

**AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH TEACHER  
IN THE CLASSROOM AT THE EIGHTH GRADE AT SMP  
MUHAMMADIYAH 4 SURAKARTA IN THE ACADEMIC YEAR OF  
2019/2020**

**THESIS**

Submitted as A Partial Requirements for  
the Degree of *Undergraduate* in English Language Education



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**2020**

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*Assalamualaikum Wr. Wb.*

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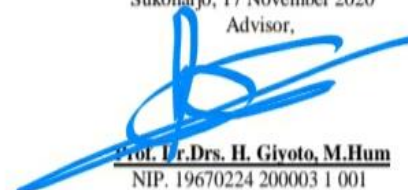
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2019/2020**

has already fulfilled the requirements to be presented before The Board of Examiners (munaqosyah) to gain Undergraduate Degree in English Languages Education of IAIN Surakarta.

Thank you for your attention.

*Wasalamualaikum Wr. Wb.*

Sukoharjo, 17 November 2020  
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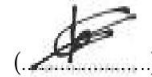
## RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “An Analysis Of Code Switching Used By English Teacher In The Classroom At The Eighth Grade At Smp Muhammadiyah 4 Surakarta In The Academic Year of 2019/2020” by Nisrina Hanif Nurrohmah has been approved by the Board of Thesis Examiners as the requirements for Undergraduate Degree in English Language Education

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents. Nugroho Agus Rohmadi and Titin Wiyanti who always support me, pray for me all the time, attention, and for giving me an expected as i want.
2. My dearest brother and sisters, Nada, Wildan, Iqbal, Zahra who always help and kind.
3. My beloved sister Nurul Istiani Rosyidah who always give me spirit and helping me to finish this thesis
4. My gorgeous friends of G English Education Department 2015
5. My Almamater IAIN Surakarta

## MOTTO

*Actually, every practice depends on the invention*

(Hadist by Bukhari Muslim: 1907)

*“Logic will get you from A to Z; imagination will get you everywhere”*

(Albert Einstein)

*“When someone abuses you, it is a compliment that so far they spend a lot of time thinking about you, even when you do not think about them”*

(B.J Habibie)

*“I know it’s a long process, but I’m taking it slowly. And it is my final goal”*

(Park Seo Joon, Itaewon Class)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH TEACHER IN THE CLASSROOM AT THE EIGHTH GRADE AT SMP MUHAMMADIYAH 4 SURAKARTA IN THE ACADEMIC YEAR 2019/2020**” is my real masterpiece. The things out my masterpiece this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 2020  
Stated by,

**Nisrina Hanif Nurrohmah**  
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Alhamdulillah, all praises be to Allah, the only power, the Lord of the universe, master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*An Analysis Of Code Switching Used By English Teacher In The Classroom At The Eighth Grade At Smp Muhammadiyah 4 Surakarta In The Academic Year 2019/2020*”. Peace upon Prophet Muhammad SAW, the great leader and the good inspiration of world revolution.

The researcher is sure that this thesis cannot be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 2020

The researcher

Nisrina Hanif Nurrohmah

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## ABSTRACT

Nisrina Hanif Nurrohmah. 2020. *An Analysis of Code Switching Used By English Teacher in The Classroom at The Eighth Grade at SMP Muhammadiyah 4 Surakarta in the Academic Year 2019/2020*. Thesis of English Education Department, Culture and Languages Faculty, State Islamic Institute of Surakarta.

Advisor : Prof. Dr. Drs. H. Giyoto, M.Hum

Key Words : Bilingualism, Code Switching, English Teacher

The aims of this research are (1) to identify the types of code switching used by English teacher at the eighth grade at SMP Muhammadiyah 4 Surakarta in the Academic year 2019/2020, (2) to describe the function of code switching used by English teacher at the eighth grade at SMP Muhammadiyah 4 Surakarta in the Academic year of 2019/2020.

The study was carried out at SMP Muhammadiyah 4 Surakarta from February until August 2020. The researcher used descriptive qualitative study to conduct this research by observation, interview and recording to gather the data in the use of code switching in the classroom. The subject of the study is the English teacher of the eighth grade students. After collecting the data, those data were analyzed through some states, namely transcribing the recorded data into written data, classifying the data based on the types of code switching, giving code for each datum, analyzing the data and interpreting the to answer the research problems.

The result of this research showed that: (1) there are three types of code switching used by English teacher at the eighth grade students of SMP Muhammadiyah 4 Surakarta. The most common types which occurred in teacher's utterance is intra-sentential switching with thirty four data, the second common type which is inter-sentential switching with twenty two data, and the least common type is tag switching with seventeen data; (2) there are six functions of code switching used by English teacher. The most common function which occurred in teacher's utterance is interjection with twenty data, the second common function is message qualification with nineteen data, the third common function is reiteration with fourteen data, the fourth function is addressee specification with eleven data, the fifth functions is objectification with six data. Then the least common function is quotation with three data.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with the background of the study, limitation of the study, problem statement, the objective of the study, the benefits of the study, and the definition of key terms.

#### **A. Background of the Study**

Code switching is a popular phenomenon in our life. Many people switching of words, phrases, and sentences where a speaker will alternate between two varieties (code) in conversation as a conversational strategy, the function of which is to express social meanings. Code switching can occur quite frequently in an informal conversation among people who are familiar and have shared educational, ethnic, and socioeconomic background. It is avoided in a formal speech situation among people especially for those who have common factors in terms of social status, language loyalty and formality. (Hoffman, 1991:113)

Code switching occurs where there is a change from one clause of language to another clause of language. Brown and Attardo (2000) underline 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 speech or speech style. According to Holmes



(1992) code switching occurs when the speaker shifted their language from one language to another. Code switching is essentially between sentences.

Therefore, code switching is usually a natural part of language classroom interaction. In the process of teaching English, the use of code switching makes the teacher overly contented to use Bahasa Indonesia than English and the teaching was still directed to the “teacher-centered” and it made the students be competent in English skills.

Switching from English to Indonesian or any other language can also be employed as communication strategy in English classroom instruction. Code switching in the classrooms is mainly practiced as a tool for communication, both offering opportunities for students to understand the teaching concept well, and enhancing a smooth continuity of the classroom instruction. Kathleen (2005:2) implies that the practice of code switching in the classroom helps to fill the bridge of miscommunication between the teacher and the students particularly as regards to gave instruction. Therefore, code switching helps students to express their ideas, to communicate with the teacher and their friends in English class. Although code switching also can arise from the teacher’s utterance when they explain the materials in the classroom. The origin of all these is not linguistics, even though they express themselves though language and signs. They are variables internal to the creation and transformation of the utterances. Hoffman (1991:112) says that the most general description of code switching is thing that involves in the alternate use or two languages

or linguistic varieties within the same utterance or during the same conversation.

Code switching happens in daily language such as in entertainment, business, politics, education, and also in daily conversation. This research focuses only on the use of code switching in education because education is an important thing in our life. It takes important role in the development of a nation. A nation will be considered as respectable one because of its education. Sert (2005:1) states that many code switching occur in English as a Foreign Language classroom during the interaction between teacher and students in classroom. Gulzar (in Widati, 2016:3) specifically classifies that code switching which can be found during classroom discourse is named as educational. Gulzar confidently claimed that code switching can cater for the needs of students. It is strongly recommended that the use of code switching as a strategy should be introduced for teaching English in the bilingual classroom discourse but keeping in view the level of the students.

The researcher has interviewed with one of English teacher of SMP Muhammadiyah 4 Surakarta on February, 18<sup>th</sup> 2020. The teacher stated that the students often confused if they were given some materials or instruction which stated in English. The teacher should repeat or switch the materials or instruction to Indonesian language in teaching and learning process, it will give more understanding for students about what are the teacher trying to convey.

Teaching earlier students such as at the high school students sometimes can be difficult. They have learned about English lesson from elementary school, but some students still have low understanding of English lesson. Moreover, in teaching English the teacher has a challenge to make the students understand the materials that the teacher tries to explain. For students with low English proficiency, they will be difficult to understand what the teacher trying to convey, but it would be different with the students who have high proficiency because every student have their own ability. Therefore, teacher as a facilitator in the classroom is requires to communicate effectively to the students. Teachers are expected to have a great communication competence to transfer the knowledge.

Sert (2005:3) states that code switching which is performed by the teacher is not always performed consciously, which means that the teacher is not always aware of the functions and outcomes of the code switching process. Therefore, in some cases it may become an automatic and unconscious behavior. From, the researcher's interview with the teacher as mentioned above, she performed code switching for the sake of students' understanding. Nevertheless, either conscious or not, code switching necessarily serves some basic functions which may be beneficial in language learning environments.

SMP Muhammadiyah 4 Surakarta is the one of schools in Surakarta that has interesting English learning process. The teacher and the

students use code switching in the class room because English lesson is a foreign language for them. The teacher and the students used English only when they are in the English lesson. In the eighth grade the teacher and students do code switching in their conversation, because code switching helps the teacher and the students. By using code switching the teacher can easily give instruction and explanation about the materials, furthermore to the students they will be easy to understand the material, teacher's instructions and to express their ideas. Switching the language makes the teacher easy in delivering the materials to the students and the communication among them can run well. The students also get more understanding about what the teacher tries to convey. The following examples of code switching used by the teacher in the classroom bellow will make the above phenomenon easy to understand.

|   |   |   |
|---|---|---|
| 1 | <i>“Can you hear me, bisa dengar suara miss tidak?”</i> | The example showed how the teacher uses an alternation language during the learning process. In this case, the teacher switched from English to Indonesian language. From the example, the teacher's switch has a purpose to ask the students about the lesson. The teacher wants the student to get the utterance of question clearly that is why the teacher switched the language. |
| 2 | <i>“Do you remember, masih ingat itu tentang apa”</i>   | The teacher here wanted to asked  |

|  |  |   |
|--|--|---|
|  |  | <p>more to the students about the last material. The utterance is easily understand by the students, because it is the utterance that often used by the teacher. Then the teacher switched the language to Indonesian language to make the students more understand about the question.</p> |
|--|--|---|

By conducting this research, it is hoped that the research would becomes a consideration for the teacher in deciding what language should be used in the classroom. The researcher will be focused on the analysis of the types of code switching and the functions of code switching. By those reasons the researcher is interested in the research with the title “An Analysis of Code Switching Used by English Teachers in the Classroom at The Eighth Grade at SMP Muhammadiyah 4 Surakarta in the Academic Year 2019/2020”

## **B. Limitation of The Study**

To limit the study of this research, the researcher made limitation for both the object and the variables in this study. The researcher focused only in the discussion of code switching used by teachers in the classroom of the eighth grade students of SMP Muhammadiyah 4 Surakarta in the Academic year of 2019/2020. The researcher focuses only on teacher’s code switching which will be found during teaching learning process in the classroom. Code switching which would be analyzed is limited to code

switching from Indonesian language into English or from English into Indonesian language.

### **C. Problem Statement**

Based on the background of the study, the researcher formulates the statements of the problem below :

1. What types of code-switching are used by English teacher at the eighth grade at SMP Muhammadiyah 4 Surakarta in academic year 2019/2020?
2. What functions of code switching are used by English teacher at the eighth grade at SMP Muhammadiyah 4 Surakarta in Academic year 2019/2020?

### **D. The Objective of the Study**

Based on the problem statement, there are two objectives of this research as follows:

1. To identify the types of code switching used by English teacher at the eighth grade of SMP Muhammadiyah 4 Surakarta in academic year 2019/2020.
2. To describe the functions of code switching used by English teacher at the eighth grade of SMP Muhammadiyah 4 Surakarta in academic year 2019/2020

### **E. The Benefits of the Study**

This research is expected to have two major benefits; theoretical benefits and practical benefits.

#### 1. Theoretical Benefits

The benefits of the research are highly expected to provide contributions in the area of Sociolinguistics research. Specifically, the phenomena of code switching that used by teacher will help students and other researchers who have the same interest in the Sociolinguistics field. They can use this thesis as a reference to do other research or further research about code switching from the other point of views.

#### 2. Practical Benefits

The result of the study is expected to give more information and knowledge to every people who read this research, especially to the researcher herself, to the students, and also to the teachers. They can understand the knowledge and the phenomenon around them that can make them aware how to use the language correctly in teaching learning process and in their daily activity.

### **F. The Definition of Key Term**

In this research there are some key words are used. The key terms of the research are as follow:

#### 1. Bilingualism

Bilingualism is pressed to the use of language in social context, not from getting language, the existence of language, or the attitude of the language and the using of it (Giyoto, 2013: 60)

## 2. Code Switching

Code switching is a phenomenon commonly occurring in bilingual and multilingual speech communities. The term also can be used to refer to concepts of conversation. Wardaugh (2006:101) states that code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits.

## 3. English Teacher

Teacher is generally known as a person who teaches knowledge to the students at the school or college. All the teachers have the same job, those are to deliver and explain some materials to the students. But, they have experts their own knowledge that has been done by them at the college. In this case, English teacher is one of the teachers who teach English class. In Indonesia, English become foreign language that is applies in formal education. English teachers, helps the students to improve their capability in all aspects of English, such as listening, speaking, reading, and writing. Therefore, the students can master a language that is English as the foreign language.

## **CHAPTER II**



## **THEORETICAL REVIEW**

This chapter is intended to convey the underlying theories of the study and some earlier researchers concerning to the study. The underlying theories consist of Bilingualism, Code, Code Switching in Classroom, and The Previous Study of the Research.

### **A. Bilingualism**

A bilingual society generally recognizes two languages which are used for different purposes and different social situation. As Chaika (in Astuti 2007:5) states that many people speak more than one language. They may have different level of proficiency in each of their languages and use them for different social purposes and different social situations. Bilingualism is both a societal and an individual concern.

