

CODE SWITCHING USED IN THE FIRST GRADE OF PROGRESIF BUMI SHOLAWAT
JUNIOR HIGH SCHOOL SIDOARJO

THESIS

Presented to

Maulana Malik Ibrahim State Islamic University of Malang
in Partial Fulfillment of the Requirement for the Degree of (S.S)

By:

Reny Yanu Erinata

NIM 09320060

Advisor

Drs. H. Djoko Susanto, M.Ed., P.hD



ENGLISH LANGUAGE AND LETTERS DEPARTEMENT
HUMANITIES FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

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MOTTO

"Knowledge from which no benefit is derived is like a treasure out of which nothing is spent in the cause of God." (Al-Tirmidhi, Hadith 108)



DEDICATION

This work is dedicated to my parents (Bapak Sunoto and Ibu Nurul Ilmah,S.Pd), my younger sister (Rizka Yunita Sari) and my husband (Andri Priyono,S.H).



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Since this study only analyzes types and functionscode switching, it will be more interesting for the next researcher to analyze it by using another theory of code switching. In addition, it is suggested for the next researchers to use other data such as film or novel as the data source.

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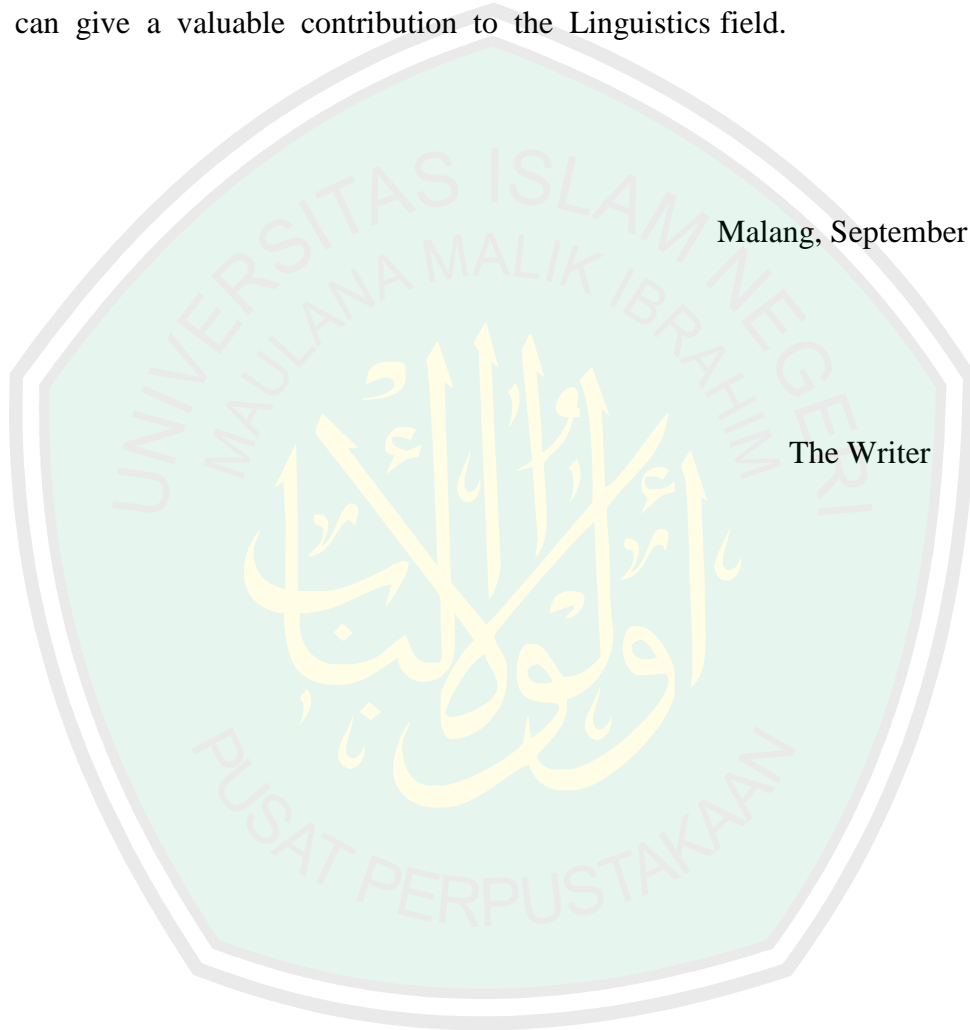
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Finally I truly realize that this thesis is still far from perfection. Thus, I will always appreciate for the constructive criticism and suggestion from the readers. Hopefully, this study can give a valuable contribution to the Linguistics field.

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The Writer



TABEL OF CONTENTS

TITTLE SHEE	i
APPROVAL SHEET	i
STATEMENT OF THE AUTHORSHIP.....	ii
LEGITIMATION SHEET	iii
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
ABTRACT	ix
 CHAPTER I : INTRODUCTION	
1.1 Background of the Study	1
1.2 Research Focus	4
1.3 Reseach objectives	4
1.4 Significances of the Study	4
1.5 Scope and Limitation	5
1.6 Reseach Method.....	5
1.6.1 Research Design.....	6
1.6.2 Data Source	6
1.6.3 Research Instrument.....	6
1.6.4 Data collection	6
1.6.5 Data Analysis	6
1.7 Definition of Key Term	7
 CHAPTER II : REVIEW OF RELATED LITERATURE.....	8
2.1 Bilingualism.....	9
2.2 Code Switching	9
2.3 types of Code Switching	9
2.31 Intersentential Code Switching	9
2.3.2 Intra-Sentential Code Switching	9
2.3.3 Tag Switching	10
 CHAPTER III : FINDING AND DISCUSSION	
3.1 Finding	12
3.2 Discussion	21
 CHAPTER IV : CONCLUSSION AND SUGGESTION	
4.1 Conclusion	24
4.2 Suggestion.....	25
 BIBLIOGRAPHY.....	x
APPENDICES	xi

