

**CODE SWITCHINGS FOUND IN ENGLISH TEACHERS' UTTERANCES
AT SMP BATIK SURAKARTA IN THE ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana*



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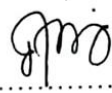
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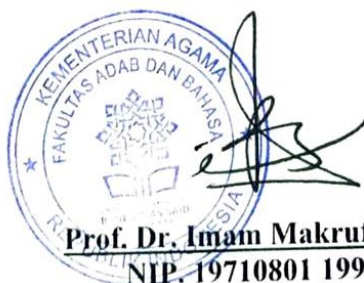
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DEDICATION

This thesis is dedicated to:

1. My beloved father Alm. Ahmad and my beloved mother Kholifah who always support me, pray for me all the time, give attention, and for giving me an expected as I want.
2. My beloved sister Zazillatul Fauziyah and my beloved brother M. Afif Rahmat H who always support me.
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5. My Almamater UIN Raden Mas Said.

MOTTO

“Don’t stop learning because life doesn’t stop teaching”
(Oscar Auliq-Ice)

“Genius without education is like silver in a mine”
(Benjamin Franklin)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Code Switchings Found in English Teachers’ Utterances at SMP Batik Surakarta in the Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in 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 sanctions in the form of repealing my thesis and academic degree.

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The researcher realize 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.

Sukorharjo, November 23rd 2023

The researcher,



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ABSTRACT

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Keyword : Code Switching, Types of Code Switching, Function of Code Switching

This research aims to: (1) identify the types of code-switching commonly used by the teachers during the teaching and learning process at SMP Batik Surakarta academic years 2022/2023, and (2) to describe the functions of teachers' code-switching at SMP Batik Surakarta academic years 2022/2023.

The design of this research is a qualitative descriptive. This approach described the phenomena of code-switching that occurs from the teachers' utterances during the teaching and learning process in the classroom. The subjects of this research are the seventh and ninth-grade English teachers at SMP Batik Surakarta. The data were collected by using classroom observation. The technique of analyzing data used Miles and Huberman's theory. The data collection techniques were recording the teachers' utterances during the teaching and learning process, transcribing the results of recorded observations, classification and coding data, and identifying and analyzing the code-switching data. This research used theoretical triangulation with expert judgment to determine the validity of the data.

This research showed that English teachers at SMP Batik Surakarta use three types of code-switching. The code-switching found in the teachers' utterances during the teaching and learning process are 81 data intra-sentential switching, 22 data inter-sentential switching, and 33 data tag switching. There were four functions of code-switching used by the English teachers at SMP Batik Surakarta: 55 data talking about a particular topic, 3 data being emphatic about something, 38 data interjection, and 40 data repetition used for clarification.

CHAPTER I

INTRODUCTION

A. Background of the Study

Code-switching, or the use of the first language in the context of language learning, is a widespread and unavoidable phenomenon in both foreign and second-language learning spaces. In the field of education, the use of code-switching in the context of teaching English in the classroom is still a controversial issue. Those who disagree with the use of code-switching expect teachers to always use the target language in their teaching and learning interactions. That is due to several reasons, firstly because of the assumption that by code-switching, the teacher is giving examples of language use that is not good for her students. This assumption is based on the opinion among the general public that good language is the language used by native speakers of the language. At the same time, the practice of code-switching is considered to be the use of language forms incorrectly and badly and is the result of a need for more proficiency in the language. Second, if the teacher always uses the target language, it means that students will get one hundred percent input in the target language. However, on the other hand, if the teacher uses code-switching, it is feared that the percentage of the target language will decrease. However, most students in Indonesia need help understanding a foreign language in order to speak it fluently. Therefore, teachers use code-switching as a means of learning with students.

Code-switching is a communication style often used by teachers in the learning process in the classroom, such as using transitions from English to Indonesian or Indonesian to English and often using regional languages so that students can increase their understanding (Ansar, 2017). As an English education student, when in the class, the researcher has a course where the lecturer uses full English in the learning process. Experience and observations of full English use in class can confuse students in understanding the material. It happens because most students are passive speakers of English, so to understand English material, students must slowly translate lecturers' words into Indonesian. Therefore, lecturers use code switching between Indonesian and English as *Lingua Franca* in the class, which is one of the solutions for delivering English material. In addition, code switching from English to Indonesian is used widely in the classroom and can affect the teaching and learning process.

According to Hymes (1972), code-switching is an alternative used to use two or more languages, language variations, and even the style of speech. (Simatupang et al., 2018), in her research, said that he wanted to explain something because of the situation, and to want to establish intimacy between the teacher and students was also one of the factors for code-switching. Then code-switching is used in the learning process so that students can entirely understand the concepts taught. Therefore, code-switching can be used as one of the promising strategies to build an efficient and conducive learning

situation in the classroom, which helps explain the material and is an icebreaker.