Masthriet, al (2004:37) gives further explanation about bilingualism in his books, that bilingualism is used as a general term for the use of two or more languages in a society. Other writers use the term to refer to any speaker who has a reasonable degree of competence in some language other than their mother tongue. Sociolinguists agreed that bilingualism is so widespread in the world that there are probably more people in the world who are bilingual.

Some countries are officially bilingual in the sense that they have two or more official languages, national or regional. Other countries, though not officially bilingual, have two or more different languages spoken within their borders. Most countries in the world which have a lot of communities with a great member commonly use two or more languages in their daily lives.

There are many different kinds of bilingual communities, different in respect of whether one language is clearly dominant or not for most members approximate to be perfect bilingualism or not, whether both languages are acquired simultaneously or not. For example, a person might have no productive control over a language, but be able to understand how to utter. In such instances linguists generally speak of 'passive' or 'receptive' (Romaine, 1995: 11).

Mackey (in Romaine 1995: 12) suggests that there are four questions which a description of bilingualism must address: degree, function, alternation and interference. The question of degree of bilingualism concerns proficiency. Because the bilingual's skill may not be the same for both languages at all linguistic levels, proficiency needs to be assessed in a variety of areas. Function focuses on the uses a bilingual speakers has for the languages, and the different roles they have in the individual's total repertoire. Alternation treats the extent to which the individual alternates between the languages.

Interference has to do with the extent to which the individual manages to keep the languages separate, or whether they are fused.

## **B. Code**

### **1. The Definition of Code**

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. Wardaugh (2006:88) states that people are nearly always faced with choosing an appropriate code when they speak. Nilep (2006) assumed that code is language (or variety of language). Codes merge from interaction and become relevant when parties to discourse treat them as such. In this thesis, code refers to the language that can be varied in the form such as a single word, phrases or sentences.

The codes are used to indicate the changing of language in context. According to Wardaugh (2006:88) when people open their mouth, they must choose a particular language, dialect, style, register, or variety that is, a particular code. Within each code there will be also the possibility of choices not all of which will have the same imported because some will be more marked than others or will be more significant. The various choices will have different social meanings.

From those opinions of the code above, the researcher can conclude that codes can be said a language. The code is a form of the language variation that is used by a society to make communication with other people.

## **2. The Definition of Code Mixing**

Code mixing is the use of one language in another language, the mixing of two or more languages or language varieties in a speech (Ajibola, 2011:17). Code mixing is the borrowing of the elements of another language (Poplack: 2004). The language is mixed with another language by borrowing the some elements of the language. The borrowing can be in the form of the word or phrases or the pattern of the word. Hudson (2001:55) states that borrowing involves mixing the systems themselves, because an item is borrowed from one language to become part of the other language.

The other statement is from Nababan (1991:32) who says that it is a mixing of two or more languages or language variation in speech act or discourse without something in using language situation which demands the speaker, it is only because of informal and speaker habitual. Ohoiwutun (2002:69) states that code mixing is the use of more languages or codes in discourse which has no clear patterns. It can be said that code mixing is less systematic, because when we use more than one language we

have to pay attention to the grammar or rule of the language. The mixing may take place at any level of linguistic structure (Poplack: 2004). It means that the mixing may not be correct in grammatical of certain language. It can be meant from the definition that code mixing is code variation which other language insertion in one utterance when speaking, use two languages, caused by informal situation, and habitual of multilingual society.

### **3. The Definition of Code Switching**

Talking about code mixing it usually followed by code switching, because it is a phenomenon which happened in bilingual or multilingual society. Code switching is a form of frequently observed in many bilingual speakers. In other word, these speakers “jump” spontaneously back and forth from one language of their repertoire to another (Ludi, 2004: 341). Wardaugh (2006: 101) states that people are usually required to select a particular code whenever they choose to speak and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as *code switching*. Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. Moreover, Trudgill

(2000) states that code switching is switching from one language variety to another when the situation demands. Speaker can switch completely from one language to another.

Regarding to those definitions, it can be concluded that when people opened their mouth, they must choose a particular code. In choosing a code, people may switch to another code. When a speaker talks in one code then he changes or switch to another code, it is commonly known as 'code switching'. Likewise, McKay and Hornberger (1996:56) states that when two or one languages exist in a community, speakers usually switch from one language to another, this phenomenon known as code switching. Code switching can be a conversational strategy in which the bilingual speaker alternates two languages varieties in a single discourse, sentence, or constituent.

#### **4. The Similarities and the Differences between Code Switching and Code Mixing**

From the explanation above, the similarities and differences between code switching and code mixing can be inferred. They are as follow:

##### **a. The Similarities between Code Switching and Code Mixing**

Code switching and code mixing living in a bilingual (or multilingual) community forces people to be able to speak in at least two different languages. It is lined with Modupeola

(2013: 92) who defines code switching as a means of communication which involves a speaker alternating between one language and another in communicative events. Moreover Ajibola (2011: 17) who states that code mixing is the use of one language in another language, the mixing of two or more languages or language varieties in a speech.

Wardaugh (2006: 101) states that people are usually required to select a particular code whenever they choose to speak and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances. Ahmad (2009: 49) also state that code mixing also called intra-sentential code switching or intra-sentential code-alternation occurs when speakers use two or more languages below clause level within one social situation.

b. The Differences between Code Switching and Code Mixing

To have clear understanding about code switching and code mixing learning, we can refer to some theories. Nilep (2006) states that code switching is an alternation in the form of communication that signals a context in which the linguistic contribution can be understood. Meisel (1994 in Hidayat, 2012) states that code switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and

to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints. While, Ohoiwutun (2002: 69) states that code mixing is the use of more languages or codes in discourse which has no clear patterns.

Code mixing is the borrowing of the elements of another language (Poplack: 2004). The language is mixed with another language by borrowing the some elements of the language. The borrowing can be in the form of the word or phrases or the pattern of the word. Code switching is a systematic rule-governed linguistic behavior. Therefore, when we switch the language we have to pay attention to the grammar or rule of the language. However, code mixing is less systematic. The mixing may take place at any level of linguistic structure (Poplack: 2004). It means that the mixing may not grammatically correct of certain language.

Trudgill (2000) states that code switching is switching from one language variety to another when the situation demands. While Nababan (1991: 32) says that it is a mixing of two or more languages or language variation in speech act or discourse without something in using language situation which demands the speaker, it is only because of informal and speaker habitual. Fasold (1996:192) explains one criterion to



different code switching and code mixing. One criterion that is sometimes offered to distinguish switching from mixing is that the grammar of the clause determines the language.

But this criterion, if a person uses a word or a phrase from another language, he has mixed, not switched. But if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another. That means they create a code.

From the explanation of the difference between code switching and code mixing above, it can be concluded that when people change language intentionally and they do it because of specific purposes, in other words the switch is functional, that means they use code switch. When people insert a piece of word other than that of their language, and they have no specific purpose or intention when doing that, that means they code mix.

## **5. Types of Code Switching**

There are many experts in the field determining the types of code switching. Wardaugh (2006:104) describes two kinds of code switching: situational and metaphorical. The similar types of code switching had been proposed by Hudson (2001:52). He has categorized types of code switching into situational code switching and metaphorical code switching. However, he proposed

additional type called conversational code switching. Those are some types of code switching based on social element which has been proposed by many experts.

Poplack (2004) also proposed types of code switching. The classification of code switching by Poplack is based on scope of switch. Poplack identified the following types: tag-switching, inter-sentential and intra-sentential.

a. Tag switching

Tag switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in other language, such as *okay, well, it's okay, I mean, you know*. Tags used easily inserted in speech at a number of point in monolingual utterance without break syntactic rules (Romaine in Susanto, 2008:47). For example: “*okay, saya pikir ini sudah selesai ya*”

b. Intra-sentential switching

Intra-sentential code switching that concerns language alternation switches occurs between a clause or sentence boundary. Sometimes it includes mixing within word boundaries. For example:

A: “*ini lagu lama, tahun 60an. It,s oldies but goodies, they said. Tapi masih enak kok di dengerin*”. It shows

Indonesian bilingual switches from Indonesian to English (Indrawan, 2010:76).

c. Inter-sentential switching

Inter-sentential code switching is the switch involving movements from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produces entirely in one language. Inter sentential switching may serve to emphasize a point made in the other languages in conversation.

The following examples shows inter sentential code switching from one language to another language:

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).

### C. The Functions of Code Switching

Gumperz (in Romaine 1995: 162-164) gives the functions of code switching namely quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification.

a. Quotations

The function of code switching as quotation means that switching is used to draw a stretch of direct speech in other language which is different from the main narrative. The function

is as quotation mark when bilinguals report and present a direct speech by using it is original language. Example:

- *Berbeda dengan orang batak, misalnya “I don’t like you, I will ask you face to face”. Orang batak itu misal tidak suka menyampaikan secara langsung.*

b. Addressee specification

Code switching can also be used to specify an addressee as the recipient of the message. The function of code switching is to draw attention to the fact that the addressee is being invited to participate in an exchange. Example:

- Now we will learn about conditional sentence, *ada yang sudah tau apa conditional sentence itu?*

c. Interjections

Code switching serves to mark interjection or sentence filler. Here, a piece of sentence from one language is inserted or injected to the other.

- Please take a piece of paper *coba kamu ambil kertas masing-masing*, please write down your name.

d. Reiterations

Code switches sometime reiterate what has just been said (Gumperz in Romaine, 1995:162). Frequently a message in one code is repeated in the other code either literary or in somewhat

modified form. It uses to clarify what is said or to emphasize a message.

- I will give you five minutes *ya, saya kasih lima menit untuk menjawab ya*

e. Message qualification

In this function, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic introduced in one language and then commented or further qualified in other.

- *Sekali lagi, silahkan kata katanya itu masing-masing potongan* arrange into a good paragraph

f. Personalization or objectification

The function of code switching can be used to mark personalization or objectification. Gumperz (in Romaine, 1995: 164) says that this contrast relates to things such 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. As an example, Gumperz cites a conversation between Slovenian German bilinguals concerning the origin of certain type of wheat.

- If you can't swim, you can't go rafting. *Jika kamu tidak bisa berenang, kamu tidak bisa rafting.*

## **D. Code Switching in Classroom**

### **1. Code switching in Classroom**

Bolander (2008) in her book *Code Switching in the Classroom: A Sign of Deficiency or a Part of the Learning Process* states that the phenomenon of code switching is consequently also present in second language classrooms. For instance, during an English lesson in a school, English and first language which also called mother tongue are frequently switched. Many teachers of English see code switching as a communicative strategy for with insufficient vocabulary resources, and thus as a source of concern. Teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding (Modupeola, 2013:93). Consequently, these teachers may become intolerant of switching to the native language. At the same time, recent studies suggest that code switching is a part of the process of acquiring a second language and that it may be an important competence in itself in the way the speaker is able to alternate between the two languages and employ each language for specific purposes (Bolander: 2008)

Bolander states that the native language is (in most cases) a common code of communication which makes it possible to level off the linguistic advantage held by teacher. Thus in spite of the

existing but unwritten pedagogical rule to speak the target language, the second language (L2) learners are aware of the possibility to retreat to the native language if necessary.

Code switching is a widely observed phenomenon especially seen in multilingual and multicultural communities (Sert, 2005: 1). In ELT classrooms, code switching favored by many educators, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

As mentioned earlier, communication in the foreign language classroom is more complex than social communication in general. Perhaps the most important reason for this is that in the classroom there is a double level of communication. The foreign language is not merely used to exchange ideas and to communicate, but also to talk about the language itself. In other words, we are communicating about communicating, and both communication and meta-communication take place. When the teacher conveys information in the foreign language, the learners commonly intervene in the native language in order to clarify and

assimilate the information. A situation where this type of learner intervention is likely to occur is when grammar is being taught. Another typical situation would be the learners use their native language in order to check their understanding of lexical items. Consequently, the choice of code is closely related to the type of task or activity being performed in the classroom. Oral production tasks and comprehension are examples of activities associated with the foreign language. Hence, meta-communication, for instance, is a trigger for the native language to come into effect and the ultimate reason for this is the learners' need to negotiate meaning in order to help the learning process.

Moreover, Bolander states that code switching is a considerable degree connected to change in roles and role relationships. The student has a sort of double identity- one as a learner and one as a social interlocutor. Similarly, the relationship between the teacher and the students has two aspects one institutional and one interpersonal. In other words, they do not merely interact as teacher and student, but also as social beings. When either of the interlocutors switches code, there is a shift in social and institutional roles. A switch from the target to the native language places the learner on more equal social grounds with the teacher. When switching from the foreign language to



the native language the student denies his/her identity as a learner and instead assumes a social role.

From the students' perspective, the teacher now becomes more of an equal and less of teacher. Similarly, describes the bilingual teenage daughter who speaks English most of the time, but switches to her native language. Another element that plays an important part in influencing the students to switch codes related to the content of what is said. In today's school, the language used in foreign language education has become synonymous with instruction and is often solely related to school. This is a result of the fact that the learners rarely say what they feel and think in the foreign language class. An example of this is the French learner of English, who answers his teacher's questions (which are very general and asked without any real interest in the content and which have their focus more on the linguistic dimension) in his L2 English, but, as soon as he switches to talking about things that matter to him and about his personal life, switches to his native language.

