what do you think? Nah dari kalimat itu, menurut kalian bagaimana? Kalau anda setuju what is the reason. I agree with that opinion, why? Kenapa? Alasannya harus ada.</i>	3.2	Intra sentential switching	Explanation/ Understanding the meaning of certain words	Repetition for clarification/ Students' ability are not the same
3	<i>okay, number one. What do you think you will be doing five years from now? Pertanyaannya you will be doing, kan ada</i>	3.3	Intra sentential switching	Explanation/ Understanding the	Repetition for clarification/

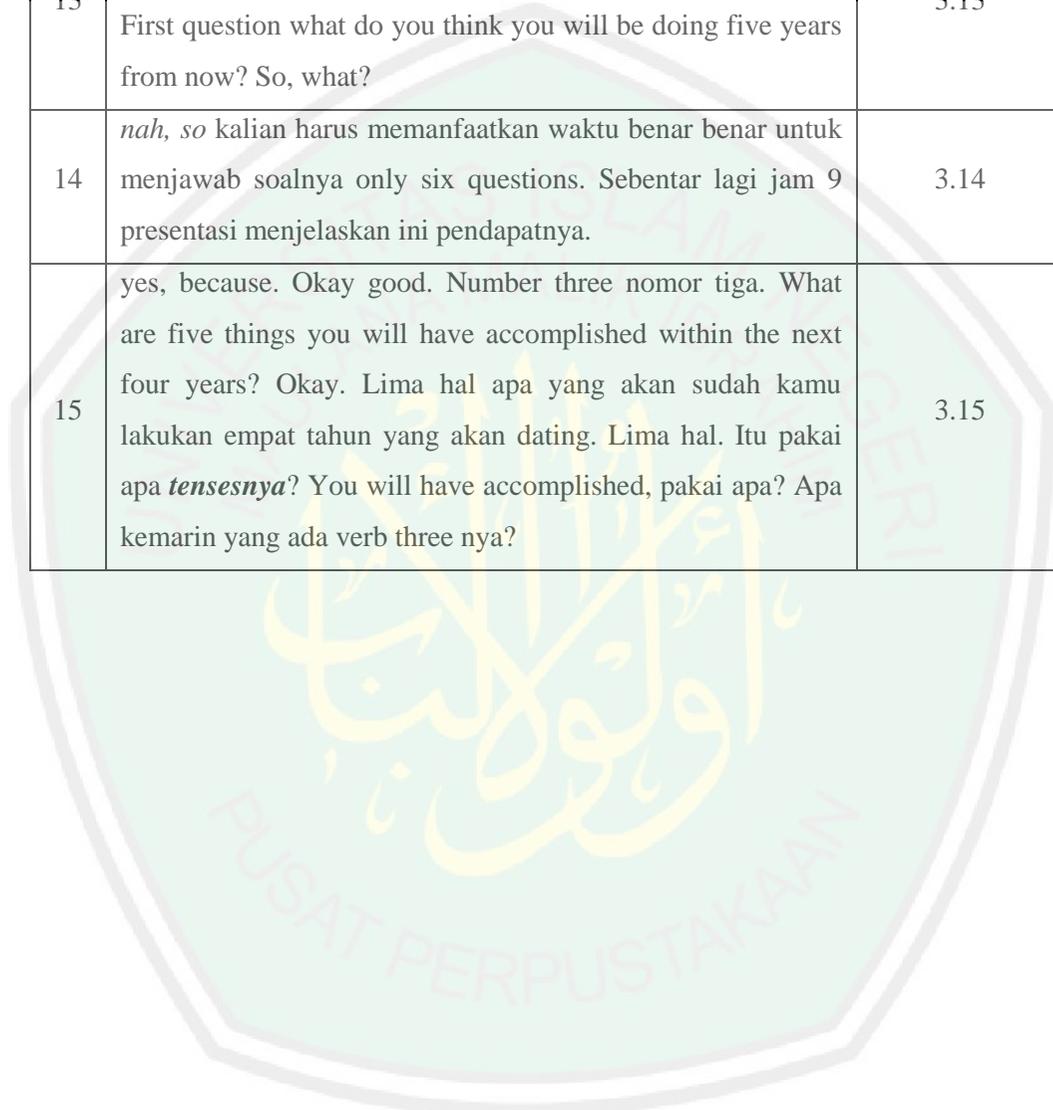
	<i>doingnya ada waktu yang sedang. Jadi nanti menjawabnya juga pakai apa namanya? Kemaren tensesnya?</i>			meaning of certain words	Students' ability are not the same
4	<p><i>okay, number one. What do you think you will be doing five years from now? Pertanyaannya you will be doing, kan ada doingnya ada waktu yang sedang. Jadi nanti menjawabnya juga pakai apa namanya? Kemaren tensesnya?</i></p> <p><i>yes, all right. Now question number two. Do you think you will be at the same place next three years? Apakah menurutmu, kamu akan tetap ada di tempat yang sama tiga tahun yang akan datang, itu pertanyaannya, why? Jadi diberikan alasan. Kalau pakai why biasanya jawabannya pakai kata?</i></p> <p><i>yes, because. Okay good. Number three nomor tiga. What are five things you will have accomplished within the next four years? Okay. Lima hal apa yang akan sudah kamu lakukan empat tahun yang akan datang. Lima hal. Itu pakai apa tensesnya? You will have accomplished, pakai apa? Apa kemarin yang ada verb three nya?</i></p> <p><i>good. So, nanti menjawabnya buat kalimatnya seperti itu. Harus pakai future perfect. Okay! Number four, what are</i></p>	3.4	Intra sentential switching	Explanation/ Understanding the meaning of certain words	Repetition for clarification/ Students' ability are not the same