In the teaching and learning process, the teacher uses code switching in teaching to make it easier for students. However, the use of code-switching is not always carried out consciously by the teacher, so in some cases, it can be considered that the teacher's behavior is carried out unconsciously or automatically. Code switching carried out both consciously and unconsciously, has several essential functions useful in a language learning environment. According to Olcay (2005), teachers use code switching following the topics discussed. The teacher switches the language to the student's mother tongue to address specific grammatical points taught then. (Puspawati, 2018), in her research, said that teachers often do code switching to explain complex concepts to students, such as grammar, new vocabulary, and textbook content. Teachers also build interpersonal relationships with students in the class so that using code switching can create a supportive language environment so teachers can be closer to students. So that code switching is often used by teachers in teaching.

Code-switching in the English Foreign Language class is a phenomenon that is often encountered because the activity occurs in situations where the teacher must switch from English to Indonesian for several reasons, such as lack of vocabulary, avoiding misunderstandings, and others (Fachriyah, 2017). Meanwhile, according to Nasution (2018), code-switching phenomena can occur in learning due to internal and external factors. Internal factors are

defined because some students need help understanding English talks for a long time. External factors can be defined because students have a low ability to master English speaking, lack vocabulary, and are nervous when speaking in English. Therefore, to understand the material presented, students must slowly translate the words of the teacher or the module used into Indonesian.

The researcher chose SMP Batik Surakarta as the research location. SMP Batik Surakarta is one of the private junior high schools in Surakarta, Central Java. This school is supported by complete facilities to support the teaching and learning process, such as a library, computer room, music laboratory, English laboratory, etc. SMP Batik Surakarta is one of the schools that is an example of the "*Sekolah Penggerak*" program. "*Sekolah Penggerak*" is one of the Ministry of Education and Culture programs to improve the quality of student learning outcomes holistically, including competence (literacy and numeracy) and character. In implementing the "*Sekolah Penggerak*" program, SMP Batik applies several subjects as a sample, one of which is English. In teaching English, the teacher has to create modules as teaching materials that can make students active in the learning process in the classroom. SMP Batik is also known for foreign language extracurriculars as school branding. Therefore, the researcher chose SMP Batik Surakarta as a research location to determine whether the teacher also uses code-switching to understand English material in the teaching and learning process.

Based on the pre-observation made by researcher on February 21, 2023 found examples of code-switching used by English teacher in the classroom.

Teacher: Oke, today we will learn about the preposition of place. *Kita hari ini akan belajar tentang preposition of place. What is place?*

Student: *tempat bu*

Teacher: *Ok. Now, look at there are kinds of the preposition of place. Ada macam-macam preposition of place. There is a cat on the box. Ada kucing di?*

Student: *atas kotak*

Based on this example, there was a code-switching event, namely, switching from English to Indonesian while speaking. The sentence "Today we will learn about the preposition of place. *Kita hari ini akan belajar tentang preposition of place*" is an example of a code-switching sentence done by the teacher. This example is inter-sentential switching, in which the teacher clarifies or interprets what was said in the previous sentence. The sentence "*Ok. Now look at ...*" is an example of tag code-switching. In the conversation, the teacher inserts short words to emphasize the conversation. Furthermore, the sentence "*ada macam-macam prepositions of place*" is an example of inter-sentential because the teacher uses the language most commonly used in English.

During the pre-observation, the researcher also found factors that made the teacher use code-switching: students were still confused about understanding the module and lacked vocabulary. As well as the function of the teacher using code-switching is to emphasize, translate and develop

students' vocabulary. From the results of these pre-observations, it can be concluded that the teacher uses code-switching in the teaching process to help students understand the material presented so that students are not confused and can carry out the English learning process properly.

Based on the explanation above, several researchers have researched code-switching regarding the types of code-switching and the function of code-switching. First, Putri (2020) researched "English Teacher's Code Switching in the Classroom (A case study in Grade IX of SMK 10 Padang). Researchers focus on the code-switching used by teachers and the function of teacher code-switching. Second, Ishak et al. (2020) researched "Descriptive Analysis of the English Teacher's Code Switching." Researchers focus on the types of code-switching used by teachers. Third, Maidah & Nahrowi (2022) researched "Code Switching in English Teaching Learning Process at Year in Tenth Grade at the State Islamic High School 3 Jember". Researchers focus on the types of code-switching, the factors that cause code-switching, and the function of code-switching. All of these studies reveal that code-switching will be very helpful in the teaching and learning process in the classroom.

Researchers believe that code-switching is very important to research. Everyone chooses to use code-switching for specific reasons, especially code-switching in the classroom; some code-switching occurs due to a lack of vocabulary and lack of confidence when speaking English, so this makes speakers change their language, and the presence of the mother tongue cannot be separated because English is the target being studied, which causes code-

switching Therefore, researchers conducted this research to determine the types and functions of code-switching from teacher use.

Based on the previous research above, there are similarities between previous research and this research. The similarity is that we emphasize the analysis of the types and functions of code-switching by using the qualitative method as a research method. However, in this research, the researcher uses a different theory to identify the types and functions of code-switching. Following up on the pre-observation results as well as the results from previous research, the researcher decided to choose a topic by the titled "*Code Switching Found in English Teachers' at SMP Batik Surakarta Academic Years 2022/2023*" to find out the type of code-switching that teachers often use and analyze the function of the code-switching used by the teacher during the learning process.