For different reasons, the two languages become associated not only with different sets of topics, but also with different people and settings. This type code switching, in contrast to those discussed above, does not serve the purpose of developing the target language, but from a pedagogical point of view it is a good

indicator of the students' desire to take part in the interaction. For example, when the learner switches the native language in order to understand a grammatical feature, the ultimate reason for this is to be able in making sense of the language and learn. Here, the learner switches the native language because she or he finds more important to be able to convey a message, regardless of the language in which she or he does it, than to adhere to the code rules in the classroom. This in turn reflects the student's willingness for participating in the interaction.

## **2. Reasons for Classroom Code Switching**

Chowdury (2012) states code switching in regular social context and code switching in language learning classroom have separate and distinct functions though sometimes some functions are common in both the situations. Therefore chowdury defines some reasons that influence the classroom code switching. Those reasons are as follow:

### **a. Class size and maintaining discipline**

A large class is a common phenomenon. Code switching plays an effective tool for maintaining discipline in a large class. In order to manage classroom discipline, to give instructions for the students about their sitting arrangements, to respond the student complaints, sometimes to draw students' attention, even sometimes to tell off students for

their misbehavior, the teacher may use the mother tongue. At times the teacher greets the students by switching codes at the opening or closing of a class.

b. Students' background and mixed ability classes

The students has their own background, every students are different, depending on their social environment. For example, students coming from the Bangla medium background, in their SSC and HSC level, their English knowledge are confined in only a few contemporary text books which offer a little scope for real life English practice, specifically speaking practice. At the tertiary level when they are enrolled in different new courses, they are introduced with new terminologies, ideas and knowledge. Classes are conducted in English and the textbooks are written in English. But these students face a lot of difficulties to be comprehend the class lectures; as a result, the teacher tends to switch codes to make the lesson easy.

c. Ease of communication

To communicate more effectively with the students, the teacher often employs code switching. To explain new and difficult concepts, teachers often switch codes because this is not only helps in understanding but also saves time. While repeating or reinforcing any part of the lesson, defining or

explaining a terminology, the teachers often take helping of code switching.

d. Explaining and translating unknown terms

Whenever any lesson, topic, concept or term is introduced before the students, the teacher needs to explain it in detail. When a teacher adopts any of the strategies, they may consciously or subconsciously switch codes from English to the first language. Code switching is also effective in clarifying any kind of confusion or misunderstanding regarding any topic.

On the other hand, sometimes new words, terms or expressions need to be translated before students as a few students may not be familiar with the underlying meaning. So, translation works as a very useful device for gaining clear conception. At times if the teacher does not know or remember the exact English counterpart of a term or expression, they may switch codes.

e. Expression of solidarity

Code switching is a good way to express solidarity with the interlocutor. To build interpersonal relationships, to become friendly with students and to give positive impact in the affective level students, the teacher often switches codes consciously.

## **E. The Previous Study of the Research**

The first previous study that related to code switching study conducted by Tri Rahayu (2019), entitled “*an Analysis of Code Switching in Teaching English Speaking Skill Used by The Teacher and The Students at The Eight Grade of SMPN 1 Sambit Ponorogo*”. This research used a descriptive qualitative research. She focused on an analysis of code switching in teaching English speaking skill used by teacher and students of eight grade of SMPN 1 Sambit Ponorogo. In the research, she analyzed the types and the functions of code switching. The data of the type of code switching is analyzed by the researcher using Ronald Wardaugh’s theory. While the data of function of code switching is analyzed by the researcher using several categories, there are participants, solidarity, status, topic, switching for affective functions, metaphorical switching, and lexical borrowing.

The data of the research shows that all three types of code switching proposed by Wardaugh are found in teacher utterances with the most frequent type of code switching which practiced by the teacher is inter-sentential switch with the total 39 times of occurrences. And the function of code switching, also practiced by lecturer of speaking class with different purpose in each function.

Second previous study dealing with code switching conducted by Ike Dyah Sintaningtyas (2017), entitled “*Code Switching Analysis*

*Used by English Teacher of Eleventh Grade Students of MAN Sukoharjo in The Academic year of 2016/2017*". In this research, the researcher used qualitative method in collecting the data. The researcher focuses only on teacher's code switching which has been found during teaching learning process in the classroom. The researcher analyzed the types and functions of code switching. The data of the type of code switching is analyzed by the researcher using Poplack's theory. While the data of function of code switching is analyzed there are six functions namely, quotation, interjection, reiteration, message qualification, addressee specification and personalization or objectification.

The result of the research is 54 times inter-sentential, intra-sentential 38 times and tag switching 23 times in teacher's utterances.

Comparing with the previous research, the researcher's position is to explanation about code switching. Moreover, the researcher attempts to conduct the research in the English class at the eighth grade students of SMP Muhammadiyah 4. The researcher will investigate the use of code switching practiced by teacher during class.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter, the researcher explain how the research will conduct in order to make the discussion clearer. There are some parts of research methodology will be discussed in this chapter. They are the research design, setting of the research, source of the data, technique of collecting the data, technique of data analysis, and trustworthiness of the data.

#### **A. Research Design**

This research used descriptive qualitative research. The data are considered as qualitative because they are form of written and spoken (words) rather than numbers. Rossman and Rallis (2012:4) states that in doing qualitative research, the researcher seek answer to their questions in the real world. In this research, the researcher was the main instrument in doing the research. As Rossman and Rallis proposed, that there are two unique features of qualitative research: 1. the researcher is the means through which the study is conducted, and 2. the purposes is to learn about some facet of the social world. From this perspective, the data accumulation is not reality itself but rather representations of reality. The transformations of the data through analysis and interpretation become information. According to Moleong (2002:6) the data of qualitative method are collected in the form of words, picture, and non-numerical oriented. It is associated with generating and developing an understanding.

Therefore, the researcher used descriptive qualitative method since it is the method that collects, classifies and analyses the data in the form of words and sentences to draw a conclusion. The data will be in the form of sentences which later will be analyzed descriptively based on the types and the function of code switching.

## **B. Setting of the Research**

### **1. Research Place**

The research was conducted in SMP Muhammadiyah 4 Surakarta which located on Jalan A Yani Tempurejo RT.05/Rw.02, Sumber, Banjarsari, Surakarta. The researcher selected SMP Muhammadiyah 4 Surakarta, because the English teacher that observed by the researcher often uses two languages in teaching learning process. The researcher collected the data from the teaching learning process of English class used by English teacher of the eighth grade of Smp Muhammadiyah 4 Surakartain the academic year of 2019/2020. The researcher observed eighth grade of 8a.

### **2. Research Time**

The period of the research was done from August until Desember 2019. It was included of finishing the licensed research, observation, interview, conducting the research, taking documentation and doing the Seminar of proposal.



**Table 3.1 Time Schedule of Research**

| No | Activities              | Month |      |     |     |     |     |     |     |
|----|-------------------------|-------|------|-----|-----|-----|-----|-----|-----|
|    |                         | Aug   | Sept | Oct | Nov | Des | Jan | Feb | Mar |
| 1  | Submitting title        | √     |      |     |     |     |     |     |     |
| 2  | Collecting the document |       | √    |     |     |     |     |     |     |
| 3  | Chapter I               |       | √    |     |     |     |     |     |     |
| 4  | Chapter II              |       |      | √   |     |     |     |     |     |
| 5  | Chapter III             |       |      |     | √   |     |     |     |     |
| 6  | Proposal of thesis      |       |      |     |     | √   |     |     |     |
| 7  | Analysis data           |       |      |     |     |     | √   | √   |     |
| 8  | Seminar of Proposal     |       |      |     |     |     |     |     | √   |

### C. Source of the Data

The object of the research was English teacher who teach in eighth grade of SMP Muhammadiyah 4 Surakarta. The researcher wanted to analyze the types and the functions of code switching that used by English teacher in the classroom. Lofland (in Moleong, 2002:112) reveals source of data in qualitative research are words and events, for additional data can be documents or others. The researcher collected the data by observing and recording teacher's explanation in the classroom. Therefore, the data of the research included qualitative data. The form of data is in utterances not numbers. The data on this research was obtained from English teacher who teach in eighth grade students of SMP Muhammadiyah 4 Surakarta.

Based on the observation, there were two English teacher who taught at the eighth grade students in SMP Muhammadiyah 4 Surakarta. But the researcher observed only a teacher because the teacher used two languages to deliver the material those are English and Indonesian languages which are equal. Then, another teacher taught listening comprehension which means that the teacher doesn't do a lot of conversation with students in the classroom. It indicated that this English teacher in SMP Muhammadiyah 4 Surakarta who is observed by the researcher performed code switching in learning process. Besides, the teacher also has an interest method while teaching the students. The class, is always active during learning process. Although English is one of the difficult lessons for the students, the way of teacher to deliver the materials makes them enjoy and easy gets understanding of the materials. Moreover, the reason why the researcher only observed one class is because the English teacher only taught two classes of four classes at eighth grade. That is eighth grade of 8A and 8B.

#### **D. The Techniques of Collecting Data**

In this research, the researcher used three techniques of collecting data. They are observation and interview to collect the data. The data was collected by observing the English classrooms to find appropriate information for obtaining the objective of the study. It was collected from the data that was interpreted and transferred into the observation form. In order to support the completeness of the data, a video recorder will use as

the supplementary method of observation. These are the details about the techniques of collecting the data:

1. Observation

Observation is a major data collection tool in qualitative research. Marshall (1995) states that through observation, the researcher learn about behavior and the meaning attached to the behavior.

The observation was conducted in classroom where the participant is teaching. The researcher used open observation in which the researcher did the observation with the teacher's permission. The researcher joined the class and observed the teaching learning process passively without doing any involvement in the classroom. The researcher observed the teacher instruction during learning process, what languages used by the teacher and how she made the students understand the material by switching the languages.

The researcher recorded the teacher explanations during learning process. The recorder prepared by the researcher before the class is starting. Then, the researcher took the video recording in the corner of the class, so the whole lesson can be record clearly.

After doing observation and record the learning process, the researcher transcribed the recording of the utterances in the form of written. The data were analyzed using Poplack and Gumperz's theory to find the type and the function of code switching done by the teacher.

| No | Activities          | Day/Date                        |
|----|---------------------|---------------------------------|
| 1  | Fisrt pre research  | February, 18 <sup>th</sup> 2020 |
| 2  | Second pre research | February, 20 <sup>th</sup> 2020 |
| 3  | First Observation   | July, 20 <sup>th</sup> 2020     |
| 4  | Second Observation  | July, 24 <sup>th</sup> 2020     |
| 5  | Third Observation   | August, 7 <sup>th</sup> 2020    |
| 6  | Fourth Observation  | August, 10 <sup>th</sup> 2020   |

## 2. Interview

Interview is also used by the researcher to collect the data. It is aimed to cross check between the data obtained from recording and information that the researcher got. Interview is a meeting of two people to exchange information and ideas trough question and answers that can be constructed in a particular topic (Sugiyono in Prastowo, 2012:212).

Bungin (2009:108) reveals that interview is the purpose of obtaining information for research and the interviewee or informants with or without interview guide. Interview was carried out informally, to make both the researcher and the teacher comfort with the atmosphere of interview. Therefore, it was more likely a common conversation rather than interview. The researcher had got permission from the teacher to do interview, so it did not disturb her activities.

The content of interview was on the subject which related with the researcher analysis. The researcher asked about the teacher experiences in teaching the students, what language did the teacher use during learning process, the teacher's opinion about the use of code switching in the classroom and the other supporting questions related the thesis. The important things of interview are written or notes.

### **E. Data Coding**

To make classification of data analysis, the researcher gives codes to each data.

- a. The numeral 01,02,03... are used for the datum number. For example, 01 for the datum number one, 02 for the datum number two, etc.
- b. The code based on the types of code switching, these are below :
  - tag : Tag switching
  - inter : Inter-sentential switching
  - intra : Intra-sentential switching
- c. Other codes were given based on the function of code switching.
  - quo : Quotation
  - add : Addressee Specification
  - inj : Interjection
  - rei : Reiteration
  - mq : Message Qualification
  - obj : Personalization or Objectification

Those can be put together into sentences. The example of data coding for data analysis and the ways read it, is written: 01/tag/add means that the first data is tag code switching and the functions is addressee specification. By giving a code to each data, the data becomes easier to be classified and analyzed.

#### **F. Technique of Data Analysis**

Data analysis is a process of organizing and classifying the data into patten, category and basic unit of analysis in order to find a theme and to formulate hypothesis as data suggest (Moleong, 2002: 248). The researcher does not only collect the data but also analyze the data to obtain the research's result. In this research, the researcher uses content analysis. Gao (1989:6) states that content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysis to make inferences about the characteristics and meaning of written and other recorded material. Ello and Kungas (2007: 107) state that content analysis is a method that may be used with either qualitative or quantitative data and in an inductive or deductive way.

Based on the theories, the researcher concluded that content analysis is a method used to collect some information in the research of qualitative and also quantitative. Deductive and inductive are two forms of content analysis. Deductive is a method to analyze qualitative research while inductive is a method to analyze quantitative research. In this research, the researcher used deductive content analysis because this

research is qualitative research. There are some stages in analyzing the data, those are:

1. Listening to the utterance of the teacher. The researcher listens to the recorded in the teaching learning process.
2. Transcribing the recorded data as accurate as possible and arranges the data into written data.
3. Classifying the data based on the types of code switching and the function of code switching.
4. Giving codes for each datum. The code is aim to make data identification and to be easier to analyze.
5. Describing the data to answer the research problems. In this step, the researcher begins to analyze each data based on the theory of code switching. The data which contained the type of the code switching is taken from Poplack's theory, and the data which contained function of code switching is taken from Gumperz's theory.
6. Drawing the conclusion and giving suggestion based on the data analysis to answer research problem.