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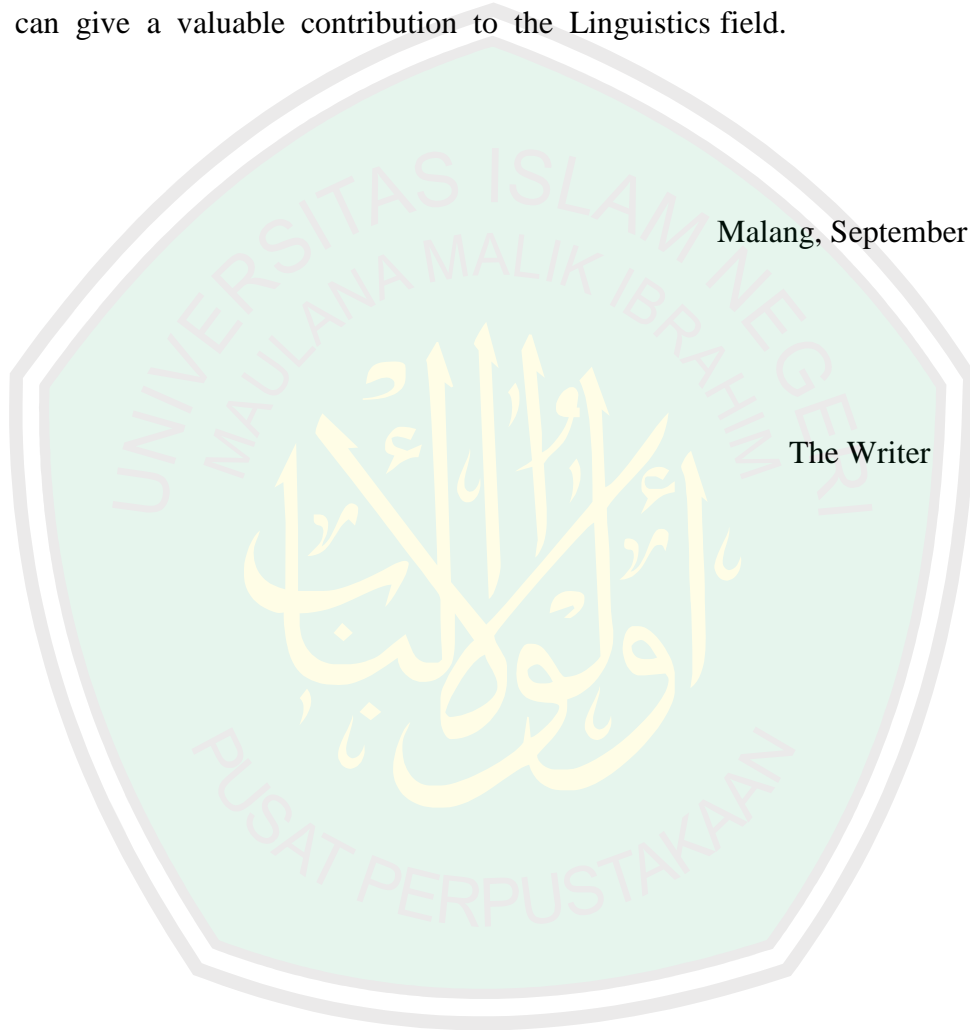
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CHAPTER I

INTRODUCTION

This chapter presents background of study, research problems, research objectives, significances of the study, scope and limitation, definition of the key terms and research method.

1.1 Background of the Study

In daily life, people regularly use more than one code or language to communicate with others. However, sometimes they do not realize it. Anyway, every person usually has more than one language in his or her conversation such as Javanese, Indonesian, or English. It means that people tend to possess bilingual speech in their daily lives. According to Holmes (1992) “code switching is a switch which occurs when the speaker shift from one language to another or when the speaker switches from one code to another. Code switching can occur during the same conversation.” Hoffman (1991, p. 113) explains that “code switching can occur quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic, and social-economic background”. It is avoided in a formal speech situation among people, especially to those who have little common factors in terms of social status, language loyalty, and formality. It can be seen many examples around us where many people code switch among Indonesian-Javanese, Indonesian-English.

Nowadays, code switching has become part of our daily conversation strategy, especially in multiethnic societies such as Jakarta or any other metropolitan cities in the world. Code switching, the alternative use of two or more languages has become an increasingly important field of research. The study of code switching is interesting since it becomes an important tool in communication. In a bilingual society or even in multilingual society, code switching has become a means of their communicative goals. Code switching happens in order to make communication smoother among the people. People select codes and use them for multiple purposes. For example, one will repeat what he or she has said in another language in order to make the conversation clearly understood by the listener.

The topic of this study is worth investigating because it is very important to understand the effect of code switching and the factors influencing code switching practiced by students in grade one at Progresif Bumi Sholawat Junior High School. By knowing the types and the effect that influence code switching, students will be encouraged to speak properly in different condition. This study provides information for people, especially bilingual speakers in bilingual context and environment that code switching is important for them in communicating smoothly with others. Besides, the results of this study will also broaden the knowledge in the field of Sociolinguistics especially code switching.