B. Identification of the Problems

Based on the explanation of background of the study, there are some problems which can be identified in this field of study:

1. The English teachers at SMP Batik Surakarta do code-switching for several purposes.
2. SMP Batik Surakarta students struggle to understand the material when the English teacher explains using English in the classroom.
3. Code-switching often occurs during the process of teaching English.

C. Limitation of the Problems

In research conducted by researcher, researcher will limit the problems to be analyzed. The focus of the research is the teachers of SMP Batik Surakarta, namely Mrs. RD, who teaches in seventh grade E and Mrs. EP, who teaches in ninth grade E in the academic years 2022/2023. In the research, the researcher will identify and analyze code-switching in utterance or speech forms used by the teachers when teaching in classroom using theory from Poplack (1980). Then, the researcher will analyze the function of using code-switching spoken by the teachers in the teaching and learning process using the theory form Mattsson & Burenhult (1999).

D. Formulation of the Problems

1. What types of code switching are commonly used by the teachers during the English teaching and learning process at SMP Batik Surakarta academic years 2022/2023?
2. What are the functions of teachers' code switching at SMP Batik Surakarta academic years 2022/2023?

E. Objectives of the Study

1. To identify the types of code switching are commonly used by the teachers during the teaching and learning process at SMP Batik Surakarta academic years 2022/2023.
2. To describe the functions of teachers' code switching at SMP Batik Surakarta academic years 2022/2023.

F. Benefits of the Study

1. Theoretical benefits

To provide some information about the practice of code switching in the learning process, especially in teaching English.

2. Practical benefits

a. To the teacher

This research is expected to help teachers understand the types and function of code switching in the classroom so that teachers can consider the use of code switching in learning English.

b. To the readers

This research is expected to provide readers with clear information about code switching so they can gain more insight.

G. Definition of the Key Terms

1. Code-Switching

Code-Switching is the use of more than one language, variants, and varieties by speakers in utterances or sentences or between several interlocutors and different situations/circumstances (Romaine, 1995)

2. Sociolinguistics

Sociolinguistics is the branch of linguistics that studies the relationship and interplay between language behavior and social behavior (Kridalaksana, 1982).

3. Teaching

Teaching is an activity carried out by the teacher by creating an

environment that can support the student teaching and learning process to help students learn something, convey knowledge, and make them understand (Nasution, 2017).

4. Learning

Learning is a process that involves changes in knowledge, beliefs, behaviors or habits that occur over time and have long-term impacts on the way students think and act (Ambrose et al., 2010).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Sociolinguistics

A subfield of linguistics called sociolinguistics investigates the connection between language and social constructs. According to Wahyuni (2021), sociolinguistics is a social and communication system that is part of a specific civilization and culture. Sociolinguistics is a branch of linguistics that focuses on the relationship between language use and social behavior, according to Kridalaksana (1982). In this situation, language and social behavior will demonstrate how a particular culture utilizes words. These covers speaking event types, the spoken language used, the topic or theme, etc.

According to Bayyurt (2013) stated that sociolinguistics is a field of study that investigates the purpose and function of language in society. Bayyurt also said that several factors influence the use of languages, such as intrapersonal relations, etiquette, and local dialect. According to Chaer & Gustina (2014: 5) stated that sociolinguistics is more interested in the details of the actual use of language. This includes patterns of use of certain languages or dialects in certain cultures, speakers' preferences for using certain languages or dialects, subjects, and contexts of speech. Language usage skills are learned through the study of sociolinguistics. According to

Chaer & Agustina (2014: 7), sociolinguistics described language use in specific social contexts. So, it follows from this assertion that sociolinguistics would offer communication guidelines by displaying the language, variation of language, or style utilized when speaking to particular persons.

Furthermore, according to Dittmar (Gupta, 1979), there are several issues with sociolinguistics, including the degree of linguistic variation and variety, social judgments that differ by subject to the behavior of speech forms, the social identity of the speaker, the social identity of the listener involved in the speech, the social environment where the speech event occurs, diachronic and synchronic analysis of social dialects, and social judgments that differ by subject to the identity of the speaker. However, it can resolve practical societal issues, such as language instruction, translation, and resolving linguistic conflicts.

2. Language and Society

a. Language

According to Kridalaksana (1982) said that language is an arbitrary symbolic system that serves as a means for a community to collaborate, engage in social exchange, and establish their collective identity. According to Nababan (1974) said that language is a code or vocal symbol humans utilize to facilitate interaction and communication. He further posited that language, as a complex construct, comprises three primary subsystems or aspects, namely the

phonological subsystem (about the sound system), the grammatical subsystem (concerned with the system of relationships between linguistic units at various levels of size), and the linguistic subsystem (comprising the list and organization of meaningful units). The interrelation of these subsystems contributes to the formation of a language, despite their independence.