	<p><i>five things you won't have done within the next four years?</i> <i>Lima hal apa yang tidak akan sudah kamu lakukan empat tahun yang akan datang. Hati-hati dengan tensesnya. Tensesnya pakai apa? You won't have done masih belum akan kamu lakukan, apa? Ada verb three nya?</i></p>				
5	<p><i>Yes of course, kasih alasannya why? Don't forget to use the same structure, kalimatnya full sentence</i></p>	3.5	Intra sentential switching	Instruction	Intention of clarifying the speech content
6	<p>okay, now we will have a group discussion. <i>Silahkan dibagi kelompoknya.</i> Tiap kelompok consist of four students. Then, I will give you six questions. After you have a group, you can start the group discussion. But, each student has to do their task by yourself. <i>Jadi kalian harus mengerjakan sendiri sendiri.</i> So, if your group consist of four students, you have to submit four paper too.</p>	3.6	Inter Sentential Switching	Instruction	Repetition for clarification/ code switching can show the teachers' power
7	<p>okay, first you have to write the question. <i>Setelah ditulis pertanyaannya,</i> you are going to have ranging the answer. <i>Ditulis soalnya jawabannya langsung dibawahnya.</i></p>	3.7	Inter Sentential Switching	Instruction	Repetition for clarification/ students ability in English are not the

					same
8	graduate, what? Find the meaning in your dictionary. Dilihat kamusnya	3.8	Inter Sentential Switching	Instruction	Code switching can show the teachers' power
9	okay. Let me see. <i>Loh, ini kok belum dijawab sama sekali.</i> Why you do not ask me? Ma'am saya bingung gitu kan.	3.9	Inter Sentential Switching	Instruction	Intention for clarifying the speech content
10	<i>yang sudah selesai siapa? If you have finished your task, just submit it to me. Silahkan dikumpulkan.</i> Tapi yang belum selesai silahkan diselesaikan nanti pulang sekolah atau second break time, ya! Submit it to me. Okay, I will wait for your task. Thank you very much and wassalamualaikum wr.wb.	3.10	Inter Sentential Switching	Instruction	
11	<i>And should be in -ing from. So, studying. Okay. I will be studying in university.</i> Jangan lupa keterangan waktunya juga, in university in five years from now. Okay, good.	3.11	Establishing continuity Switch	Explanation	Intention for clarifying the speech content/students ability in English are not the same
12	<i>the function is untuk menjelaskan kejadian yang akan sudah</i>	3.12	Establishing	Explanation	Intention for