Relevant previous studies have been undertaken. Nisrocha (2011) studies Code Switching Used by the Presenter of Gaul Bareng Bule Program on TRANS TV. The researcher uses Romaine and Blom & Gumperz (2008) theories. The data were taken from Cinta Laura's utterances. The results of this study show that there are two types of code switching used in Gaul Bareng Bule: inter-sentential code switching and intra-sentential code switching. The functions of code switching used in Gaul Bareng Bule are to serve a quotation, to interject statement, to qualify or clarify a message, to specify an addressee, to reiterate and to carry out referential.

Meirrisa (2011) studies Code switching used by English teacher of state Senior High School 1Batu. She used Poplack (1980), Hoffman (1991), Mc Clure (1977) and Troike's (1986) theory. This study finds several types and functions of code switching used by English teachers. There are three types of code switching: (1) extra-sentential CS used to ask a question implicitly by stressing teachers' intonation at the end of the sentence; (2) Intersentential CS used to give translation from TL to L1 (or vice versa) of part of sentence (clause) and whole of sentence between clause or sentence boundaries; and (3) intrasentential CS is used to give a variation of language by mixing two languages within a word, a clause or a sentence boundary. There are four functions of CS: (1) interjection (inserting sentence fillers or sentence connector) is used to fill the gap of the sentence by inserting sentence fillers and inserting connector; (2)

repetition is used to clarify and to give direct translation of the word, clause or sentence by using another language; (3) intention of clarifying the speech content for the interlocutor is used to give similar word from TL to L1 (or vice versa) to clarify unknown word; and (4) real lexical need is used to give relevant meaning because there is no equivalent meaning to substitute the lexical word.

Nurjannah (2013) examines code switching used by the host and native speakers on "Bule Ngefans" program at ANTV. She used the theory of Romaine in Susanto (2008). She found the type of code switching; intra-sentential code switching, inter-sentential code switching and tag switching, and the effect of code switching in Bule Ngefans.

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1.2 Research Problem

Based on the explanation above, the researcher has two questions need to be answered:

1. What one the type of code switching produced by the students at the first grade of Progresif Bumi Sholawat Junior School Sidoarjo?
2. What are the effects of code switching produced by the students at the first grade of Progresif Bumi Sholawat Junior High School Sidoarjo?

1.3 Objectives of the Study

In relation to the problems mentioned above, the objectives of this study are to find out:

1. To understand the types of code switching produced by the students at the first grade of Progresif Bumi Sholawat Junior School Sidoarjo.
2. To understand the effect of code switching produced by the students at the first grade of Progresif Bumi Sholawat Sidoarjo.

1.4 Significances of the Study

This study will be useful for English teachers to show them that CS can be used as an appropriate technique to learn English in school context. For students learning English, it can be used as an appropriate technique to build their confidence, so that at a certain point they will leave using CS when they have sufficient English mastery. In short, CS can be exploited

as part of actual and appropriate teaching methodology (simon 2001, cited in Zabrodskaia 2007).

1.5 Scope and Limitation

This study focuses on CS in the school context: observing the use of CS in teaching learning process used by the students and by English teacher at the first grade of Progresif Bumi Sholawat Junior High School Sidoarjo. This study, moreover, focuses on the students' and English teacher's utterances during teaching and learning English in the classroom when explaining the material, giving assignment, and having interaction with the students.

The first grade students are taken to know the importance of using code switching in studying foreign language in class. In, addition, the researcher wants to know kinds and types CS commonly used in teaching and learning process. This study uses two theories to analyze the data: Romaine (1995) and Poplack (1980) theories. The researcher collected the data by attending two English classes at the first grade. The researcher took some notes from the students and English teacher's utterances focusing on several types and effects of codes witching.

1.6 Research Method

The research method consists of some sub chapters: research design, data sources, research instrument, data collection, and data analysis.

1.6.1 Research Design

This study uses descriptive qualitative approach. Qualitative research is normally used to describe and analyze the phenomenon that usually appears in daily activities. The researcher listens to what people say, observes what they do, asks them question when appropriate, and participants in their activities whenever possible. In this study, qualitative method is used to describe utterances of CS which are used by students and English teacher by attending, listening, and participating during teaching and learning process. In analyzing the data, the theory proposed by Romaine in Susanto (2008) is used.

1.6.2 Data Sources

The data are taken from the utterances produced by the Science teacher in teaching and learning process. The data source is in the form of code switching between English and Indonesian. The data analyzed and investigated are words, phrases, clauses, and sentences uttered in the dialogue between the first grade students to the their friends and teachers. The data are taken from 25 April 2013 to 29 May 2013.

1.6.3 Research Instrument

The main instrument of this study is herself as the researcher since herself who observe the objects, collect, and analyze the data as well. Human instrument is used in a research because only human who has capability to understand the real condition of the research subject (Moleong, 2005:9).

1.6.4 Data Collection

Some steps were done to collect the data. : first, getting the data through direct observation by attending, participating, recording, and taking notes from students and English teacher's utterances during teaching and learning process; listening to the recording spoken data several times to transcribe it to the written text.

1.6.5 Data Analysis

Some steps were done to make it easier in analyzing the data: After that, the researcher selected and organized the transcript of the texts containing CS. After wards, the researcher analyzed the data to find out the types and effect of CS used by the students at the first grade of Progresif Bumi Sholawat Sidoarjo in study English process in order to answer the research questions of this studying. Finally, the researcher made conclusion from the result of analysis.