According to Noermanzah (2019), language can be defined as a structured sequence of sounds that serves as an instrumental tool for conveying messages between individuals. This process facilitates effective communication and promotes collaboration between speakers and their partners. Chaer and Agustina (2014: 12-16) argued that language is in the form of a system, in the form of symbols, in the form of sounds, is arbitrary, meaningful, conventional, unique, universal, productive, varied, dynamic, humane, used as a tool for social interaction, and functions as an identity of the speaker. He also elucidated that language, as a means of communication, possesses unique attributes that differentiate it from the language possessed by divine beings. In other words, language is a human attribute that enables communication.

According to Mailani et al (2022) stated that individuals residing in different regions of the globe must be able to coordinate and implement effective resolutions to address their respective issues. In this instance, language serves to fulfil societal requirements in

addressing issues. According to Chaer and Agustina (2014: 15), language is a fundamental tool for human communication, encompassing five essential components: expression, information, exploration, persuasion, and entertainment. According to Fishman (1972), the central issue in sociolinguistics is "who speaks, what language, to whom, when, and to what end." Hence, the role of language can be comprehended through the lenses of speakers, listeners, topics, codes, and speech messages.

- 1) Language has a unique purpose for each speaker. Speakers can communicate their feelings via their words and their emotions. Examples of these emotions: are sad, angry, or happy.
- 2) Language has a directing role when it comes to listeners or interlocutors. In other words, language can make the listener act and carry out in response to what the speaker says, such as sentences expressing commands, appeals, petitions, and seductions.
- 3) Regarding the topic of speech, language has a referential function. A language is a tool for communicating about objects or events that surround speakers or exist in a culture in general.
- 4) Language functions are multilingual or metalinguistic in terms of code. Thus, language is utilized to discuss or elucidate terminology.

5) The language employed exhibits imaginative functions about the mandate. Language serves as a medium for expressing a range of cognitive and affective states, encompassing tangible and abstract concepts. Typically, the purpose of this imagery manifests in the context of artistic creations such as poems, narratives, folklore, and humor, which are employed for the enjoyment of both the speaker and the listener.

b. Language and speech

Saussure is defined between the notions of language (*langage*), sound symbols (*langue*), and speech (*parole*). These three ideas are borrowed from French and translated as "language" in Indonesian (Utami & Rizal, 2022). In French, the word *langage* uses for a system of sounds and symbols developed by humans for verbal communication and interaction. This *langage* is abstract. The word *langue* refers to the set of culturally-specific signs a certain social group uses to understand and communicate or utterances performed by community members when interacting. As with every *langage*, there are abstract features to *langue*. Moreover, *parole* is the executor of *langue* in the form of utterances or communicating with one another (Chaer & Agustina, 2014: 30).

Langue is universal as a language because it is a system of auditory representations all humans' use. However, as a *langue*, language is restricted to a single culture. One specific society is difficult

to define, but the existence of mutual understanding can be attributed to a shared language. At the same time, mutual comprehension between inhabitants is referred to as *parole* due to the similarity of utterances' systems and subsystems (phonology, morphology, syntax, and semantics).

c. Speech community

A speech community can be defined as a group of individuals or a society that shares a common verbal repertoire and a shared evaluation of the norms of language use within that society. The speech community is not merely a collection of individuals who share a common language but a cohesive unit that adheres to shared norms in utilizing linguistic forms. Fishman (1976: 28) stated that a speech community is "a society whose members know at least one variety of language along with the norms appropriate to its use." According to Hymes (1974), speech communities are comprised of individuals who possess knowledge and authority regarding the usage of a particular language.

3. Speech Event

Speech events are social events in which speakers' behaviors are mostly controlled by the norms of language use (Malcolm, 1982). According to Chaer and Agustina (2014: 47) argued that a speech event is a continuous linguistic exchange in one or multiple forms of speech and involves two participants, namely the speaker and the interlocutor. This

exchange is characterized by a primary utterance that describes this interaction within a specific temporal, spatial, and situational context.

According to Hymes (1974) statement, "speech events" are subject to direct regulation by the norms or rules governing speech usage. An occurrence may comprise a single instance of a speech act but frequently encompasses multiple speech acts. One will find a difference in magnitude: a party (speech situation), a conversation during the party (speech event), or a joke within the conversation (speech act). The same type of speech act may recur in different types of speech events and the same type of speech event in different situations. According to Malcolm (1982) argument, certain behaviors are acquired as speech events, including phone calls, arguments, interviews, and a range of behaviors that are not commonly observed in the language community, such as 'sounding,' 'rapping,' 'shucking,' 'gaffing,' 'souring,' 'tantalizing,' and others. The speech event was occasionally employed to denote social gatherings of a specific duration and momentary alterations in speech patterns. In his discourse, Malcolm delineates various criteria for speech events, including functions, component factors, social events, social relations, linguistic topics and variables, and sequences of component actions.