#### **G. The Trustworthiness of the Data**

The data was collected, noted recorded and group to the research activity. Trustworthiness of data is needed to check the trust of the data. Validity means something that makes the researcher and steady about the conclusion of the research. To increase the validity of data in the research, the researcher uses triangulation technique. Moleong (2002: 178) stated

that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data.

Norman Denzin (in Haes, 2010:14) identified four basic types of triangulation. They are data triangulation, investigator triangulation, theory triangulation and methodological triangulation.

#### 1. Data Triangulation

The use of variety data sources including time, space, and persons in a research. Data triangulation is the process rechecked and compared information by researcher which obtained in different source. For instance, it has done by comparing observation data with interview data result, comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event

#### 2. Investigator Triangulation

The ability to confirm finding across investigators without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting, and analyzing the data.

#### 3. Theory Triangulation

Theory triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is look at a



situation/phenomenon from different perspective, through different lenses, with different question in mind. The different theories do not have to be similar or compatible, in fact the more divergent they are, more likely they are to identify different issues or concern.

#### 4. Methodological Triangulation

Methodological triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the result of another.

Based on the types of triangulation above, the researcher used source of investigator triangulation to recheck the data. After the researcher collected the data from transcription of the recorder, the data is delivered to the prove investigator to gain the trust of the data. The researcher asked Mr. Muhammad Husin Al Fatah, M.Pd. as the investigator. The researcher got suggestion related to the data findings

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter is divided into two parts; findings and discussion. The findings parts presented the result of data analysis about the types of code switching that used by English teacher at the eighth grade students based on Poplack theory and the functions of code switching used by English teacher at the eighth grade students based on Gumperz theory. The discussion section provided the deep and detailed description of the data finding.

#### **A. Research Findings**

This part explained the findings dealing with code switching in the teaching and learning process. In explaining the findings, the researcher did some steps. Firstly, the researcher presented the types of code switching. There were three types of code switching that used by teacher, are inter-sentential code switching, tag-switching and intra-sentential code switching. Secondly, the researcher presented the functions of code switching. There were six function of code switching; they are quotation, addressee specification, interjections, reiterations, message qualification, and personalization or objectification. The data were analyzed based on the classification that related to the types and functions of code switching found in the observation.

The observation was conducted four times with the duration of each observation was 30 minutes because the teaching learning activity was online in this pandemic situation. From the recorder which has been transcribed by the researcher, there were seventy three data on teacher's utterances. The details list of those utterances which contained of code switching can be seen in the appendix. The following explanations were some analysis that made by researcher related to the types and functions of code switching.

### 1. Types of Code Switching

The researcher analyzed the types of code switching that found in teacher's utterance. Previously in Chapter II there was a discussion about types of code switching proposed by Poplack, they are intra-sentential code switching, inter-sentential code switching, and tag switching.

**Table 4.1 Types of Code Switching**

| No           | Types of Code Switching    | Data      | Percentage  |
|--------------|----------------------------|-----------|-------------|
| 1            | Intra-sentential Switching | 22        | 39,38%      |
| 2            | Inter-sentential Switching | 18        | 32,14%      |
| 3            | Tag Switching              | 16        | 28,57%      |
| <b>Total</b> |                            | <b>56</b> | <b>100%</b> |

The table above showed the types of code switching that used by the teacher in a classroom. The classifications of intra-sentential were twenty two data, the classifications of inter-

sentential code switching were eighteen data, and the classifications of tag switching were sixteen data. It can be seen that the most common type of code switching which has been found in teacher's utterances during learning process was intra-sentential switching and the least common type of switching was tag switching. The following data are some examples of analysis on the type of code switching

**a. Intra-sentential switching**

Intra-sentential switching occurs within a sentence. It involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals (Poplack in Romaine, 1995: 123). Intra-sentential switching occurred during the learning process. The findings showed that the data of intra-sentential switching was most common type of code switching with twenty two data and percentage 39,28% from all fifty six data. The following are some example of inter-sentential switching:

**1) 02/intra/mq**

*Kita bertemu dalam keadaan sehat semuanya ya Alhamdulillah, walaupun harus dengan online meeting seperti ini no problem lah ya.*

The datum was taken on July 20<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom used google meeting and they were

say hello after long time no seen. The situation was the teacher told that was no problem with online meeting because they must do it on this pandemic situation.

As can be seen from the utterance, there were intra-sentential switching occurred in the middle of the sentence. The beginning of the sentence was Indonesian language '*kita bertemu dalam keadaan sehat semuanya ya Alhamdulillah, walaupun harus dengan*' then followed with English. The teacher said to the students that they have to meet online, in the sentence the teacher switched to English for several times and then switched to Indonesian language again. The teacher used the word '*online meeting*' and '*problem*' because they were easily to understand by the students.

## 2) 22/intra/inj

*Nanti kita ketemu lagi **on Friday** ya anak-anak. **Don't forget to do the task** jangan lupa dikerjakan dan dipelajari juga ya.*

The datum was taken on July 20<sup>th</sup>, 2020 in English online classroom of eight grade of 8A. The setting was in the online classroom used google meeting and they were closed their meeting, the situation was in the end of the lesson. The teacher said that they would meet on Friday and the teacher remains to the students about their task. The

teacher asked the students to learn again about the lesson for improving their knowledge.

From the datum, it can be seen that the teacher used intra-sentential switching, because it involved within a sentence. The teacher switched to Indonesian language at the first sentence she uttered then in English in the middle of the sentence and she was back the utterance to English again. In this case, the teacher used intra-sentential switching to make the students get the main point of the teacher's utterance. Because if the utterance full of English the students would be confused and difficult to understand about what the teacher tried to convey.

### 3) 50/intra/rei

*Speak very fast,* atau berbicara terlalu cepat ya *very fast.*

The datum was taken on August 10<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about checking understanding. The situation was in the middle of the lesson. The teacher wanted to explain about some example of checking understanding.

The teacher said '*speak very fast*' after that she switches to Indonesian language in the middle of the sentence and then comeback to English again. The teacher

switched to Indonesian language as the repetition of the first utterance. So that, the students can easily understand the teacher said. The utterance belongs to intra-sentential switching, because there was another language in the middle of the sentence.

#### **b. Inter-sentential switching**

Inter-sentential switching involves a switch at clause or sentence boundary, where each clause or sentence is in one language or another. This kind of switch requires greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages (Romaine, 1995:123). Inter-sentential switching usually happened during classroom activity. It happened to clarify or even to translate the utterance. The findings showed that the data of inter-sentential is eighteen data and percentage 32,14% from all fifty six data. The following are some examples of inter-sentential switching:

##### **1) 11/inter/mq**

*When used this expression ketika kita menggunakan ungkapan ini kita perlu mengetahui apakah orang yang kita ajak bicara mengerti atau tidak.*

The datum was taken on 20<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about

expression of asking for attention. The situation was in the middle of the lesson. The teacher explained about used of asking for attention. The teacher told that if they use the expression they have to make an attention to someone who had conversation with them.

The utterance can be classified as inter-sentential switching, because it involved switch from one language to the other between sentences. The teacher used English language to explain the material by saying '*when we use this expression*'. Then she used Indonesian in further explanation.

## 2) 25/inter/rei

*Do you remember. Masih ingat itu tentang apa?*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The situation was in the beginning of the lesson. The teacher asked the students that they still remember or not about the material that day. There were some students said that they still remembered but little forget about the material.

The teacher asked the students by saying '*do you remember*'. Then the teacher repeated the sentence in Indonesian language '*masih ingat itu tentang apa*'. In this case, the teacher repeated the sentence from English to



Indonesia language in order to get the understanding of the students. The utterance was classified as inter-sentential switching because it involved switch from one language to the other between sentences, the teacher started the sentence in English and then followed by Indonesian language.

The teacher changed into Indonesian language in a full sentence. In this case the teacher used inter-sentential switching to make the students get the point of what the teacher try to convey.

### **c. Tag Switching**

Tag switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language (Poplack in Romaine, 1995:123). In the classroom, it means that while speaking the teacher can insert a language tag to the utterance. Tag switching occurred during the learning process, but it rarely happens in classroom activity. The findings showed that the data of tag switching was the least common type of code switching with sixteen data and percentage 28,57% from all fifty six data. The following were some examples of tag switching:

### 1) 05/tag/add

*Ok, hari ini kita akan mempelajari tentang meminta perhatian ya*

The datum was taken on July 20<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for attention. The situation was in the beginning of the class. The teacher started the lesson with saying that the material of that day is asking for attention in order to make the students notice about the material.

Here, the teacher inserted an English tag before she spoke in Indonesian language when she wanted to told the students about the material. The inserted '*ok*' was familiar to students so they can easily understand the meaning of its. The utterance included in English tag because the inserted '*ok*' is minimal syntactic restrictions and it's not violating the syntactic rules.

### 2) 24/tag/mq

*Today we will learn about asking and giving opinion, ya*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and the teacher told that the day they would discussed about asking and giving opinion. The situation is in the beginning of the lesson.

Here, the teacher inserted an Indonesian tag after she spoke in English when she said the material of the day they would be discussing. The teacher used tag insertion ‘*ya*’ to emphasize the instruction that the teacher gave to the students in making them got the main point of the instruction. Tags are subject to minimal syntactic restrictions, the inserted ‘*ya*’ is minimal syntactic restrictions and it’s not violating the syntactic rules. That is way the teacher’s utterance classified as tag switching.

### 3) 49/tag/inj

No, dilihat yang gambar itu lho

The datum was taken on August 10<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about checking understand. The situation was in the middle of the lesson. The teacher gave the students instruction to look at the picture on the book. After explained about checking understanding the teacher wanted to show the students an example of checking understanding.

The teacher inserted English tag switching in her utterance to answer the student’s question. The insertion ‘*no*’ was used by the teacher with the stress on it, after that the teacher continued the sentence in Indonesian language

to make the students got the main point of the answer clearly. The utterance can be classified as tag switching, because the English insertion '*no*' is minimal syntactic restrictions and it's not violating the syntactic rules.

## 2. Functions of Code Switching

The researcher analyzed the function of code switching found in teacher's utterances. There are six functions of code switching proposed by Gumperz have been stated in Chapter II. They are quotation, addressee specification, interjection, reiterations, message qualification and personalization or objectification.

**Table 4.2 Function of Code Switching**

| No           | Function of Code Switching         | Data      | Percentage  |
|--------------|------------------------------------|-----------|-------------|
| 1            | Quotation                          | 2         | 3,57 %      |
| 2            | Addressee specification            | 8         | 14,28%      |
| 3            | Interjection                       | 15        | 26,78%      |
| 4            | Reiterations                       | 13        | 23,21%      |
| 5            | Message qualification              | 15        | 26,78%      |
| 6            | Personalization or objectification | 3         | 5,35%       |
| <b>Total</b> |                                    | <b>56</b> | <b>100%</b> |

The table above showed the functions of code switching used by the teacher in the classroom. The classifications of quotation are two data, the classification of addressee specification are eight

data, the classifications of interjections are fifteen data, the classification of reiterations are thirteen data, the classifications of message qualification are fifteen data, the classification of personalization or objectification are three data. It can be seen that the most common function of code switching which has been found in teacher's utterances during learning process was message qualification. It means the teacher often introduced a topic in one language and then commented or further qualified in other to make the students got the main point of what the teacher tried to convey. And the least common function of code switching was quotation.

The following data are some examples of analysis on the functions of code switching:

**a. Quotation**

The function of code switching as quotation means that switching is used to draw a stretch of direct speech in other language which is different from the main narrative. The function is as quotation mark when bilingual report and present a direct speech by using its original language. This function occurred during the learning process. The findings showed that the data of quotation is the least common function of code switching with two data and percentage 3,57% from all fifty six data. The following data are the analysis of quotation as the function of code switching:

1) 23/tag/quo

*Lha tadi katanya udah dengar **'yes miss I can hear'** gitu*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom. The situation was in the beginning of the lesson. The students were complain that the teacher's voice was not clear, but the teacher hear some students said that they heard her voice.

In this case the teacher answered the students question by saying "***lha tadi katanya sudah dengar 'yes miss I can hear'***". The utterance included the function of quotation because the teacher quoted the student's utterance '***yes miss I can hear'***'. The teacher quoted the student's utterance to remind the students that the position was asked by the student herself, so she cannot change complain the voice of the teacher.

2) 31/intra/quo

*Sering ya kalian asking for opinion meminta pendapat to your friend tentang fotomu **'bagaimana ini fotoku bagus tidak ya, kurang cerah kayaknya'** gitu kan ya biasanya*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for opinion. The situation was in the middle of the lesson.

The teacher gave the example of asking for opinion in the student in their daily life.

The datum was classified as function of quotation because the teacher quoted as student's voice during explanation. It is line as Gumperz theory which stated that quotation means that switching is used to draw a stretch of a direct speech in other language which is different from the main narrative. It showed from the utterance '*bagaimana ini fotoku bagus tidak ya, kurang cerah kayaknya*'. The teacher acted as the students to make the students understand with the example.

#### **b. Addressee specification**

In this case, the function of switching is to draw attention to the fact that the addressee is being invited to participate in the conversation. This function occurred during the learning process. The findings showed that the data of addressee specification are eight data and percentage 14,28% from all fifty six data. The following are some analysis of addressee specification as the function of code switching:

##### **1) 04/inter/add**

*Ini tadi miss retno minta kalian untuk apa, do you know attention?*

The datum was taken on 20<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for attention. The situation was in the beginning of the lesson. The teacher made an attention to notice the students. The teacher gave a question the students about attention.