1.7 Definition of Key Terms

To avoid misunderstanding, some key terms used in this study are defined.

1. Code switching is a switch which occurs when the speaker shifts from one language to another or when the speaker switches from one code to another.
2. Bilingualism refers to the mastery of two languages (Vildomec, 1963:11)
3. Progresif Bumi Sholawat Junior High School is one of bilingual schools which uses two languages: English and Indonesian.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a brief overview on the aspect of code switching. This research uses several theories related to code switching.

2.1 Bilingualism

Mackey (1962:52) stated that bilingualism is the ability to use more than one language. People usually select a particular code whenever they choose to speak, and they may also decide to switch from one code to another (Wardhaugh, 1986:100). Code switching is very important aspect of bilingualism and it happens when the speaker switches from one code to another.

2.2 Code Switching

Code switching is the language changes occurring over phrases or sentences (Hoffman, 1991:104). According to Holmes (1992: 41-42), code switching occurs when the speaker shifts from one language to another or when the speaker switches from one code to another; for example: "People here get divorced too easily, like exchanging faulty goods. In China it's not the same. Jia gou sui gou, jia ji sui ji." (If you have married a dog, you follow a

dog, If you have married a chicken, you follow a chicken)

(Holmes, 1992:38)

It can be observed from the example above, the speaker used English sentences, then he or she switched to Mandarin. Code switching can occur quite frequently in an informal conversation among people who are familiar and have a shared educational, ethnic and social economic backgrounds. It is avoided in a formal speech situational among people, especially to those who have little in common factors in terms of social status, language loyalty and formality (Hoffman, 1991:113).

2.3 Types of Code Switching

Romaine in Susanto (2008:47) divide code-switching into three types, Inter-sentential switching, intra-sentential code-switching and tag-switching.

2.4.1 Inter-sentential code switching

Appel & Muysken in Susanto (2008:48) stated that inter-sentential codes switching is the switch involving movement from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one language. Inter sentential code switching may serve to emphasize a point made in the other languages in

conversation. For example, Spanish/English code switching: Y leugo me dijo “Don’t worry about it”.(And then he told me, “Don’t worry about it”).

2.4.2 Intra-sentential code switching

Intra-sentential code switching concerns language alternation that occurs within a sentence or a clause boundary. Sometimes it includes mixing within word boundaries. Since intra-sentential code switching occurs within sentence / clause/ word boundaries/ phrase. For example, A: Dari jam sepuluh empat Lima tekan jam sewelas seprapat kan? (From ten forty five to eleven fifteen, isn’t it?) (Sudarsono in Susanto, 2008:50).

Another example is from Kamwangamalu in Susanto (2008: 51-52)

A :Ils viennent me chercher mpo nakenda na bango. (They are coming to pick me up)

B: Tu vas dormir la-bas? (Will you sleep there?)

A: Oui. Ehh, nalobii, Passe-compose ezelaka nihi o na Francais? (Yes, eh (remembering something), I say, how do you make present perfect in french?)

B: Yo okasinisi nini. (What do you think?)

A: Omoni, grammair' angò natanga kala. J' écrivais à ma soeur heir
mais mettre ça sur

Paiper nakomi jaluka. (You see, I studied French grammar a long
time ago. Yesterday, I was writing to my sister but I couldn't
remember how you make present perfect in French).

Further supported by Hoffmann (1991) that it is the
switch that occurs within a sentence. It often occurs when
someone uses one language and suddenly switches into another
language in a sentence.

A Spanish-English bilingual:

"I started going like this. Y leuge decia (and then he said),
look at the smoke coming out of my fingers" (Valdes Fallis in
Hoffmann, 1991:111)

An example above shows that in a second sentence speaker
switches from Spanish into English within sentence, so that it
can be called as intra-sentential switching.

2.4.3 Tag switching

Tag switching involves the insertion of a tag from one
language into an utterance which is otherwise entirely in other
language. For example: oh, ya, saya tau. Di sebelah selatan sana
tu, ya? (Oh, yes, I know, On the south side over there, isn't that?)
(Johns in Susanto, (2008:47)).

Tag question may be used as a polite request or to avoid the impression of a firm order, for example, “jendela ditutup ya, sebelum tidur”.(Shut the window, won’t you, before you sleep).

Further is supported by (Poplack in Hoffmann,1991: 113) it is exclamation Or tags which is serving as an emblem of the bilingual character. For example:

1. An adult Spanish-American English speaker

„. . . Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed. (Silva-Corvalan in Hoffmann, 1991: 112).

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the analysis of data and the discussion based on the findings.

3.1 Findings

This section identifies and describes the type and the effect of code switching produced by the students in first grade at Progresif Bumi Sholawat Junior High School Sidoarjo. The researcher presents the type of code switching used by students and teacher in first grade at Progresif Bumi Sholawat Junior High School Sidoarjo. The type of code switching is based on Romaine in Susanto (2008:47). The study also analyzes the effect of code switching made by the participants.

3.1.1 Types of Code Switching

There are three types of code switching found in this study: Inter-sentential code switching, Intra-sentential code switching and Tag switching.

Inter-sentential code switching

Example 1/Data 1.5/Episode 1

Teacher : What is the different between V2 and V3, **siapa yang tahu?**

This data categorized as intra-sentential code switching because the teacher switched from English to Indonesian language within a sentence “what is the different between V2 and V3, **siapa yang tahu?** “ this data happened because the teacher told about simple past tense to her students, and ask about the different of using V2 and V3.