According to Hymes (1972), a speech event can be identified if it fulfills eight components, which are known as the acronym SPEAKING. The eight components are:

- a. S = Setting and scene

Setting and scene. The concept of setting pertains to the temporal context of space in which discourse occurs, whereas the notion of scene encompasses the situational and psychological circumstances surrounding the communicative exchange. Various factors, such as temporal, spatial, and situational differences, can cause language variations.

b. P = Participants

Participants are the parties involved in the speech, comprising the first party as the speaker and the second as the speech partner. In specific temporal and situational contexts, it is possible for there to exist several participants exceeding two, particularly in the presence of a third party.

c. E = Ends: purpose and goal

Ends are the speech's goals and intentions that align with the audience.

d. A = Act sequences

Act sequence refers to the form of speech and content of speech. This type of speech focuses on the words used, how they are utilized, and how what is said connects to the conversational subject.

e. K = Key: tone or spirit of act

Key refers to the tone, manner, and spirit in which a message is conveyed: happily, seriously, briefly, arrogantly, mockingly, etc. Motions and movements can also be used to convey this.

f. I = Instrumentalities

Instrumentalities refer to the language's medium, like spoken, written, or phone lines. Using a language, dialect, phrase, or register as an example, instrumentalities also refer to the speech code being employed.

g. N = Norms of interaction and interpretation

Norm of interaction and interpretation refers to the norms of interpretation of utterances in interaction.

h. G = Genders

Gender refers to delivery forms, such as narratives, poetry, proverbs, prayers, etc.

4. Variety of Language

As a language, language contains systems and subsystems that all speakers comprehend. The concrete manifestation of language, parole, is not uniform since language speakers are situated within a speech community, which is not a homogenous group of individuals. Chaer and Agustina (2014: 61) stated that linguistic diversity or variation is attributable to the heterogeneity of speakers and the wide range of social interactions they engage. He additionally categorizes linguistic variations according to both the speaker and how the language is employed. The employment of a language in various community activities engenders linguistic diversity, further amplified by its widespread usage and adoption by many speakers. In this instance, the assortment of languages is

categorized into two perspectives. The existence of multiple languages is commonly attributed to the social heterogeneity of language users and the diverse range of language functions. Furthermore, there are already multiple languages in existence that serve the purpose of facilitating communication within various communal contexts.

5. Bilingualism

A closed speech community not touched by other speech communities, whether because of its remote location or because it deliberately does not want to contact different speech communities, will remain a static and monolingual society. On the other hand, a free speech zone will have linguistic touch with every conceivable event in language. Bilingualism, diglossia, code-switching, code-mixing, interference, convergence integration, and language shift are linguistic events that can occur due to language encounters.

Bilingualism is the ability to use two distinct languages or language codes proficiently. Mackey (1962) said that a sociolinguistic definition of bilingualism as using two languages in a person's interactions with others. To effectively utilize two languages, an individual must possess a high level of proficiency in both linguistic systems. The first is acquiring a mother tongue; also known as his first language; and the second is acquiring a foreign language; also known as his second language. Romaine (1995) argued that bilingualism refers to the ability of an individual to differentiate between two languages they have proficiency in by utilizing

words, phrases, and complete sentences from both languages during a single conversation. According to Weinreich (1979), bilingualism refers to the command of two languages, which includes the knowledge of two code systems, two dialects, or two varieties of the same language.

According to Mackey (1962) argument, bilingualism is not a language phenomenon but a characteristic of language use by bilingual speakers alternately. Bilingualism is not merely a characteristic of linguistic code but a manifestation of a speaker's ability to express themselves in two or more languages. This statement is supported by Wolfson (1976), who stated that one of the characteristics of bilingualism is the use of two or more languages by a person or group with no particular function in the two languages. It means that both languages can be used by anyone at any time and in any scenario. Additionally, the choice of speech must be adapted to the speaker's and interlocutor's proficiency levels.

Also, according to Myers-Scotton (2017), bilingualism did not affect a person's ability to comprehend speech, notably dialects. Afterwards, everyone will have the option of speaking either the standard or non-standard dialect of the language. Spolsky (1988) stated, "Bilingual individuals have a domain repertoire related to the rules of choice," meaning that a bilingual can choose which language to use. In addition, bilinguals can choose specific codes in speaking and decide when to switch from one code to another or mix code to form brief utterances.

Based on the above understanding, it is possible to infer that bilingualism is a social phenomenon that happens in every culture, both individually and in groups and that the language that is often spoken may influence each individual's capacity to communicate with his interlocutor with the same linguistic ability. When employing language, a bilingual must also be mindful of the various roles associated with each function of each language.

6. Code Switching

According to Wardhaugh (2006), code referred to a specific dialect, style, and language variation utilized by individuals who share a common background of speakers and are influenced by the community's auditory, situational, and contextual factors. Each individual possesses a unique dialect, style, and language variant employed in communication, reflecting their distinct character. According to this definition, it can be inferred that code is a distinctive marker of an individual's identity during social interactions. The utilization of code in the routine activities of individuals may vary. The phenomenon may manifest itself as either code-mixing or code-switching. Hudson (1996) holds that the utilization of language codes is contingent upon the linguistic proficiency of the speakers.

In sociolinguistics, changing a language from the maternal tongue to a foreign language or from a casual variety to an official variety or vice versa is called a code-switching event (Chaer & Agustina, 2014: 107). According to Paul (2002), code-switching is when two members of the

same two-language community exchange languages or dialects. In addition, Holmes (2013) argued that substitutions are typically brief and made for social purposes to demonstrate the speaker's ethnic identity and solidarity.