The teacher pointed toward the students to participate or answered the teacher's question by saying '*do you know attention?*'. As can be seen that the teacher point toward the students by asking the question. With the teacher expectation, the students will be participated to the question. From the reason, the utterance was classified as the function of addressee specification, because the function is to draw attention that the addressee is being invited to participate in the conversation.

## 2) 30/intra/add

*Paling sering kalian asking for opinion tentang apa? Sama siapa minta pendapatnya?*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for opinion. The situation was in the middle of the lesson. The teacher asked the students what they were asked for opinion.



The teacher asked the students how often they asking for opinion to someone. After that the teacher pointed toward the student as the addressee by saying '*sama siapa minta pendapatnya*'. The utterance can be classified as addressee specification because the teacher asked the students.

### 3) 44/inter/add

*Cuma 3 percakapan itu saja gampang kok, fill in the blank.*

The datum was taken on August 7<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for opinion. The situation was in the end of the lesson. The teacher showed to the students that the task was on the book is conversation.

The teacher said that the exercise is easy. After that, the teacher pointed toward to the students as the addressee by saying '*fill in the blank*'. The utterance can be classified as addressee specification because the teacher wanted to tell the students that the exercise is fill in the blank. It is lined with Gumperz theory which stated that addressee specification is to draw attention to the fact that the addressee specification is being invited to participate in the conversation.

### c. Interjection

Interjection is the function when people give some instructions or even asked the other to do something. The findings showed that the data of interjections are fifteen data and percentage 26,78% from all fifty six data. The following are some analysis of interjections as the function of code switching:

#### 1) 03/inter/inj

***Before we starts our meeting today. Perhatikan dulu ya***

The datum was taken on July 20<sup>th</sup> 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were in the beginning of the lesson. The teacher made a notice to the students to attention to her.

The function of the utterance was interjection. Interjection is the function when someone drove some instructions or asked the other to do something. It showed from teacher's utterance "***perhatikan dulu ya***" the teacher gave instruction to the students to pay attention.

#### 2) 55/tag/inj

***Sudah jelas ya, kalau sudah kita close***

The datum was taken on August 10<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in

the online classroom and they were in the end of the lesson. The teacher asked the students that they have understood clearly with the material or not. The teacher will closed the meeting that day if they were understands.

From the datum, it can be seen that the teacher used the function of interjections by asked them question have they were understand or not.

#### **d. Reiterations**

Code switch sometimes reiterate what has just been said (Gumperz in Romaine, 1995: 162). It means that code switching is used to clarify what is said or to emphasize a message. The findings showed that the data of reiteration are thirteen data and percentage 23,21% from all fifty six data. The following are some analysis of reiterations as the function of code switching:

##### **1) 13/intra/rei**

*Iya, this picture gambar yang paling atas ini*

The datum was taken on July 20<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for attention. The situation was in the middle of the lesson. The teacher showed the student an example of asking for attention. The example was a conversation picture. The

teacher asked the students to look and read the conversation.

The utterance can be classified as reiteration. It showed from the utterance *'this picture, gambar yang paling atas ini'*. The teacher said to the students in English and the said again in Indonesian language with the same meaning as the previous utterance. The teacher reiterated the utterance to emphasize the meaning of the first utterance. So, the student can get the main point easily. It is line with Gumperz theory that reiterations means to clarify what is said or to emphasize a message

## 2) 14/inter/rei

*Can you hear me, bisa dengar suara miss tidak?*

The datum was taken on July 20<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for attention. The situation was in the middle of the lesson. The teacher asked the students they can hear her voice or not. The teacher tried to check the speaker in order to make the students hear clearly the teacher's voice.

The teacher asked the students with English by saying *'can you hear me'* and the repeated again in Indonesian language by saying *'bisa dengar suara miss tidak?'*. The

teacher reiterated the sentence to emphasize the previous utterance and to make the students get the point of the utterance. The function of the utterance is classified as reiterations because the teacher reiterated what has just been said.

### 3) 25/inter/rei

*Do you remember, masih ingat itu tentang apa?*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for opinion. The situation was in the beginning of the lesson. The teacher asked the students about last material. Some students said that they were still remembered about it.

The teacher asked the students with English by saying '*do you remember*', and then repeated again in Indonesian language by saying '*masih ingat itu tentang apa*'. The teacher reiterated the sentence to emphasize the previous utterance and to make the students get the point of the utterance. The function of the utterance is classified as reiterations because the teacher reiterated what has just been said. It is line with Gumperz theory that reiterations means to clarify what is said or to emphasize a message.

### e. Message qualification

In this function, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic introduced in one language and then commented or further qualified in the other. The findings showed that the data of message qualification are fifteen data and percentage 26,78% from all fifty six data. The following are some analyses of message qualification as the function of code switching:

#### 1) 17/intra/mq

*Quiet artinya apa? Setiap ketemu kata sukar seperti ini sebisa mungkin ditulis, supaya kosa katanya tambah banyak*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for attention. The situation was in the middle of the lesson. The teacher asked to student the meaning of quiet. After that the teacher remains the students to write down the difficult vocabulary.

The function of the utterance is message qualification. It showed from the utterance '*supaya kosa katanya tambah banyak*' the teacher gave further explanation from the first utterance '*setiap ketemu kata sukar seperti ini sebisa mungkin ditulis*' that the students should collect more

vocabularies. The reason why the utterance can be classified as message qualification was because a topic introduced in one language and then commented or further qualified in the other

## 2) 29/inter/mq

*Asking for opinion sometime is important in daily life. **Karena kita hidup butuh berkomunikasi dan menerima atau meminta pendapat dari orang lain tentang sesuatu.***

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for opinion. The situation was in the middle of the lesson. The teacher and students discussed about asking for opinion in daily life. The teacher told to the students that asking for opinion is important in daily life.

The function of the utterance was message qualification. As Gumperz that in this function, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic introduced in one language and then commented or further qualified in the other. It showed from utterance '*karena kita hidup butuh berkomunikasi dan menerima atau meminta pendapat dari orang lain tentang sesuatu*' the teacher gave further explanation about asking for opinion is important in daily life.

### 3) 36/ intra/mq

*Langsung saja kita masih continue dengan materi minggu lalu ya. Contoh percakapannya nanti miss bahas juga biar kalian paham*

The datum was taken on August 7<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for opinion. The situation was in the beginning of the lesson. The teacher said that they were discussed about last material. The teacher told that she would explain about example of asking for opinion in order to student understands with the topic.

The function of the utterance is message qualification. It showed from the utterance '*contoh percakapannya nanti miss bahas juga biar kalian paham*' the teacher gave further explanation that she would explain about the example of asking for opinion. The utterance can be classified as message qualification was because a topic introduce in one language and then commented or further qualified in the other.

#### f. Personalization or Objectification

There is code switching data showed when the participant tried to utter what he was thinking about. In other word, the word showed the speaker's opinion toward certain situation or



certain thing. Gumperz (in Romaine, 1995: 164) says that this contrast relates to things such 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. The findings showed that the data of personalization or objectification are three data and percentage 5,35% from all fifty six data. The following are some analysis of personalization or objectification as the function of code switching:

**1) 10/tag/obj**

*Dalam ungkapan meminta perhatian itu kita bisa menggunakan excuse me, attention please, may I have your attention, silent please, be quiet please, ada berbagai macam seperti itu.*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for attention. The situation was in the middle of the lesson. The teacher explains to student about how many ways to express asking for attention. The teacher told that there are several ways to express asking for attention. The teacher mentions it.

The function of the utterance is objectification because the statement reflects to the knowledge of the teacher and also from the general fact. It showed from the utterance *'kita bisa menggunakan excuse me, attention please...'*

## 2) 26/intra/obj

*Benar sekali, asking for opinion itu meminta pendapat. Bagus, ini tadi Iqbal ya yang menjawab*

The datum was taken on July 24<sup>th</sup>, 2020 in English online classroom of eighth grade of 8A. The setting was in the online classroom and they were discussing about asking for opinion. The situation was in the middle of the lesson. The teacher gave a question to students then one of them answered the teacher's question.

The function of the utterance is objectification. It showed from teacher's utterance *'bagus, ini tadi Iqbal ya yang menjawab'* the statement reflects personal opinion and general fact. The students understand with the material and then one of them answered based on their knowledge.

## B. Discussion

This section discusses about the findings of code switching used by English teacher during teaching and learning process in the classroom. These findings were based on the problem statements that were presented by the researcher. Firstly, the researcher tried to find the

types of code switching used by the English teacher of the eighth grade students of SMP Muhammadiyah 4 Surakarta. Secondly, the researcher tried to find the function of code switching used by the English teachers of eighth grade students of SMP Muhammadiyah 4 Surakarta.

Based on the data findings about types of code switching used by the English teacher of the eighth grade students of SMP Muhammadiyah 4 Surakarta, the researcher classified the types of code switching by Hoffman was based on scope of switch. Poplack (2004) proposed types of code switching. Those are tag switching, inter-sentential switching and intra-sentential switching. Based on the observation on July 20<sup>th</sup> 2020 until August 10<sup>th</sup> 2020, the researcher found three types of code switching used by the English teacher of the eighth grade students of SMP Muhammadiyah 4 Surakarta according to Poplack theory. The teacher applied all of the types of codes switching, they were tag switching, inter-sentential and intra-sentential.

The researcher found that the most common type of code switching used by English teacher is intra-sentential switching with occurs twenty two times. Poplack (2004) has mentioned that intra-sentential switching usually occurs in the most fluent bilinguals that the mode of code switching is to show the characterization of the ideal bilingual. Thus, it is clear that intra-sentential switching may occur in classroom since the teacher is fluent bilingual. This types of code switching

mostly occurs when the teacher explaining the material, the theory of some material or the structure of the sentence. Intra-sentential switching also occurs naturally on teacher utterance.

The second most common type of code switching used by English teacher was inter-sentential switching. There were eighteen utterance of English teacher classified as inter-sentential switching. As stated before at the Chapter II, inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another (Poplack in Romaine, 1995:122). It is appropriate with the findings that inter-sentential switching occurs at a clause or sentence boundary and this type used for clarify or even to translating the teacher's previous utterances.

The last type of code switching used by English teacher is tag switching. This type of code switching occurs less than the previous types. There are only sixteen utterances which classified as tag switching. The teacher used both English and Indonesian tags in her utterances. The teacher used the type of tag switching is for the sake of emphasizing the sentence and the inserted of tag switching in the sentence may not violating the structure of the sentence. The discussion above is lined with the theory of Poplack, that tag are subject to minimal syntactic restrictions, they may be easily inserted at a number of points in an otherwise monolingual utterance without violating syntactic rules (Romaine, 1995:122).

The second discussion is the function of code switching used by English teacher of the eighth grade students of SMP Muhammadiyah 4 Surakarta. The researcher classified the functions of code switching based of Gumperz theory. Gumperz (in Romaine 1995: 162-164) gives the functions of code switching namely quotations, addressee specification, interjections, reiteration, message qualification and personalization or objectification.

The researcher found that the most common function of code switching used by English teacher is interjections. There are fifteen utterances of English teacher classified as the functions of interjections. The function of interjection was occurred when the teacher gave command or instruction to the students.

The second most common function of code switching used by English teacher is message qualification which occurs fifteen times. Gumperz ( in Romaine, 1995: 162) has mentioned that in this function, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic introduce in one language and then commented or further qualified in the other. Meanwhile, from the findings it is clear that the function of message qualification occurs when the teacher explained the material and then gave further explanation in the next utterance. Based on the interview, the teacher said that the use of both English and Indonesian language in teaching learning, it will give more understanding for students about what are

the teacher trying to convey. From the teacher's answer, it can be said that the use of code switching in the classroom is contained the function of message qualification.

The third common function of code switching used by English teacher was reiteration which occurs thirteen times. As can be seen from the findings, the teacher used the function of reiteration is mostly to clarify or even to translating the teacher's previous utterances. It is lines with Gumperz (in Romaine, 1995: 162) that code switches sometimes reiterate what has just been said. It is also agreed with the data of interview which has been done by the researcher on February 18<sup>th</sup> 2020 that during learning process the teacher should repeat or switches the materials or instruction to Indonesian language to make it clear for the students.

The fourth common function of code switching used by the English teacher was addressee specification. There were eight times of English teacher utterances that classified as the functions of addressee specification. The function of addressee specification mostly occurred when the teacher pointed toward to the students, or asking the students to participate and answering the questions from the teacher. As stated in Romaine (1995: 163) that code switching can also be used to specify an addressee as the recipient of the message.

The next function of code switching used by English teacher was personalization or objectification. There were three utterances of

English teacher that classified as the function of personalization or objectification was used when the teacher uttered objective fact and personal opinion to the students. It is lines with Gumperz (1995: 164) that the function relates to things such 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.

The last function of code switching used by English teacher was quotation. This function is the least common data which uttered by the teacher. There were two utterances of English teacher classified as the functions quotations. As can be seen from the findings, the function is as quotation mark when bilinguals report and present a direct speech by using its original language.

From the discussion above, the researcher believed that code switching is an avoidable phenomenon that serves many functions in English classroom. Therefore, the use of code switching may be useful for the sake of students learning process as long as the teacher has enough consideration to use it properly.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter dealing with the conclusion to answer the problem statement formulated in Chapter I and the suggestion related to the implementation and findings of the research. The conclusion summarized and answered the problem statement while the suggestion proposes the further research that may be carried out for the practical and any purposes.

#### **A. Conclusion**

Dealing with objective of this study, which was to identify the types and functions of code switching used by English teacher of the eighth grade students of SMP Muhammadiyah 4 Surakarta, there were three types of code switching performed by the teacher and there were six function of code switching performed by the teacher. The summary based on the problem formulation as follow:

1. The types of code switching used by English teacher of the eighth grade students of SMP Muhammadiyah 4 Surakarta in the Academic year of 2019/2020.