Example 2/data 2,2/ first meeting

Student 2 : ustadzah **ojo ngawur ta**, this is true or not ?

This data also classified as intra-sentential code switching because student 2 used two languages within a sentence. Student 2 said “ustadzah **ojo ngawur ta**, this is true or not?” he used Java language the switched Indonesian within sentence. This code switching occurred because student 2 asked question to his teacher and the teacher answer with smile.

Example 3/2.3/ second meeting

Teacher : not all word, **jadi gak usa semua, yang kalian tidak tahu saja**, because if you come to me and I will give you score and I will ask some word to you.

This data also classified as intra-sentential code switching because the teacher said “not all word, **jadi gak usah semua, yang kalian tidak tahu saja**, because if you come to me and I will give you score and I will ask some word to you.” She used English language to Indonesia and then switched English within sentence, this code switching happened in the Al Gebra Class, because she answered student’s questions.

Example 4/data 2,4/ second meeting

Teacher: just show me your dictionary, **siapa yang tidak membawa?**

Utterance in data 2.4 occurs when in Al Hazen class, the teacher asks to the students about who bring a dictionary in that time. This data is categorized as intra-sentential code switching because teacher switched from English language to Indonesian within sentence. She said “just show me your dictionary”. And she switched **siapa yang tidak membawa?**. She did switches because she wanted to care to her students.

Example 5/ data 2.5/ second meeting

Teacher: ok, any question for preparation for UH, tomorrow study about UH, **itu dipelajari semua**, there is ten question, **tenang aja**.

The data 2.5 took in Al Hazen class, this data shows inter-sentential code switching, teacher said “ok, any question for preparation for UH, tomorrow study about UH, **itu dipelajari semua**, there are ten question, **tenang aja**”. She switched English language to Indonesian language within sentence. This data happened when the teacher give announcement to her students.

Intra-sentential code switching

Example 6/Data 1.2/ first meeting

many Students: hahaha....pink pen **rek**

Data 1.2 took the place in Al Pharabius Class when the teacher borrowed red pen to her students and learning English in the class, there was a student answer no black, no red but pink pen, so many students were laughing together. In data

1.2 many students said “pink pen **rek**” and it is categorized as inter-sentential code switching. How data shows a switch between two languages from English to Java language between words. Many students said: “pink pen **rek**”. This code switching happened because the students answer teacher’s question and make a joke.

Example 7/ data 1.3/ first meeting

Student 2: Ustadzah I **lengkap** my note

Example 7 in data 1.3 took in Al Pharabius class when Al Pharabius students Study English in the class. Student 2 said “ustadzah I **lengkap** my note “because the teacher check their note one by one. He means that” I **lengkap** my note” is his note is complete. This switching can be categorized as inter-sentential code switching because student 2 switched his English to Indonesia language. This data of code switching occurred because student 2 showed his note to his teacher.

Example 8/ data 1.4/ first meeting

Teacher: Hey, **catatanmu** bring to your desk!

There is another example of inter-sentential code switching, as shown in data 1.4 teacher said “Hey, **catatanmu** bring to your desk! This example includes inter-sentential code switching because, as the data shows that teacher used two languages Indonesia to English. Teacher switched to Indonesia **catatanmu** then switched to English bring to your desk. This switching occurred because the teacher comments to student 3 to put his note and shit down on his place.

Example 9/data 1,5/first meeting

Student 3: Hey you **gak ilok** laying **iku**.

Another example of inter-sentential code switching is found in data 1, 5. This took in Al Pharabius Class. Student 3 said “hey you **gak ilok** laying **iku**. Student 3 switched English to Javanese and to English again. Student 3 switched from English language to Indonesian because his teacher answer about lengkap is the meaning complete, so student 3 said “hey you **gak ilok** laying **iku**” to student 2 in data 1,5.

Example 10/data 1,6/ first meeting

Student 4: hey guys, if you **gak garap situk** so **gak garap kabeh**.

Data 1,6 shows inter-sentential code switching. Student 4 said “Hey guys if you so **gak garap sitok gak garap kabeh** “. He switched English to Javanese sentences because he speaks to all the students in Al pharabius class. It happened another his friends understand about his speaking to compact not doing homework together.

Example 11/data 1,7/first meeting

Student 3: **Ya beda** the name ustadzah

Data 1,7 shows inter-sentential code switching. Student 3 said “ **Ya beda** the name ustadzah”. First student 3 switched from Indonesian to English

language. This code switching occurred because student answers the question of his teacher in data 2,1.

Example 12/data 1,8/first meeting

Teacher : Ok now, make a group consist of four and I will give you a task, and remember please you will get **UH lima** the theory of recount text dan you have a week holiday. **UH enam** is practice about recount teks, **dengarkan ustadzah.ustadzah akan menyuru menceritakan** about a week in your holiday ok.

Data 1,8 shows inter-sentential code switching. The teacher switched English language “ok now, make a group consist of four and I will give you a task and remember please you will get and the switched to Indonesian language “**UH lima**” and switched again to English language “the theory of recount text. And to Indonesian again “**UH enam**” is practice about recount text and back to used Indonesian “**dengarkan ustadzah.ustadzah akan menyuruh kalian menceritakan** and the last she switched to English Language “about a week in your holiday ok. Here UH is examination. This data happened because the teacher telling to her students about the theory of their examination.