	<i>terjadi dimasa yang akan datang.</i> Kemarin saya sudah beri contohnya. Misalnya jam empat nanti sore apa yang akan sudah kalian lakukan ?		continuity Switch		clarifying the speech content
13	let me check. <i>Nah</i> , you have to answer the question with the sentence. Ingat, harus dalam bentuk kalimat yang sempurna. First question what do you think you will be doing five years from now? So, what?	3.13	Emblematic switching	Instruction	Interjection
14	<i>nah, so</i> kalian harus memanfaatkan waktu benar benar untuk menjawab soalnya only six questions. Sebentar lagi jam 9 presentasi menjelaskan ini pendapatnya.	3.14	Emblematic switching	Instruction	Interjection
15	yes, because. Okay good. Number three nomor tiga. What are five things you will have accomplished within the next four years? Okay. Lima hal apa yang akan sudah kamu lakukan empat tahun yang akan dating. Lima hal. Itu pakai apa <i>tensesnya</i> ? You will have accomplished, pakai apa? Apa kemarin yang ada verb three nya?	3.15	Intra lexical switching	Explanation	Intention of clarifying the speech content/ students ability in English are not the same



APPENDIX 4

SUMMARY OF FINDINGS

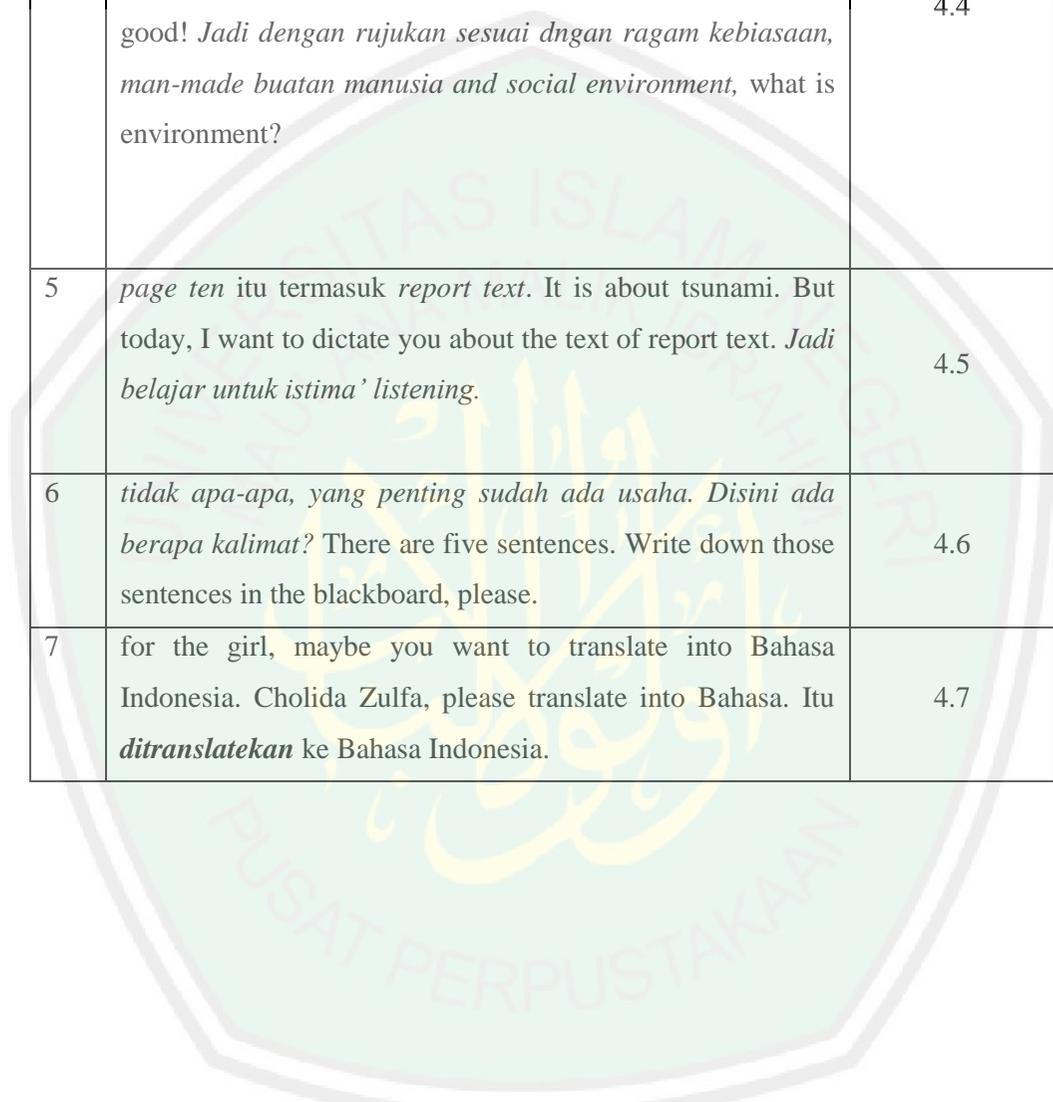
1. Video 4

Date : August 18th, 2017

Classroom : XI IBB 1

No.	Utterance	Datum	Types of Code Switching	Process of Code Switching	The Reason of Using Code Switching
1	<i>you can get this book di koperasi sekolah. Silahkan beli disana.</i>	4.1	Intra sentential switching	Instruction	Code switching can show the teacher's power
2	<i>good!. Jadi biasanya report text itu pada paragraph pertama termasuk general classification and the second is description. So, report text itu mendeskripsikan suatu kejadian.</i>	4.2	Intra sentential switching	Explanation	Talking about particular topic