There were three types of code switching. They are intra-sentential switching, inter-sentential switching, and tag switching. Based on the findings, intra-sentential switching was the most common data which occurred in teacher's utterances with twenty two data. The type occurred in the middle of a sentence within a



clause or sentence boundary. Then, the second common type which occurred in teacher utterance is inter-sentential switching with eighteen data. The teacher often used inter-sentential switching to clarify or even to translate the previous utterance of the teacher. Then the least common type occurred in teacher utterance is tag switching with only sixteen data. Here the teacher inserted a language tag for the sake of emphasizing the sentence and building good social relationship with the students.

2. The functions of code switching used by English teacher of the eighth grade students of SMP Muhammadiyah 4 Surakarta in the Academic year of 2019/2020.

There were six functions of code switching. They are quotation, addressee specification, interjection, reiteration, reiteration, message qualification and personalization or objectification. Based on the findings, the most common function which occurred in teacher utterance is interjection with fifteen data. The function of interjections was occurred when the teacher gave command or instruction to the students. The second most common functions which occur in teacher utterance message qualification with fifteen data. The function of message qualification occurred when the teacher explained the material and then gave further explanation in the next utterance. The third common function which occurs in teacher utterance is reiteration with thirteen data.

Reiteration occurs mostly to clarify or even to translating the teacher's previous utterance. Then, the fourth function which occurs in teacher utterance is addressee specification with eight data. The function of addressee specification mostly occurred when the teacher pointed toward to the students or asking the students to participate and answering the questions from the teacher. Then, the function which occurs in teacher utterance is personalization or objectification with three data. Personalization or objectification is occurs when the teacher uttered objective fact and personal opinion to the students. Then the last function which occurs in teacher utterance is quotation with two data. The function is as quotation mark when bilinguals report and present a direct speech by using its original language.

## **B. Suggestion**

Based on the conclusions and the implications some suggestions are proposed to somebody as follows:

### 1. To students

The result of this research can give the student knowledge about the types and the functions of code switching used by English teacher in teaching and learning process. By understanding the types and the functions of code switching used by English teacher, the students can avoid misunderstanding and

miscommunication in interpreting the English teacher's intended messages

2. To English teacher

This research is expected to give English teacher an insight about types and the functions of code switching should be used when they are teaching English in the class. It is advisable for English teachers to use English optimally and more aware in choosing the most appropriate language to use in delivering the material to the students.

3. To other researchers

Based on limitation, it is suggested to the next researchers who interested in sociolinguistics to conduct another research with a broader scope of sociolinguistics especially code switching than this study by using a different method of analysis to get more accurate finding. Besides, the researcher hoped that other researchers are interested in analyzing sociolinguistics in other classification to make this study better and perfect.

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# **APPENDIX**

## **1**



**TEACHER'S UTTERANCES TRANSCRIPT**

Day/Date : Monday, July 20<sup>th</sup> 2020 (First Observation)

Time/Place : 07.30-08.00/ Online Classroom

Class : 8A

Teacher : Mrs. Retno Hidayati, S.Pd

T: Halo, Assalamu'alaikum anak-anak

S: Iya miss, halo wa'alaikumsalam

T: Good morning students

S: Good morning miss

T: How are you today?

S: I am fine thank you and you?

T: I am fine too, thank you

T: Temannya yang belum join segera di beri tahu ya. Itu kode google meet nya kan sudah miss share di grup tinggal di klik saja

S: Ya miss

T: Ya, Fahri sudah bergabung ini. Dama juga baru saja join ini

S: Sinyalnya putus putus miss

T: Ya, harap maklum ya anak-anak

S: Kalau saya gak dengar maaf ya miss

T: Iya, nggak apa-apa. Ok, ini sudah komplit bisa kita mulai ya?

S: Iya miss

T: Are you ready? Sudah siap ya

S: Iya miss

T: Long time no see anak-anak, kemarin sudah pertemuan pertama tapi sebagian kalian belum komplit ya.

T: Kita bertemu dalam keadaan sehat semuanya Alhamdulillah, walaupun harus dengan online seperti ini no problem lah ya

S: Iya miss, sudah kangen sekolah ni miss

T: Ya, semoga kita segera dapat kembali ke sekolah lagi ya anak-anak

T: Oke, before we starts our meeting today, hello attention please.

Perhatikan dulu yaa

S: Ya miss

T: Kita lanjutkan materi kita ya, do you know attention?

S: Attention miss?

T: Iya, tau artinya tidak?

S: Perhatian miss

T: Yes right.

T: Ok. Hari ini kita akan mempelajari tentang meminta perhatian.

T: Meminta perhatian atau asking for attention

S: Ya miss

T: Coba ada yang tau tidak apa pengertian meminta perhatian ya yang you know yang kamu ketahui sedikit-sedikit gitu

S: Meminta perhatian itu untuk meminta orang agar memperhatikan kita gitu miss

T: Yes good, benar sekali. Meminta perhatian atau expression to asking or giving attention kepada seseorang. Misalnya seperti attention please itu tadi adalah salah satu ekspresi untuk mendapat perhatian dari orang lain.

S: Yes miss

T: Asking for attention itu ungkapan meminta perhatian dan giving for attention adalah ungkapan memberi perhatian. Jadi ketika kita sedang berbicara dengan seseorang tapi orang tersebut tidak memperhatikan, we can use kita bisa menggunakan ungkapan ini. Bisa digunakan untuk meminta perhatian dalam English conversation atau percakapan bahasa inggris.

S: Ya miss

T: Usually, dalam ungkapan meminta perhatian itu kita bisa menggunakan excuse me, attention please, may I have your attention please, silent please, be quiet please. Ada berbagai macam begitu ya

S: Iya miss

T: When used this expression, ketika kita menggunakan ungkapan ini kita perlu mengetahui apakah orang yang kita ajak bicara mengerti atau memberti perhatian atau tidak. Maka ada ungkapan giving attention atau memberi perhatian. Untuk ungkapan giving attention adalah yes please, yes sir, sure, alright, what is it. Seperti itu

T: Open your book page 4. Disitu ada contoh percakapan attentionnya

S: Yang paling atas ini miss?

T: Iya, this picture. Gambar yang atas paling ini

T: Hello attention please. Tolong perhatikan ya anak-anak

S: Iya miss, maaf sinyalnya hilang

T: Can you hear me? Dengar suara miss tidak? Ayo diperhatikan dulu

S: Ya miss dengar

T: Okay, itu di contoh percakapan guru meminta perhatian muridnya, gurunya bilang everybody may I have your attention please? Kemudian students menjawab yes ma'am. Maksudnya bagaimana itu?

S: Guru meminta murid memperhatikan

T: Ya, very good answer. Itu bermaksud untuk meminta perhatian dari muridnya ya.

S: Ya miss

T: Then, on the next picture. Guru bilang be quite please. Itu maksudnya apa? Quiet artinya apa. Ditulis dulu ini, setiap ketemu kata sukar langsung ditulis dibuat notes supaya kosa katanya tambah banyak.

S: Quiet artinya diam miss

T: That's right, quiet artinya diam. Jadi itu maksudnya, guru meminta murid untuk diam dan memperhatikan ya

T: So, kesimpulannya, asking attention itu untuk meminta seseorang untuk memperhatikan apa yang sedang kita bicarakan. Begitu ya. Sampai sini sudah faham?

S: Sudah miss

T: Baik, any question?

S: Lha tugasnya tadi miss?

T: Iya, itu nanti untuk menjawab dengan tugas yang tadi miss retno kirim

S: Baik miss

T: If you done the task nanti dikirim di google classroom ya

S: Iya miss

T: Any other question? Mungkin masih ada yang belum jelas

S: No

T: There is no question bisa kita tutup ya pertemuan kali ini

T: Nanti kita ketemu lagi on friday ya anak-anak. Don't forget to do the task jangan lupa di pelajari dan di kerjakan tugasnya tadi

S: Ya miss

T: Baik. I think enough for today, jaga kesehatan ya anak-anak semua. Wassalamu'alaikum.

S: Wa'alaikumsalam wr wb

### TEACHER'S UTTERANCES TRANSCRIPT

Day/Date : Friday, July 24<sup>th</sup> 2020 (Second Observation)

Time/Place : 08.00-08.30/ Online Classroom

Class : 8A

Teacher : Mrs. Retno Hidayati, S.Pd

T: Assalamu'alaikum Wr. Wb

S: Wa'alaikusalam miss

T: Kita mulai dengan google meet hari ini ya anak-anak

T: Good morning students

S: Good morning miss

T: How are you today?

S: I am fine thank you and you?

T: I am fine too thank you

T: Ok, ini sudah masuk google meet semua ya.

T: Hello, bisa terdengar tidak suaranya miss retno?

S: Iya miss, I can hear

T: Iya baik, semoga tidak terputus-putus ya suaranya

T: Hello anak-anak. Ini kok tidak yang nyaut gimana? Speakernya di nyalakan ayo. Can you hear me?

S: Tidak miss

T: Lha tadi katanya udah dengar, yes miss I can hear gitu

S: Ya, sekarang udah dengar miss

T: Today we will learn about asking and giving opinion ya. Ada yang tau maksudnya apa? Ini pelajarannya masih sama dengan kelas 7

S: Ya miss

T: Do you remember, masih ingat itu tentang apa?

S: Meminta pendapat miss

T: Ya, benar sekali asking for opinion atau meminta pendapat ya. Iqbal ya ini yang menjawab?

S: Iya miss

T: Ok. I think you have understand about opinion ya

S: Ya miss

T: Sekarang, menurut kalian meminta pendapat itu penting tidak in daily life di kehidupan sehari-hari?

S: Penting miss

T: Ya, asking for opinion sometime is important in daily life. Karena, kita berbicara dengan orang dan membutuhkan masukan dari orang tentang sesuatu ya.

S: Iya miss

T: Sekarang, miss mau tanya. Paling sering kalian meminta opinionnya tentang apa?

S: Tentang makanan atau tentang foto miss

T: Iya, tentang foto ya. Sering ya kalian asking for opinion meminta pendapat to your friend tentang fotomu, bagaimana fotoku bagus tidak guys, gimana ini kurang cerah tidak gitu ya biasanya

S: Hahaha iya miss

T: Baik, sekarang open your book halaman 7 ya. Disitu di jelaskan apa itu asking and giving opinion

T: Nah, there is two types expression of opinion. Asking opinion dan giving opinion. Untuk asking opinion ini nanti cara bertanya nya bagaimana ada yang tau tidak?

S: Pakai I think gitu miss

T: Itu nanti giving opinion atau memberi pendapat yang berarti setuju ya.

T: Jadi, untuk asking for opinion itu ungkapan nya adalah what do you think of, kemudian what is your opinion about. Artinya bagaimana menurutmu, apa pendapatmu begitu ya it can be many variants bisa macam-macam atau banyak arti ya

S: Ya miss

T: Then, untuk giving opinion itu nanti bentuk ungkapannya adalah I think so, in my opinion. Begitu ya? Lalu, kalau misal tidak setuju bagaimana expressionnya?

S: I don't think so miss

T: Iya, bagus very good. I don't think so itu artinya tidak setuju.

S: Ya miss

T: Sampai sini sudah paham?

S: Sudah miss

T: Di buku paket sudah ada example of asking and giving opinion ya

S: Ya miss

T: Itu bisa dilihat ya how to express of asking opinion and giving opinion ya. Tolong dibaca, nanti minggu depan miss akan mengulang lagi materi ini

S: Ok miss

T: Any question?

S: No

T: Ya, bisa di tutup ya ini. I think enough for the meeting, jaga kesehatan see you next week ya anak-anak. Thank you very much for your attention

S: Ya miss

T: Wassalamu'alaikum wr.wb

S: Wa'alaikumsalam wr.wb

### TEACHER'S UTERANCES TRANSCRIPT

Day/Date : Friday, August 7<sup>th</sup> 2020 (Third Observation)

Time/Place : 08.00-08-30/ Online Classroom

Class : 8A

Teacher : Mrs. Retno Hidayati, S.Pd

T: Asalamua'alaikum anak-anak

S: Wa'alaikumsalam miss

T: Good morning students

S: Good morning miss

T: Ya, ini bisa dimulai ya kelasnya? Ready ya

S: Iya miss

T: Ok, how are you today?

S: I am fine miss

T: Ya, langsung saja ya kita masih continue dengan materi minggu lalu.

Contoh percakapannya nanti juga miss bahas biar kalian paham

T: Have you read the book on page 9? Sudah dibaca belum?

S: Ya miss, sudah

T: Okay good, tentang apa?

S: Meminta pendapat miss

T: Yes right bagus, meminta pendapat atau asking for opinion ya

T: Nah, kalau minggu lalu miss retno menjelaskan pengertiannya sekarang kita coba mempelajari example nya ya

S: Ok miss

T: Now, open your book page 9 itu ya

S: Ya miss

T: Ini disini contoh percakapan gambar pertama, dayu ask to udin do you think edo is angry? Dayu bertanya meminta pendapatnya udin, menurutmu apakah edo angry? Angry apa artinya anak-anak?

T: Hello anak-anak, miss tanya artinya angry itu tadi ada yang tahu tidak?



S: Angry miss?

T: Ya

S: Angry artinya marah miss

T: Ya, that's right bagus

T: Lalu udin menjawab I don't think so, look he is smiling. Kira-kira itu apa maksudnya? Ada yang tau tidak?