Example 13/data 1,9/ first meeting

Teacher: silent please guys, hey silent please. Now Monday, you **pulang** Thursday because you will have holiday. Ok now I will count in ten second, ten, nine, Eight, seven, six, five, four, three, two, and one.

Data 1,9 shows inter-sentential code switching. The teacher said “please guys, hey silent please. Now Monday, you **pulang** Thursday because you will have holiday. Ok now I will count in ten second, ten, nine, eight, seven, six, five, four, three, two, and one. Teacher switched English language to Indonesian language and switched again to English language. This data happened because the teacher give instruction to her student, when the students very noisy in the class.

Example 14/data 1,10/ second meeting

Teacher: why do you **mlongo**, what is **mlongo** in English?

There is another example of inter-sentential code switching, as shown in data 1,10. Teacher said “why do you **mlongo**, what is **mlongo** in English?”. This example includes inter-sentential code switching because, as the data shows the teacher used two languages English and Indonesia. Teacher switcheds to English “why do you then switched to Indonesian “**mlongo**”. Then switched to English “what is” and then switched again to Indonesia “**mlongo**”. This code switching occurred because when te teacher told about the material the student just keep silent and quite.

Tag switching

Example 15/data 3, 1/ first meeting

Teacher: ok, I don’t repeat my instruction, your task **tugas kalian adalah**
wes ya, I don’t repeat my instruction, make a sentence, **eh sorry rek**.

Keep silent just a minute. Every student Made five sentences using simple past tense and time signalnya, I don't repeat my instruction whether you listen or not. Do it please in a group.

This data describes teacher who was giving instruction to students the teacher said "ok, I don't repeat my instruction, your task **tugas kalian adalah wes ya**, I don't repeat my instruction, make a sentence, eh sorry rek. keep silent just a minute. Every student Make five sentences using simple past tense and time signalnya **ya**, I don't repeat my instruction whether you listen or not. Does it please in a group? ". This data classified as tag switching because in a sentence teacher said **tugas kalian adalah wes ya**(your task is please guys) **And eh sorry rek**. In this utterances the teacher reminded to her students another not make noisy in learning process.

Example 16/ data 3,2/ second meeting

Teacher: Now I want you discuss your task about recount text, ok listen to me, now I have something to do **ya**, so you will accompanied by miss Reny, because now English day and you must speak English and be cooperative help miss Reny thesis, you must speak English on this time, **right ya...ya!**

These data took place in the Al Al Hazen Class, when the teacher gave instruction to her students. She said " **Ya** and word **right ya...ya...ya**. This data classified as tag switching because the teacher will leave the student, and teacher ask to the students to discuss and will accompanied by miss Reny. Word "**right**

ya...ya..ya” is the teacher is Suring that the students understand about her speaking.

Example 17/data 3,3/ first meeting

Teacher : **Oh ya**, do you have home work?

This data took place in the Al Pharabius class, teacher asks to students about homework in start the lesson. Teacher said “**oh ya**, do you have home work?” This code switching is categorized as tag switching because she switched from Indonesian to English Language. This data happened when the teacher surprised when she looked one by one to student’s note.

Example 18/ data 3,4/ second meeting

Teacher: Maybe you can share in group **ya, ya** you have a group **right, ya to?**

Another example this data took in Al Hazen Class, when the teacher asks the students make a group in learning English in the class. Teacher said:” maybe you can share in group **ya, ya** you have a group **right, ya to?”**. This utterance is categorized as tag switching, he switched from English to Indonesian. Word “**ya**” and word **right ya, to?”** This data happened because the teacher ask to her students about student’s group.

3.2.2 The Effect of Code Switching

Here the effect of code switching. The researcher have directly interview the students and the teacher in the class about the effects of using code switching in the class.

Example 19/ data 1.4

The researcher asked to the students, they known about English language just 80 %. And they studied English begin in the first grade in Elementary School. They used code switching in their speaking because they don't know about the meaning so they switched two languages in their speaking. And the effect of they used code switching is there are negative effect and positive effect such as in negative effect, they didn't confidence using English well and usually they didn't understand about their friends speaking, in the positive effect they know well about English like they got more vocabulary.

3.2 Discussion

After analyzing and classifying the data based on the types and the effects of code switching it is clear those students and teacher's utterances show types and bring the effect of code switching.

As stated in Chapter II, there are three types of code switching used by the participants in this study:

1. Inter-sentential code switching

There are five examples of inter-sentential code switching. The first is taken from many student utterances. In data 1.2 took the place in Al Farabi. In data 1.2 many students said “pink pen **rek**” is categorized inter-sentential code switching. How data shows a switch between two languages from English to Java language between words. Many students said: “pink pen **rek**”. This code switching happened because the students answer teacher’s question and make a joke. Susanto (2008:48) stated that inter-sentential code switching is the switch involving movement from language to another between sentences.

2. Intra-sentential code switching

Intra-sentential code switching concerns language alternation that occurs within a sentence or a clause boundary (Susanto, 2008). There is a data of Intra-sentential code switching expressed by student 2 and teacher.

For example in data 2.1, student 2 said “what is the different between V2 and V3, **Siapa yang tahu?** “ this data happened because the teacher told about simple past tense to her students, and ask about the different of using V2 and V3. This data categorized as intra-sentential code switching because the teacher switched from English to Indonesian language within a sentence.