According to Poplack (1980a) researched, code-switching is used in two languages within a single discourse, sentence, or constituent. Poplack has distinguished three primary forms of code-switching in which speech is converted to a different language: inter-sentential switching, intra-sentential switching, and tag switching.

a. Types of Code Switching

1) Inter-sentential switching

According to Hoffman's analysis, Inter-sentential switching refers to code-switching occurring at the boundaries of clauses or sentences. In this instance, the speaker employs a linguistic phenomenon whereby an entire clause or sentence is expressed in one language, followed by a switch to another language for the subsequent clause or sentence. The switch indirectly takes place, contingent upon contextual factors and conversational milieu. Furthermore, the substitution occurs between a minimum of two clauses or two sentences. According to Romaine (1995), Inter-sentential switching occurs when the switch of language elements surpasses the sentence boundary. Consequently, individuals switching between languages are typically skilled in the languages

involved. Inter-sentential switching can be inferred as uttering a complete sentence in one language within two consecutive sentences in a different language.

Example:

“Ok, what is the point of the first paragraph? *Apa poin dari isi paragraph pertama?*” (Lume & Tami, 2020)

The utterance above is the example of Inter-sentential switching, because the teacher switched her code to make the explanation to the students. So, the students were expected to understand the teaching materials.

2) Intra-sentential switching

Girsang (2015) stated that intra-sentential code-switching occurs due to switching between clauses or sentence boundaries. According to the researched result of Rahmina & Tobing (2016), intra-sentential pertains to the phenomenon wherein a word, phrase, or clause from one language is present in the sentences of another language. Intra-sentential code-switching is a syntactic shift within a sentence wherein the speaker consistently alternates between languages within a single sentence. In this instance, the speaker can substitute the clause component, lexical unit, or morpheme.

Example:

“*Siapa yang bisa answer this sentence?*” (Lume & Tami, 2020)

The code-switching above is intra-sentential code-switching because the utterance showed that the speaker switches from Indonesia into English in the single sentence or utterance.

3) Tag switching

Al Abdely et al., (2016) had described tag switching as incorporating brief tags or phrases from one language into utterances predominantly in another. According to Sahrawi et al., (2019), code-switching transpires when speakers incorporate brief phrases or expressions (tags) from one language into another after their utterances.

Example:

“But you can see this is my private, ok don’t be shocked *ya*”
(Nurvadhilah et al., 2022)

This utterance can be classified as tag-switching. When the speaker asked to see her privately, the speaker first spoke in English before inserting an Indonesian tag. The tag insertion “*ya*” underlines that the speaker wants to see her private.

These three types are the main elements of this research, with the goal that from these three types, researcher will be able to determine which types are most commonly used by teachers in the classroom learning process.

b. Function of Code Switching

According to Olcay (2005), the teacher frequently performs code-switching unconsciously, which means that the teacher is not always aware of the function and outcomes of code-switching. Whether the teacher engages in code-switching intentionally or not, their fundamental role is facilitating language acquisition within the learning environment. According to Gumperz (1977) asserted that every code possesses a distinct communicative purpose. As mentioned above, the codes are upheld independently by individuals within the community or society, providing insight into the distinct linguistic variations. Gumperz stated that there are six code-switching functions, which are to express social meanings: quotations, addressee specifications, interjections, reiterations, message qualifications, and personalization or objectification. Meanwhile, according to Mattsson & Burenhult (1999), the function of code-switching into three points. The first function of code-switching proposed is topic switch. It means the teacher changes his or her language according to the topic being discussed. It is mostly seen in grammar teaching, where the teacher shifts his language to his students' mother tongue in dealing with certain grammatical points that are being taught at that time. The second proposed is affective function. It is used to express emotions in order to build solidarity and familiarity with students. And the last proposed is repetitive function. The teacher codes switching to the mother tongue

to clarify meaning, and in this way, emphasizes the importance of foreign language content for efficient comprehension.

Due to the explanation provided by the specialists above, one may conclude that code-switching serves several functions, including but not limited to the following: offering direction, controlling behavior, issuing commands, assessing material, and asking for assistance. However, Hoffmann (1991) stated in their research that seven functions are relevant to code-switching, as follows:

1) Talking about a particular topic

People can choose the language they want to discuss a particular topic. Sometimes, a speaker feels more accessible and more comfortable talking about something difficult in their everyday speech and switches to the language that refers to the term.

Example:

“Good! *Jadi biasanya* report text *itu pada* paragraph *pertama termasuk* general classification and the second is description. So, report text *itu mendeskripsikan suatu kejadian.*” (Nafisa, 2017)

The sentence above includes the function of a particular topic. The teacher talked about the report text by switching from Indonesian to English. Therefore, it makes the students understand what the teacher said.

2) Quoting somebody else

People switch code to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words the speaker claimed the person said. The switch is like a set of quotation marks. In Indonesia, those well-known figures are mostly from some English-speaking countries. Then, because many Indonesian people nowadays are good at English. Those famous expressions or sayings can be quoted intact in their original language.