S: Aku pikir tidak begitu

T: Ya, benar. Aku pikir tidak begitu, look he is smiling dia sedang tersenyum. Begitu ya

S: Ya miss

T: Sampai sini paham ya, any question? Hello students any question?

S: No

T: Oh ok, good

T: Kemudian, next, kita coba lihat di picture on page 9 masih sama. Masih tentang meminta pendapat seseorang atau what we or other people think of something

T: Ini disimak ya, guys I think udin will like this note book. Guys, seperti kalian sering gunakan ya hello guys aku sedang berada di pantai nih kayak orang ngevlog itu ya. Apa maksudnya guys itu?

S: Guys itu teman-teman miss artinya

T: Ya benar

T: It means aku pikir udin akan menyukai buku ini. Lalu ada teman yang menjawab I don't think so, sama seperti gambar pertama tadi itu adalah ungkapan ketidak setujuan atas pendapat seseorang ya. Jadi dia tidak setuju, what I don't think so udin doesn't like bright color maksudnya apa? Bright itu apa?

S: Terang cerah miss

T: Ya benar, udin tidak suka warna bright atau warna cerah jadi dengan kata lain udin suka warna yang?

S: Gelap

T: Ya gelap, jadi untuk warna kalau bright itu berarti cerah. Kalau orang bright itu bisa berarti berkulit putih

T: Sampai gambar kedua any question?

S: No

T: Jelas ya

S: Ya jelas miss

T: Ok, very good

T: Then, we go on the next page ya.

S: Ya miss

T: Nah, ini ada percakapan guru dan udin. Teacher and student ya, kalau kalian panggilnya miss retno

T: Teacher asked to udin, udin what do you think of your classroom? Jadi ini bu guru meminta pendapat udin tentang apa?

S: Tentang classroom nya miss

T: Iya good, tentang kelasnya. Bagaimana kelasnya bersih atau kotor

T: Then, udin menjawab it is very dirty ma'am. Maksudnya apa, ada yang tau? Dirty apa artinya

S: Dirty itu kotor miss

T: Yes right

T: Kemudian udin menjawab lagi, some people don't care ma'am. Beberapa orang tidak peduli, don't care

S: I don't care, aku tidak peduli

T: Iya bagus, very good. Any question sampai sini paham ya?

S: Iya miss, no question

T: Ok baik, ini tugasnya yang page eleven

S: Halaman 11 aja miss

T: Ya, only page 11 saja. Itu nanti kalau ketemu kata sukar ditulis dulu English nya kata sukarnya kemudian baru ditulis bahasa Indonesia nya. Begitu ya?

S: Ok miss

T: Practice one itu ya

S: Yang ini miss

T: Ya. Cuma 3 percakapan saja itu, fill in the blank.

S: Ya miss

T: Ok, I think enough for today. Thank you very much for your attention and your time. Jaga kesehatan selalu ya anak-anak segera dikerjakan

T: Wassalamu'alaikum wr wb

S: Wa'alaikumsalam wr wb

**TEACHER'S UTTERANCES TRANSCRIPT**

Day/Date : Monday, August 10<sup>th</sup> 2020 (Fourth Observation)

Time/Place : 08.00-08.30/ Online Classroom

Class : 8A

Teacher : Mrs. Retno Hidayati, S.Pd

T: Assalamu'alaikum Wr. Wb

S: Wa'alaikusalam miss

T: Kita mulai dengan google meet hari ini ya anak-anak

T: Good morning students

S: Good morning miss

T: How are you today?

S: I am fine thank you and you?

T: I am fine too thank you

T: Ok, ini sudah join semua ya. Bisa langsung kita mulai sekarang saja ya

S: Ok miss

T: Kita sekarang go on the next materi ya

T: Today, we will learn about checking understand. Itu kira-kira apa maksudnya anak-anak?

T: Have you known about this material? Sudah pernah tau atau belum tentang materi ini?

S: Understand miss?

T: Iya, what's the meaning of understanding ada yang tau?

S: Artinya mengerti miss

T: Yes. Benar ya, understanding itu artinya mengerti atau faham

T: Nah, materi ini tentang checking understanding. Itu maksudnya, mengecek kefahaman ya. Jadi, seperti misalnya miss retno bertanya kepada kalian do you understand students? Seperti itu berarti miss retno mengecek apakah kalian sudah faham atau belum. Begitu ya

S: Iya miss

T: Untuk checking understanding ini nanti ada beberapa ungkapan ya. Seperti do you understand, artinya apakah kamu sudah faham. Lalu menggunakan do you know what I mean, itu artinya apakah kamu tau yang saya maksud. Seperti itu ya

T: Hello students, faham ya?

S: Ya miss

T: Ok, now open your book page thirteen

S: Yang percakapan itu miss?

T: No, dilihat yang gambar itu lho

S: Yang gambar percakapan ini kan miss

T: Iya, sudah dibuka?

S: Sudah miss

T: Ya, look at the picture one. Itu ada dua murid yang sedang mengikuti pembelajaran dikelas ya. Kemudian salah satu bertanya kepada temannya siti do you understand the story? Siti apakah kamu faham dengan ceritanya? Lalu siti menjawab not really, she speaks very fast. Siti menjawab not really tidak terlalu, she speaks very fast. Apa itu artinya?

S: Fast miss?

T: Iya, speaks very fast itu ada yang tau artinya apa?

S: Berbicara terlalu cepat

T: Speak very fast, atau berbicara terlalu cepat ya very fast. Jadi siti menjawab dia belum terlalu faham karena gurunya berbicara terlalu cepat. Begitu ya

S: Iya miss

T: Understand ya untuk picture one ini tadi. Nah ini miss retno juga bertanya kepada kalian apa sudah faham ya kan?

S: Ya miss

T: Then, we go on the next picture. Buka page fourteen ya anak-anak

S: Ok miss, sudah saya buka

T: Nah, itu di gambar terlihat bu guru sedang menjelaskan di depan kelas. Kemudian guru bertanya kepada Edo. Edo, do you understand the question? Artinya edo, apa kamu faham dengan pertanyaanya?

T: Then, edo menjawab no ma'am sorry, say it again please. Maksudnya apa ini?

S: Edo tidak faham

T: Ya that's right very good. Edo menjawab no ma'am sorry, tidak bu maaf. Say it again please, tolong katakan itu lagi. Maksudnya, edo tidak tau tidak faham apa pertanyaannya jadi minta tolong kepada bu guru untuk mengulangi pertanyaan yang dikatakan oleh bu guru. Begitu ya

S: Ya miss

T: Well, jadi kesimpulannya untuk menanggapi checking understand itu tadi bisa ya bisa tidak. Kalau di contoh gambar itu tadi jawabannya tidak faham semua ya. Lalu kalau sudah faham jawabnya apa berarti?

S: Understand gitu aja miss biasanya

T: Good, bisa understand gitu saja bisa juga yes miss I understand begitu ya

S: Iya miss

T: Ok, do you have question ada pertanyaan?

S: Tidak miss, no question

T: Ok, ini halaman fifteen nanti kamu do the practice, dikerjakan ya.

S: Yang melengkapi percakapan ini miss

T: Iya. Titik-titiknya diisi dengan ungkapan checking understanding, nanti selanjutnya juga gitu dikasih ungkapan yang matching with the conversation

T: Ya, itu very easy mudah sekali soalnya hanya melengkapi percakapannya.

S: Ok miss

T: Sudah jelas ya, kalau sudah kita close

S: Sudah miss

T: Remember, please do the practice dikerjakan ya jangan lupa practice nya

S: Ok miss siap

T: Ok, kita akhiri ya. I think enough for this meeting, thank you very much for your attention

T: Wassalamu'alaikum wr wb

S: Wa'alaikumsalam wr wb

# **APPENDIX**

**2**



### English Teacher's Interviewer Transcript

Teacher : Retno Hidayati Noor Azizah, S.Pd (T)

Interviewer : Nisrina Hanif Nurrohmah (R)

Date of interview : Monday, February 18<sup>th</sup> 2020

R: Assalamu'alaikum miss, saya Nisrina Hanif. Saya ingin melakukan interview dengan miss, bisa minta waktunya sebentar miss?

T: Iya mbak, Silahkan.

R: Terimakasih miss. Jadi kan saya penelitian di sekolah ini mengenai Code Switching ya miss, kalau menurut miss Code Switching itu seperti apa?

T: Ya. Karena pengertian dari Code Switching itu adalah percampuran antara dua Bahasa dalam satu pengajaran, itu kalau di tingkat SMP memang sangat diperlukan. Karena apa? Mereka berasal dari latar belakang orang tua, keluarga, lingkungan, pertemanan yang berbeda-beda dan Bahasa ibu yang berbeda-beda. Untuk itu sangat diperlukan sekali bagi guru agar Bahasa kedua ini disampaikan dengan Bahasa ibu. Jadi nanti mereka akan paham maksud yang akan saya sampaikan apa kemudian saya terjemahkan dalam bentuk Bahasa ibunya seperti apa. Nah itu perannya sangat diperlukan agar siswa lebih paham materi apa yang di oleh guru ini.

R: Kemudian ketika pembelajaran, apakah miss pernah menggunakan full Bahasa Inggris? Dan ketika miss menggunakan dua Bahasa saat pembelajaran apakah ada perbedaan tentang pemahaman siswa?

T: Saya kira sangat ada perbedaan Karena ketika saya full menggunakan

Bahasa Inggris itu banyak anak yang kebingungan. Nah setelah itu saya mempunyai strategi lain Karena mereka itu latar belakangnya berbeda, otomatis guru harus paham karakteristik peserta didik yang di ajar. Jadi, tetap saya menggunakan dua Bahasa itu.

R: Adakah hambatan atau kesulitan dari siswa itu seperti apa miss?

T: Karena siswa itu mempunyai kemampuan rata-rata dalam Bahasa Inggris kan masih lemah, ditambah dengan pembelajaran Bahasa Inggris dalam seminggu itu hanya dua jam. Nah itu sangat repot sekali, karena mereka mempunyai perbendaharaan kata yang lebih sedikit.

R: Lalu cara miss untuk mengatasi kesulitan siswa tersebut bagaimana miss?

T: Akhirnya saya menggunakan metode dua Bahasa. Karena anak perbendaharaan katanya sangat terbatas, itu guru harus memahamkan dengan cara mengalih bahasakan apa yang disampaikan oleh guru ke dalam Bahasa Indonesia.

R: Apakah ada peraturan yang mengharuskan guru memakai full English dalam proses pembelajaran?

T: Kalau peraturan itu biasanya ada dalam kelas excellent memang ada aturannya mereka harus memakai full Bahasa Inggris. Itu kalau sekolah berbasis bilingual, itu wajib memakai Bahasa Inggris. Tetapi kalau disekolah umum, mereka tidak ada kewajiban seperti itu. Di silabus dan RPP pun bentuknya Bahasa Indonesia, Karena kita menyadari di Indonesia itu pelajaran Bahasa Inggris itu adalah second language, Bahasa kedua bukan Bahasa ibu.

R: Berarti peraturan yang mewajibkan guru memakai full English?

T: Iya, di kelas excellent mbak.

R: Baik miss, saya rasa cukup itu pertanyaan saya, terimakasih miss atas waktunya.

T: Iya mbak sama-sama

# **APPENDIX**

**3**

**List of the Data of Code Switching Types and Functions Used by English Teacher of the Eleventh Grade Students of SMP Muhammadiyah 4 Surakarta in the Academic Year of 2019/2020**

| No | Code         | Utterance   | Types of Code Switching | Functions of Code Switching | Context  | Spoken/<br>Written<br>Code<br>Switching |
|----|--------------|---|-------------------------|-----------------------------|--|---|
| 1  | 01/tag/inj   | Okay, <i>ini sudah komplit ya bisa kita mulai</i>   | Tag Switching           | Interjection                | Teacher make sure that the students were already joined the class                  | Spoken<br>Code<br>Switching             |
| 2  | 02/intra/mq  | <i>Kita bertemu dalam keadaan sehat semuanya ya Alhamdulillah, walaupun harus dengan online meeting seperti ini no problem lah ya</i> | Intra-sentential        | Message qualification       | The teacher told that the meeting have to online, but it's no problem              | Spoken<br>Code<br>Switching             |
| 3  | 03/inter/inj | Before we starts our meeting today.<br><i>Perhatikan dulu ya</i>  | Inter-sentential        | Interjection                | The situation was noisy, then the teacher make an attention to notice the students | Spoken<br>Code<br>Switching             |
| 4  | 04/inter/add | <i>Itu tadi miss retno minta kalian untuk apa. Do you know attention?</i>   | Inter-sentential        | Addressee Specification     | The teacher asked to the students what she did                                     | Spoken<br>Code                          |

|    |              |   |                  |                         |  |                             |
|----|--------------|---|------------------|-------------------------|--|-----------------------------|
|    |              |   |                  |                         |  | Switching                   |
| 5  | 05/tag/add   | Ok, <i>hari ini kita akan mempelajari tentang meminta perhatian ya</i>  | Tag Switching    | Addressee Specification | The teacher told the material of the day is asking for attention                             | Spoken<br>Code<br>Switching |
| 6  | 06/inter/rei | <i>Meminta perhatian atau</i> asking for attention  | Inter-sentential | Reiteration             | The teacher ask to the students what's the meaning of asking for attention                   | Spoken<br>Code<br>Switching |
| 7  | 07/tag/rei   | <i>Ya yang you know yang kamu ketahui sedikit-sedikit gitu</i>  | Inter-sentential | Reiteration             | Before the teacher start the lesson, teacher ask to the students who know about the material | Spoken<br>Code<br>Switching |
| 8  | 08/intra/rei | Yes good, <i>benar sekali. Meminta perhatian atau</i> expression to asking or giving attention <i>kepada seseorang.</i>                           | Intra-sentential | Reiteration             | The teacher explained about asking for attention to someone                                  | Spoken<br>Code<br>Switching |
| 9  | 09/intra/rei | <i>Jadi ketika kita sedang berbicara dengan seseorang tapi orang tersebut tidak memperhatikan. We can use kita bisa menggunakan ungkapan ini.</i> | Intra-sentential | Reiteration             | The teacher explained about asking for attention can use for what                            | Spoken<br>Code<br>Switching |
| 10 | 10/tag/obj   | Usually, <i>dalam ungkapan meminta</i>  | Intra-sentential | Objectification         | The teacher explain about example of   | Spoken                      |