3	<i>coba, Madafi please read the text! Iqra' the text</i>	4.3	Intra sentential switching	Instruction	Repetition for clarification/ Background of the students

4	<p>no, <i>the way itu bisa diartikan cara. Things itu apa?</i> yes, segala hal. Because it is in the form of jamak or plural. <i>With reference to a range of natural, dengan referensi untuk? Coba , anyone who bring dictionary silahkan dilihat.</i> Range is? good! <i>Jadi dengan rujukan sesuai dngan ragam kebiasaan, man-made buatan manusia and social environment, what is environment?</i></p>	4.4	Intra sentential switching	Instruction/ Understanding the meaning of certain words	Repetition for clarification/ Input of the students for learning english
5	<p><i>page ten itu termasuk report text. It is about tsunami. But today, I want to dictate you about the text of report text. Jadi belajar untuk istima' listening.</i></p>	4.5	Intra sentential switching	instruction	Repetition for clarification/ Background of the students
6	<p><i>tidak apa-apa, yang penting sudah ada usaha. Disini ada berapa kalimat? There are five sentences. Write down those sentences in the blackboard, please.</i></p>	4.6	Inter Sentential Switching	Instruction	Being emphatic about something
7	<p>for the girl, maybe you want to translate into Bahasa Indonesia. Cholida Zulfa, please translate into Bahasa. Itu <i>ditranslatekan</i> ke Bahasa Indonesia.</p>	4.7	Intra lexical switching/ intra sentential	instruction	Repetition for clarification/code switching can show



			switching		the teachers' power
8	okay, good! Jadi report text itu menjelaskan tentang suatu kebiasaan. For example ada penyakit itu dijelaskan <i>di-report</i> seperti laporan	4.8	Intra lexical switching/ sentential switching	Explanation	Talking about particular topic