3. Tag switching

An example of tag switching stated by teacher. Teacher said:” maybe you can share in group **ya, ya** you have a group **right, ya to?**”, he switched from

English to Indonesian. Word “**ya**” and word **right ya, to?**” This data happened because the teacher ask to her students about student’s group. Tags used easily inserted in speech at a number of point in monolingual utterance without break syntactic rule(Romain in susanto, 2008:47).

Second the effect of code switching, the first example is taken from student 1 and the second taken from student 1 utterance. In data 1.4 students said in the first negative effect, their vocabulary lest, and they didn’t confidence using English well, in the positive effect I know well about English is like I get more vocabulary. The effect of code switching is there are two negative effect and positive effect.

CHAPTER IV

CONCLUSION AND SUGGESTION

After analyzing and interpreting the data, the researcher comes to the conclusion and suggestion in this chapter. The conclusion is drawn based on the statement of the problems while suggestion is given for the next researcher who are interested in doing further researcher in the same field of the study.

4.1 Conclusion

Based on the research question and the discussion of the data presentation and analysis, the following conclusion can be described dealing with type and effect of code switching used in one grade of Peogresif Bumi Sholawat Junior High School Sidoarjo. First, type of code switching produced by students and teacher are inter-sentential code switching and intra-sentential code switching. Tag switching is found in teacher's utterances of code switching. The type of code switching which are used in first grade of Progresif Bumi Sholawat Sidoarjo are inter -sentential code switching (nine times) and intra-sentential code switching (five times) and tag code switching (four times).

Second, the effect of code switching which are found when I interview the students. There are two effects of code switching those are positive and negative effect. The students understand better about many languages.

4.2 Suggestion

After drawing conclusion based on the findings of this study, the researcher suggests for the next researcher to use this result of this study as the additional reference in studying code switching. Since this study only analyzes types and effect of code switching, it will be more interesting for the next researcher to analyze by using another theory of code switching. In addition, it is suggested for the next researchers to use other data, such as film, novel as the data source. It is also suggested for bilinguals to use code switching effectively as language alternation.

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Appendix 1: Table of Findings

THE SUMMARY OF ANALYSIS

1. First meeting/ students and English teacher Thursday 25 April 2013 (al pharabius class) at 08.20

Speaker	Dialogue	Data	Types of Code Switching	The effect of code switching
Teacher	ok guys, how are you?			
Students	I'm fine mom, and you?			
Teacher	I'm pretty well thanks			
Student 1	komiro,came here!			
Teacher	may I borrow your red pen			
Student 2	sopo iku..sopo iku?			
Student 3	mom, I have black pen,black...black and black			

Teacher	oke blue...blue....blue			
Student 3	no black, no blue, no red but pink pen ustadzah			
Students 4	hahahaha.....pink pen rek	1.2	Intra-sentential code-switching	
Student 3	ni dzah, red pen, mine...mine			
Student 3	everyone keep silent			
Teacher	oh ya, do you have homework			
Many students	no, no mom			
Teacher	yes you have homework			
Many student	no...no mom			

Teacher	You have make five sentences yah?			
Students	no, no, no,no			
Teacher	yes, you have homework			
Student 4	no...no dza because you don't give homework			
Student 3	gak...gak, I'm forget gak onok kok ustadzah			
Teacher	hey...bring your desk			
Student 3	what ustadzah? Bring to Allah			
Student 2	ustadzah I lengkap	1.3	Intra-sentential code-switching	
Student 3	lengkap is complete			

Teacher	yah it right,lengkap is the meaning complete			
Student 3	hey...you gak ilok laying	1,5	Intra-sentential code-switching	
Teacher	what is gak ilok?			
Student 4	what is gak ilok?			
Teacher	ok.I will check your note one by one Any question for make simple past tense in sentences, ada pertanyaan untuk membuat kalimat past tense.			
Students	no question			
Teacher 3	ok now, I want you make a group			

	consist of four.			
Student 2	oh ya ustadza,I ask quention, simple past tense itu setelah atau sebelum terjadi			
Student 3	jenenge past tense iku ya sesudah terjadi that is bentuk lampau			
Teacher	what is the different between V2 and V3, siapa yang tau?			
Student 2	ya beda the name la ustadza			
Teacher	v3 itu biasanya diikuti have/had			
	lo ustadza simple past tense itu gak pakek to be ya			