|    |              |  |                  |                       |   |                       |
|----|--------------|--|------------------|-----------------------|---|-----------------------|
|    |              | <i>perhatian itu kita bisa menggunakan excuse me, attention please, may I have your attention please, silent please, be quiet please, ada berbagai macam begitu ya</i> |                  |                       | expression can use in asking for attention  | Code Switching        |
| 11 | 11/inter/mq  | When used this expression, <i>ketika kita menggunakan ungkapan ini kita perlu mengetahui apakah orang yang kita ajak bicara mengerti atau tidak.</i>                   | Inter-sentential | Message Qualification | The teacher explained that the students can use this expression to know someone's attention | Spoken Code Switching |
| 12 | 12/tag/inj   | Open your book page 4. <i>Disitu ada contoh percakapan attention-nya kan?</i>  | Intra-sentential | Interjection          | The teacher ask the students to open the book to see the example                            | Spoken Code Switching |
| 13 | 13/intra/rei | <i>Iya, this picture gambar yang paling atas ini</i>   | Intra-sentential | Reiteration           | The teacher show the picture of the example   | Spoken Code Switching |
| 14 | 14/inter/rei | Can you hear me, <i>bisa dengar suara miss tidak?</i>  | Inter-sentential | Reiteration           | The teacher ask the students, the speaker of google meet was low                            | Spoken Code Switching |
| 15 | 15/tag/mq    | <i>..itu di contoh percakapan teacher</i>  | Tag Switching    | Message               | The teacher explained about the   | Spoken                |

|    |              |  |                  |                         |  |                       |
|----|--------------|--|------------------|-------------------------|--|-----------------------|
|    |              | <i>meminta perhatian ke muridnya ya</i>  |                  | Qualification           | example on the picture   | Code Switching        |
| 16 | 16/inter/mq  | Yes very good answer. <i>Jadi itu untuk meminta perhatian dari muridnya begitu ya</i>                                    | Inter-sentential | Message Qualification   | The teacher gave respond to the students who answer the question                           | Spoken Code Switching |
| 17 | 17/intra/mq  | Quiet <i>artinya apa? Setiap ketemu kata sukar seperti ini sebisa mungkin ditulis, supaya kosa katanya tambah banyak</i> | Intra-sentential | Message Qualification   | The teacher explained about the example then asked to students what's the meaning of quiet | Spoken Code Switching |
| 18 | 18/tag/mq    | So, <i>kesimpulannya asking attention itu untuk meminta perhatian seseorang right?</i>                                   | Tag Switching    | Message Qualification   | The teacher conclude the material of the lesson  | Spoken Code Switching |
| 19 | 19/intra/inj | If you done the task <i>nanti dikirim ke google classroom</i>  | Intra-sentential | Interjection            | The teacher said if the students have finished the task have to submit in google classroom | Spoken Code Switching |
| 20 | 20/inter/add | Any other question? <i>Mungkin masih ada yang belum jelas</i>  | Inter-sentential | Addressee Specification | The teacher asked to the students any question   | Spoken Code Switching |
| 21 | 21/inter/add | If there is no question <i>bisa kita tutup ya</i>  | Inter-sentential | Addressee               | The teacher asked the students if  | Spoken                |



|    |              |   |                  |                       |   |                       |
|----|--------------|---|------------------|-----------------------|---|-----------------------|
|    |              | <i>pertemuan kali ini</i>   |                  | specification         | there is a question. But the students have no question about the material. Therefore the teacher closes the class and the material that day | Code Switching        |
| 22 | 22/intra/inj | <i>Nanti kita ketemu lagi on Friday ya anak-anak. Don't forget to do the task jangan lupa di kerjakan dan di pelajari juga ya</i> | Intra-sentential | Interjection          | The teacher close the meeting and remain the students about their task  | Spoken Code Switching |
| 23 | 23/tag/quo   | <i>Lha tadi katanya udah dengar, yes miss I can hear gitu</i>   | Tag Switching    | Quotation             | The student told that heard teacher's voice, but they said didn't heard then the teacher make sure it                                       | Spoken Code Switching |
| 24 | 24/tag/mq    | Today we will learn about asking and giving opinion <i>ya</i>   | Tag Switching    | Message Qualification | The teacher told about material of that day   | Spoken Code Switching |
| 25 | 25/inter/rei | Do you remember. <i>Masih ingat itu tentang apa?</i>  | Inter-sentential | Reiteration           | The teacher asked the students whether they remember about the material   | Spoken Code Switching |

|    |              |   |                  |                            |  |                             |
|----|--------------|---|------------------|----------------------------|--|-----------------------------|
| 26 | 26/intra/obj | <i>Ya, benar sekali asking for opinion atau meminta pendapat ya. Bagus sekali ini tadi iqbal ya yang menjawab?</i>  | Intra-sentential | Objectification            | The students can answer the teacher question   | Spoken<br>Code<br>Switching |
| 27 | 27/tag/obj   | I think you have understand about opinion ya  | Tag Switching    | Objectification            | The teacher told that the material of that day is opinion. The teacher sure that the students have understand the material | Spoken<br>Code<br>Switching |
| 28 | 28/intra/mq  | <i>Menurut kalian meminta pendapat itu penting tidak in daily life di kehidupan sehari-hari</i>   | Intra-sentential | Message<br>Qualification   | The teacher asked whether ask for opinion is important in daily life   | Spoken<br>Code<br>Switching |
| 29 | 29/inter/mq  | Asking for opinion sometime is important in daily life. <i>Karena kita hidup butuh berbicara dan menerima atau meminta pendapat dari orang lain tentang sesuatu</i> | Inter-sentential | Message<br>Qualification   | The teacher asked to the student whether asking for opinion is important in daily life                                     | Spoken<br>Code<br>Switching |
| 30 | 30/intra/add | <i>Paling sering kalian meminta opinionnya tentang apa. Siapa yang kalian minta pendapatnya?</i>  | Intra-sentential | Addressee<br>Specification | The teacher asked the students are usually use ask for opinion   | Spoken<br>Code<br>Switching |

|    |              |  |                  |                          |  |                             |
|----|--------------|--|------------------|--------------------------|--|-----------------------------|
| 31 | 31/intra/quo | <i>Sering ya kalian asking for opinion meminta pendapat to your friend tentang fotomu “bagaimana ini fotoku bagus tidak ya kurang cerah kayaknya” gitu kan ya biasanya</i> | Intra-sentential | Quotation                | The teacher explained about function the asking for opinion in daily life based on the students said | Spoken<br>Code<br>Switching |
| 32 | 32/intra/inj | <i>Sekarang, open your book halaman 7 ya</i>   | Intra-sentential | Interjection             | The teacher gave instruction to open book  | Spoken<br>Code<br>Switching |
| 33 | 33/tag/mq    | <i>Nah, there is two types expression of opinion</i>   | Tag Switching    | Message<br>Qualification | The teacher mention the variants of asking for opinion   | Spoken<br>Code<br>Switching |
| 34 | 34/intra/mq  | <i>Artinya bisa bagaimana menurutmu, apa pendapatmu begitu ya it can be many variants of the meaning</i>   | Intra-sentential | Message<br>Qualification | The teacher explained about the meaning of asking for opinion  | Spoken<br>Code<br>Switching |
| 35 | 35/inter/mq  | <i>Iya, I don't think so itu artinya tidak setuju</i>  | Inter-sentential | Message<br>Qualification | The teacher explained the meaning of I don't think so  | Spoken<br>Code<br>Switching |

|    |              |   |                  |                          |  |                             |
|----|--------------|---|------------------|--------------------------|--|-----------------------------|
| 36 | 36/intra/mq  | <i>Langsung saja kita masih continue dengan materi minggu lalu ya. contoh percakapannya nanti miss bahas juga biar kalian paham</i> | Intra-sentential | Message<br>Qualification | The teacher said that she still continue the material a week ago | Spoken<br>Code<br>Switching |
| 37 | 37/inter/rei | Have you read the book on page 9?<br><i>Sudah dibaca belum?</i>   | Inter-sentential | Reiteration              | The teacher asked to the student about material on page 9        | Spoken<br>Code<br>Switching |
| 38 | 38/tag/inj   | Okay good, <i>tentang apa?</i>  | Tag Switching    | Interjection             | The teacher make a question about the material on page 9         | Spoken<br>Code<br>Switching |
| 39 | 39/intra/rei | Yes right <i>bagus, meminta pendapat atau asking for opinion ya</i>   | Intra-sentential | Reiteration              | The teacher explained about ask for opinion                      | Spoken<br>Code<br>Switching |
| 40 | 40/intra/inj | <i>Sekarang kita coba mempelajari examplanya</i>  | Intra-sentential | Interjection             | The teacher give an instruction to read the example              | Spoken<br>Code<br>Switching |

|    |              |   |                  |                         |  |                       |
|----|--------------|---|------------------|-------------------------|--|-----------------------|
| 41 | 41/intra/add | <i>Kemudian, next, dilihat picture selanjutnya ya on page 9 masih sama</i>          | Intra-sentential | Addressee Specification | The teacher give an instruction to read the next example         | Spoken Code Switching |
| 42 | 42/inter/rei | <i>Masih tentang meminta pendapat seseorang someone think about something</i>       | Inter-sentential | Reiteration             | The students listen to the teacher explained the example         | Spoken Code Switching |
| 43 | 43/inter/add | It means <i>aku pikir udin akan menyukai buku ini.</i>                              | Inter-sentential | Addressee Specification | The teacher explained about the example                          | Spoken Code Switching |
| 44 | 44/inter/add | <i>Cuma 3 percakapan itu saja gampang kok its very easy</i>                         | Inter-sentential | Addressee Specification | The teacher said the exercise was easy                           | Spoken Code Switching |
| 45 | 45/inter/inj | <i>Kita sekarang go on the next material</i>  | Inter-sentential | Interjection            | The teacher go on the next material                              | Spoken Code Switching |
| 46 | 46/tag/rei   | Have you known about this material?<br><i>Sudah paham belum tentang materi ini?</i> | Inter-sentential | Reiteration             | The teacher asked the students whether they have known about the | Spoken Code           |

|    |              |  |                  |                         |  |                             |
|----|--------------|--|------------------|-------------------------|--|-----------------------------|
|    |              |  |                  |                         | material   | Switching                   |
| 47 | 47/tag/add   | What's the meaning of understand? Do you know <i>anak-anak</i> ?   | Intra-sentential | Addressee specification | The teacher asked to students what's the meaning of understand               | Spoken<br>Code<br>Switching |
| 48 | 48/intra/mq  | Checking understanding <i>itu maksudnya untuk mengecek keahaman ya, jadi mengecek apakah kalian sudah faham</i> or not | Intra-sentential | Message Qualification   | The teacher explained about checking understanding                           | Spoken<br>Code<br>Switching |
| 49 | 49/tag/inj   | No, <i>dilihat yang gambar itu lho</i>   | Tag Switching    | Interjection            | The teacher show the picture of the example                                  | Spoken<br>Code<br>Switching |
| 50 | 50/intra/rei | Speak very fast, <i>atau berbicara terlalu cepat ya</i> very fast  | Intra-sentential | Reiteration             | The teacher gave the meaning of speak very fast                              | Spoken<br>Code<br>Switching |
| 51 | 51/intra/mq  | Good, <i>bisa understand gitu saja bisa juga</i> yes miss I'm understand <i>begitu</i>                                 | Intra-sentential | Message Qualification   | The respond of checking understand are understand or yes miss I'm understand | Spoken<br>Code<br>Switching |
| 52 | 52/intra/inj | Ok, <i>ini halaman limabelas nanti kamu</i> do   | Intra-sentential | Interjection            | The teacher make a notice to the   | Spoken                      |

|    |              |  |                  |              |  |                       |
|----|--------------|--|------------------|--------------|--|-----------------------|
|    |              | the practice , <i>di kerjakan ya</i>   |                  |              | teacher to do the practice   | Code Switching        |
| 53 | 53/intra/inj | <i>Iya. Titik-titiknya diisi dengan ungkapan checking understand, nanti selanjutnya juga dikasih ungkapan yang matching with the conversation ya</i> | Intra-sentential | Interjection | The practice is fill in the blank, then the teacher explained about the practice that students have to do                      | Spoken Code Switching |
| 54 | 54/inter/rei | <i>It's very easy mudah sekali soalnya hanya melengkapi percakapannya saja kok</i>   | Inter-sentential | Reiteration  | The teacher told that the practice was easy  | Spoken Code Switching |
| 55 | 55/tag/inj   | <i>Sudah jelas ya, kalau sudah kita close</i>  | Tag switching    | Interjection | The teacher asked the students if there any question, but they have no question then the teacher close the meeting of that day | Spoken Code Switching |
| 56 | 56/inter/inj | <i>Remember, please do the practice dikerjakan ya jangan lupa</i>  | Inter-sentential | Interjection | The teacher make a notice to the students that they might be remember about the practice                                       | Spoken Code Switching |