Example:

“Oke, berikutnya. Kak Tomo ganteng skincarenya apaan? It said like you’re handsome and what is your skincare?” (Pareza & Rosita, 2022)

The utterance above is quoting somebody else. The sentence “It said like you’re handsome and what is your skincare?” is a quotation because the speaker only translated the meaning of a question posed by one of his subscribers to Tomo, intending to make Tomo understand it. In addition, the phrase “it said” strengthens the evidence that the reason for the code-switching is to quote someone else’s statement.

3) Being emphatic about something

When someone talking using a language that is not his or her native language suddenly wants to be emphatic about

something, he or she either intentionally or unintentionally will switch from his or her second to his or her first language. On the other hand, he or she switches from his or her second to his or her first language because he or she feels more comfortable being emphatic in his second language than in his first language.

Example:

“Tidak apa-apa, yang penting sudah ada usaha. Disini ada berapa kalimat? There are five sentences. Write down those sentences in the blackboard, please.” (Nafisa, 2017)

The utterance above is showing emphatic about something. The speaker said, *“tidak apa-apa, yang penting sudah ada usaha,”* which means the teacher is empathetic and appreciates the speaker's work.

4) Interjection

An interjection is words or expressions inserted into a sentence to convey surprise, intense emotion, or to gain attention. An interjection is a short exclamation like: *Darm!*, *Hey!*, *Well!*, *Look!*, *Nah*, *Okay*, etc. They have no grammatical value, but the speaker uses them often, usually more in speaking than writing.

Language switching among bilingual or multilingual people sometimes marks an interjection or sentence filler. It may happen unintentionally.

Example:

“When you listen to the dialog, you also have to find the keyword, *ya!* So, the correct answer is D. What is the keyword?” (Nafisa, 2017)

The utterance above is an interjection sentence. When the speaker said, “when you listen to the dialog, you also have to find the keyword, *ya!*” the speaker inserts the filler “*ya*” at the end of the sentence to emphasize what the speaker said to the students. It may happen naturally.

5) Repetition used for clarification

When a bilingual or multilingual person wants to clarify his or her speech in order that it will be understood better by the listener, he or she can sometimes use both languages (codes) that he or she masters to say the same message. A message in one code is frequently repeated in the other code literally. A repetition not only clarifies what is said but also amplifies or emphasizes a message.

Example:

“Pas masuk ke Waseda ini ada tes TOEIC gitu, itu buat placement testnya. Jadi berdasarkan tes TOEIC itu nanti kelasnya dibagi gitu, kelas bahasa inggrisnya. Nah, kebetulan aku dapet 965, dan Tomo dapat 950. You have 950, right?” (Pareza & Rosita, 2022)

The utterance above is repeated for clarification. The speaker was talking about TOEIC, which explained TOEIC to an

Indonesian-speaking audience. Then the speaker repeated his words, “you have 950, right?” which was addressed to Tomo with a reason to clarify that his statement to his audience was true.

6) Intention of clarifying the speech content

When a bilingual or multilingual person talks to another bilingual or multilingual, there will be lots of code-switching and code-mixing. It means to make the content of his or her speech run smoothly and can be understood by listener. A message in one code is repeated in the other code in a somewhat modified form. Clarify is important when the listeners cannot understand what the speaker means, and to clarify his or her speech.

Example:

Student: “*ini harus sama alasanya* ma’am?”

Teacher: “yes of course, *kasih alasannya* why? Don’t forget to use the same structure, *kalimatnya* full sentence.” (Nafisa, 2017)

The conversation above shows the intention of clarifying the student's utterance. When the student asked the teacher, “*ini harus sama alasanya* ma’am?” the teacher answered and clarified by switching between two languages, English and Indonesian, “yes of course, *kasih alasannya* why? Don't forget to use the same structure, *kalimatnya* full sentence.” It means making the content of the utterance understandable to the students.

7) Expressing group identity

To express group identity, a group can use code-switching as their media. Thus, when teachers commit code-switching, their identity will be formed as a difference from the other group.

Example:

“Please speak java. Okay I will teach you again. *Jenengku Tomo.*”

(Pareza & Rosita, 2022)

The utterance above expresses group identity. The speaker switched the code from English to Javanese. The speaker used Javanese and said he would teach Tomo the Javanese language, which means he mastered the language, and the use of the Javanese language shows the speaker’s identity from the Javanese tribe.

These seven functions are the main elements of this research. With the aim of these seven functions, the researcher can find out the function of code-switching used by teachers in the learning process in the classroom.

7. Code Switching in ELT Classroom

The main goal of a teacher of English Foreign Language (EFL) is to facilitate maximal use of the English language by their students, especially during the classroom session. In this instance, the teacher must devise a pedagogical approach that facilitates students' acquisition of proficient English speaking and comprehension skills. The first language or mother tongue, which typically holds greater influence, is frequently employed in the instruction and acquisition of a secondary or foreign language.

Hence, code-switching frequently appears in bilingual classrooms, especially for language courses where the teacher used the same first language as the students. According to Olcay (2005) argument, code-switching within language classes does not affect language acquisition. This approach is deemed advantageous in educational settings, especially when the teacher endeavors to clarify theories and facilitate students' comprehension of the topic in a streamlined manner.