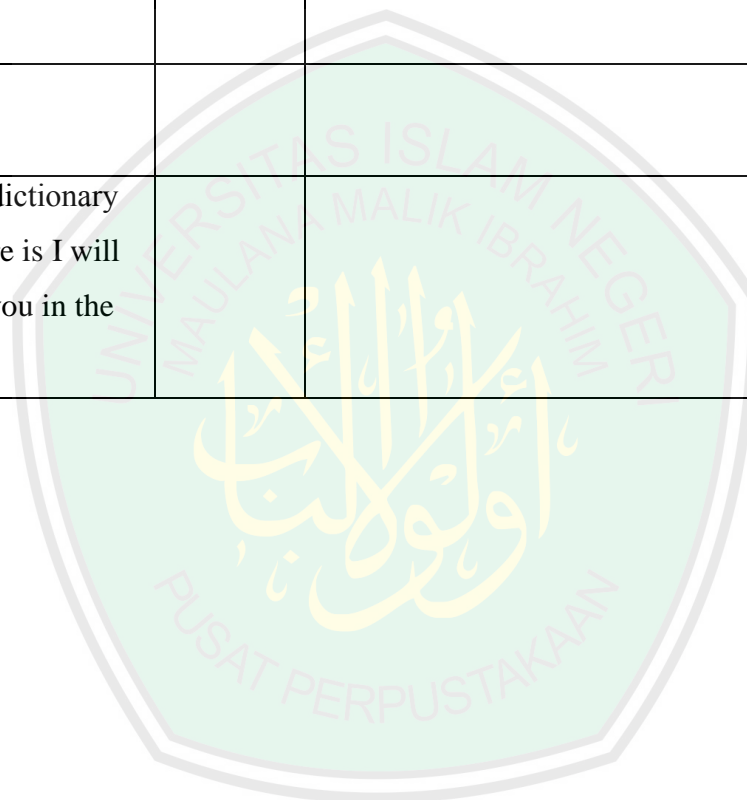
Teacher	no simple past tense itu cuma subject, V2, O, time signal Ok, now listen to me students! Hey listen to me guys, andi shit down please, hey shit down.put your book taruh bukunya rek			
Student 2	menengo rek, lambemu lo keep silent please			
Teacher	ok now, make a group consist of four and I will give you a task and remember. Please! You will have UH5, theory of recount text. Oh you will have a week, holiday ya, in UH6 adalah practice about recount text, dengarkan ustadzah! ustadzah akan menyuruh kalian menceritakan			

	about a week in holiday kalian.			
Student 2	lo ustadzah ceritanya and then I sleep,and then I get up, and then I eat, and then I...I.....I gitu ta ustadzah			
Student 2	ndi...andi and then I slurup, and then I watch TV			
Teacher	silent please guys, hey silent please. You pulang Tuesday you go home, now I Will found down in ten second, ten, nine, eight, seven, six, five, four, three, two, One.			
Students	have done ustadzah			
Teacher	ok listen to me, listen to me all al Pharabhius students, please listen			

	<p>my Instruction I don't repeat my instruction, sit down. You know my speaking guys, Where is your group, sit down in the flour! (Students very noisy) Ok I don't repeat my instruction, your task tugas kalian adalah wes ya....diam sebentar rek, make a sentences, eh sorry rek, each student have to make five Sentences using simple past tense and time signalnya, ya... I don't repeat my Instruction, whether you listen me or not, setiap group membuat 5 kalimat simple Past tense, you know kan rumusnya simple past tense. Beserta time signalnya yang sudah kalian pelajari.</p>			
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Student 2	ustadzah I ask to you bapaknya grandfather itu apa artinya?			
Teacher	oh great buyut, ok start to work			
Student 2	ustadzah ini kalimatnya ngawur ta, this is asli or palsu			
Teacher	it's up to you listen to me if your group consist of five so your group make 25 sentences. Because each student make five sentences.			
Student 4	hey ustadza, if atasnya atasnya mbah buyut apa ustadzah			
Student 2	why se you are iku, not important			

Teacher	ok last five meaning submit your work			
Students	weeee.....weeeee.....weeeee			
Student	ustadzah artine apa			
Teacher	I don't know check your dictionary ok, if you have done where is I will check your task, and see you in the next meeting.			



THE SUMMARY OF ANALYSIS

2. Second meeting/ students and English teacher

Wednesday 08 may 2013 (Al Gebra class) at 08.20

Speaker	Dialogue	Data	Types of Code Switching	The effect of code switching
Teacher	<p>Now, I want you discus your task about recount text, ok listen to me, now I have something to do ya, so you will accompanied by miss reny because now English day and you must speak English on this time, ya...ya....</p> <p>So miss reny will observed you whether you speak english or Indonesian, I will come back to here ten minutes, and you must done it ya. Before that I</p>			

	want you to find down V2 in this text or in this paragraph in theory of recount text, it is clear ya, any question?			
Student 1	No question mom			
Teacher	Why do you mlongo, what is mlongo in English			
Students	Kowa kowo			
Teacher	Yes good is your vocabulary, do in group please accompanied them ya miss reny ya			
Teacher	Have you done gusy			
Students	Finish ustadzah			
Teacher	In the last meeting I want you to find each the meaning of your vocab			
Student 1	Ustadzah this is correct?			

Teacher	Yups, now your task if you finish come to me and then I will give you succor			
Teacher	Understand?			
Student 2	Apa ustadzah?			
Teacher	Because include this one in the next meeting, in thursday UH, and not all word, jadi gak usa semua yang kalian tidak tahu saja, because if you come to me and I give you score I will ask some word about the meaning of the word, jadi sebelum jadi ini gak usa kalian kerjakan semua yang gak tau aja. Karena apa karena I will ask you the meaning of someone before I will give you score, ok jelaskan nak?			

Student 3	Ya ustadzah			
Teacher	Just show me your dictionary, siapa yang gak bawa dictionary?			
Many Students	I bring			
Teacher	May be you can share in a group ya, ya you have group right, ya to?			
Student 3	Di apakno ustadzah?			
Teacher	Find the difficult words, work in a group not			

	individual			
Student 2	Ganti group ta ustadzah			
Teacher	<p>No but the seams group, for UH besok you must study. ok any question for reparation for UH, study about the material ya, itu dipelajari semua.</p> <p>There five question, and easy question, hanya 10 tenang aja</p>			
Student 1	1 jam kah?			
Teacher	<p>Ok don't forget to pay attention introductory paragraph, apa isinya? Itu lebih susah teorinya</p>			

	dari pada prakteknya. ok no question. If you no question.assalamualaikum			
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