APPENDIX 5

SUMMARY OF FINDINGS

1. Video 5

Date : August 22nd, 2017

Classroom : XI MIA 1

No.	Utterance	Datum	Types of Code Switching	Process of Code Switching	The Reason of Using Code Switching
1	yang dimaksud kalimat <i>conditional</i> adalah kalimat bersyarat. There are three types of conditional sentence. Yang pertama <i>adalah future conditional</i> . For the pattern is subject+will+verb one+object comma if+subject+verb one+_object. <i>Kemudian time-nya now atau future</i> . And the activity is probable. What is the meaning of probable?	5.1	Intra sentential switching	Explanation/grammar instruction	Talking about particular topic/ Students' ability are not the same
2	<i>yang ketiga adalah past conditional</i> . Dibuku kalian itu tidak ada, write down in your book. Then polanya adalah subject+would have+verb three+object, if+subject+had+verb three+object harus ada had-nya. For example, I would have bought a perfume, if I had had enough money. <i>Had yang pertama adalah pola kalimat</i>	5.2	intra sentential switching	Explanation/grammar instruction	Talking about particular topic/ Students' ability are not the same

	<i>and the second had is bentuk ketiganya dari have. Look at your book, if there is something important coba diberi garis bawah.</i>				
3	the first is future conditional. <i>Coba dibuku kalian diberi garis bawah. Write down in your book, saya dikte saja.</i>	5.3	Inter Sentential Switching	Instruction	Talking about particular topic/ Handling classroom
4	okay, please open page twenty. <i>Silahkan dikerjakan yang bagian B and if you have finished your task, submit it to me soon!</i>	5.4	Inter Sentential Switching	Instruction	Handling classroom
5	okay we back to conditional For example, I would buy a GPU, if I had enough money. <i>Write down in your book, ditulis ya!</i>	5.5	Emblematic switching	Instruction	Interjection
6	okay, good! So, if according to your book, <i>if-nyadidepan</i> . For example I will buy Kompas newspaper, if I have enough money. So, this called as future conditional.	5.6	Intra lexical switching/ intra sentential switching	Explanation/grammar instruction	Talking about particular topic

7	the second is disebut dengan present conditional, patternnya subject+would+verb one+object, if+ subject+ verb two+object. Activitynya improbable, it means?	5.7	Intra lexical switching/ intra sentential switching	Explanation/grammar instruction	Talking about particular topic
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APPENDIX 6**LIST OF INTERVIEW QUESTION**

1. What do you think about the use of code switching in the classroom, in general?
2. In what situation do you choose to speak English?
3. Are there time and situation when you always speak English or Bahasa Indonesia? When and why?
4. Are there advantages for students in using code switching in your teaching?
5. Are there disadvantages for students when you are not using code switching in your teaching?
6. So, what are the specific reason why you use code switching in the classroom?

APPENDIX 7**RESULT OF THE ENGLISH TEACHERS' INTERVIEW**

Interviewee : Bp. Athok Kurniawan (English teacher 1)

Date : Wednesday, August 9th, 2017

Place : Corridor of School

1. I think because English is a foreign language and students need to practice the language. So, code switching is actually very helpful for students to learn English. That is also one of the input for students about English

language. So, if the teacher use code switching, the students will be accustomed to listen to English language and it is will help them to learn English better

2. It depends. I usually use English, if the students don't understand I try to translate a bit. So, I try to speak English but if the students let say most of them understood, so I don't need to explain. I just try to mix between English and Bahasa Indonesia.
3. No, because I just meet the students in the class. I'm so sorry because out of class we only speak English is almost never. So, perhaps just in the class. If the students want to speak English, it is only a bit of them, because the others are perhaps I don't know whether they are shy or don't understand. So, I don't have specific time to speak English with them,
4. Of course, especially this one of the input for the students, so they learn English from the teacher from code switching between English and Bahasa Indonesia. Therefore, the teacher should speak English in the class either it 30 % or 50%. Because of the teacher is not native speaker, at least the teacher have to know more how to speak well to students.
5. Yes, of course. The students will lack of the knowledge of English, not only the knowledge but especially how to produce how to speak English. So, if the teacher uses Indonesian all the time, so, they just learn about the theory.
6. Why I use code switching because I want the students to be accustomed to listen to English because they only learn English in the class and the time

is not enough only a short time. So, when I use code switching it will be one of the inputs for the students to learn English. Because of the role of the teacher, that's why the students will learn from the teacher unintentionally.

Interviewee : Bu Evi Desiana, S.S (English Teacher 2)

Date : Thursday, August 10th, 2017

Place : In the class

1. Well, code switching I think it is very useful it is very beneficial for teacher and students. Because as we know that most of the students here, they are coming from different areas of Indonesia. And also they have different level proficiency. So we really need code switching
2. Well emm.. I will use my English in certain situation in which they will understand directly what I'm going to say for the usual communication
3. It depends, if I think the students understand about what I'm going to say with English, I use English. But if they did not understand of course I will mix with Bahasa Indonesia. It will help them to understand.
4. Yes, of course. There are some advantages. One of them I think they will get more understand what I am saying. When they do not understand what I am saying, I will change it into Bahasa and make it clear with using code switching of Bahasa Indonesia.
5. Yes, because students here are not native speaker, right? So we need to code switch language in order to make them understand.

6. There are some reasons why I use code switching in the classroom. One of them is when they do not understand of course I will switch my English into Bahasa Indonesia or I will give the meaning of my utterance especially when I talk about the topic, I will use code switching too. Because I think the students are the two learners, they are the students who are learning the second language. So, code switching is really needed. Then, unintentionally, with using code switching it can show our power as the teacher, right. Because the function of code switching is also to make the students to do something.

Interviewee : Bp. Tohir (English Teacher 3)

Date : Tuesday, August 22nd, 2017

Place : In the class

1. Code switching is necessary in the classroom, because the background of the students are not the same. They have different level proficiency. Therefore, code switching is really needed.
2. In the earlier period of time, when the students are still fresh
3. I always speak English when the class are active. On the other hand, I speak Bahasa Indonesia when the students attention is decline, but it is not the whole time

4. Yes, there are some advantages. One of them is with code switching student will more understand what the teachers said. This one of the input for the students to learn English too.
5. For students who are able to speak English well. It is not beneficial.
6. I use code switching for handling the classroom well and make students can understand or comprehend with teaching.

Interviewee : Bu Diati Nur Amalia

Date : Tuesday, August 22nd, 2017

Place : In the Corridor of school

1. Code switching is common phenomena in our live, especially in school, in the classroom. Teacher or students need to co switch their language in order to make others understand about what they are going to say. So, code switching I think is necessary in the classroom. When I try to explain about the material, I usually use code switching in the class.
2. It depends, if I think they are understood with what I'm saying, I usually use my English in usual communication or when I explain to them.
3. I always speak English to the student when they understand about that English, and I use Bahasa Indonesia if they did not understand. So I need to code switch my language for better understanding.

4. Yes, of course. There are many advantages. One of them is they can understand what we are going to say. English is also can be the input of the students.
5. Yes. If I only speak English or I only speak Bahasa. It is very unbeneficial. Because if I use English all the time, they will not understand, except they are who have already know about English or can speak English well. On the other hand, if I speak Bahasa only, it is not appropriate.
6. I usually use code switching either between English to Bahasa or to Arabic. Why? Because, this is for handling the classroom. To make them to do something actually, like with code switching it can be used for me to show my power, to make them to do something, to make them understand. I also usually switch my language to Arabic, because most of students here are coming from boarding or pondok pesantren, right? I think they are more interesting in using Arabic then English. So, sometimes I code switch my language between Arabic English and Bahasa.



CURRICULUM VITAE

The researcher, Azca Ulfi Nafisa was born on May 1st, 1996 in Malang. She is the second daughter of the marriage of Abu Said and Siti Rohmah. She has two brother, and one sister.

She began her study at Kindergarten namely RA Kartini 09 Batu in 1999. She continued her study at SDN Tulungrejo 05 Batu and graduated in 2007. Then she joined at SMP Raden Fatah Batu and graduated in 2010. Afterwards, she continued her study at MA Al Ma'arif Singosari Malang and graduated in 2013. In the year, she was registered as a student of English Language and Letters Department and Humaniora Faculty of Universitas Islam Negeri Maulana Malik Ibrahim Malang.

At the end of her study, she could finish her thesis with the title The Use of Code-switching by English Teachers in MA Al Ma'arif Singosari Malang.

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