Implementing code-switching as a teaching strategy can optimize students' utilization of their second language by efficiently and effectively directing activities while utilizing their first language. The acquisition of a target language necessitates a significant quantity of time investment. However, implementing pedagogical and learning methodologies can substantially enhance students' exposure to the target language, as (Sakaria & Priyana, 2018) stated. Hancock (1997) emphasized the significance of engaging students in communicative exchanges within the classroom to foster their communicative competence. It means the teacher should engage in increased English usage in the classroom to enhance English communication ability. In this instance, the English teacher must show a high English fluency level throughout classes to ensure optimal learning outcomes.

B. Previous Related Studies

At this point, the researcher presents several previous research related to the topic of this research. These are some previous studies which related to current research:

The first research conducted by Khasanah (2020) conducted research thesis with the title “An Analysis of Code Switching Used by Lecturer in Teaching Translation of The Sixth Semester in English Language Education of Iain Surakarta”. This research used qualitative methods with data analysis techniques using Miles and Huberman's theory. The research results showed that 63 tag switching data were found, 24 Inter-sentential Switching data, and 10 Intra-sentential Switching data. From the data findings, it can be concluded that the number of code-switching used most frequently by lecturers is Tag Switching, which reaches 63 data, and the least amount of code-switching is Intra-sentential Switching.

The second, Nurrohmah (2020) conducted research thesis with the title “An Analysis of Code Switching Used By English Teacher By The Classroom At The Eight Grade At SMP Muhammadiyah 4 Surakarta In The Academic Year Of 2019/2020”. This research used qualitative methods with data analysis techniques using Miles and Huberman's theory. The research results showed that the most common data found in the teacher's utterances with 22 data. There are six functions of code switching. Namely, quotation, recipient specification, interjection, repetition, message qualification and personalization or objectification. Based on the results, the most frequently occurring function in

teachers' utterances is interjection with fifteen data. The interjection function appears when teachers give orders or instructions to student.

The third, Murtafiah (2017) conducted research thesis with the title "An Analysis of Teachers' Code-Switching Practice in The Process of Teaching English at SMAN 2 Padang Cermin in The Academic Year of 2016/2017". This research used qualitative descriptive method. The research results showed that the most common data found in the teachers' utterance was intra-sentential switching with 256 data, 139 data inter-sentential switching, and 79 tag switching. For the functions of code-switching, it was found 241 times represent topic switch, 128 times were identified as affective function, and 105 times as repetitive function.

The fourth, Markhamah & Kardena (2023) conducted research journal with the title "Code Switching in English Teaching Learning Process of English as a Foreign Language". This research used descriptive qualitative research with the instrument the research was interview for analyzing the functions of teacher's code switching and the observation for analyzing the types and the frequencies of teacher's code switching. The result of the research showed that in the three types of teacher's code switching they were 139 times inter sentential switching, 256 times intra sentential switching, 79 times tag switching. Besides the functions of code switching were in 115 times of total frequencies by different modified of the functions were in classroom management, inserting humor, clarification of information, increasing students' comprehension, and interpreting the lesson. Then, distributions of

teachers' language were 474 times or frequencies, the language distribution were pure English 44,30%, Indonesia 29,96%, dan local language 25,74%.

The fifth, Fachriyah (2017) conducted research journal with the title "The Functions of Code Switching in an English Language Classroom". This research used qualitative research with the methods for ethnography of communication. The result of the research showed that the function of code switching of lecturer when interacting with her in the class are: clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing a language element, making inferences, developing vocabulary, class discussions of student tasks, giving feedback, aiding memorization, class management, and entertainment and general communications.

Based on the previous research findings above, the current research has several similarities. These equations are research variables, research design and research subject. However, previous research used several different theories to analyze the results of code-switching. Based on several of the research that has been described previously, the researcher aims to carry out analytical activities with a focus on the teachers' code-switching speech when teaching. This research aims to identify the types of code-switching that teachers often use and the function of teachers' code-switching at SMP Batik Surakarta academic years 2022/2023.

Table 2. 1

The similarities and differences of the previous and current research

No	Research Tittle	Similarities	Difference
1.	Thesis by Sholikhatun Yusnaini Khasanah (2020)	The first, the previous and the current research used the same research design which is qualitative descriptive. The second, both of research used same variable that is code-switching	The first, the previous research choose lecturer as a subject while this current research choose teacher as a subject. The second, the previous research focus on teaching translation while this current research focus in two teachers in one class
2.	Thesis by Nisrina Hanif Nurrohmah (2020)	The first, the previous and current research used teacher as a subject of research. The second, both of research used same variable that is code-switching	The previous research focus on teacher at eight grades while this current research focus on two teachers in seventh grade and nineth grade
3.	Thesis by Eliya Murtafiah (2017)	The first, the previous and the current research same emphasize analyzing the types and function of code switching. The second, the previous and the current research used the same research design which is qualitative descriptive	The first, the previous research focus on the teachers of senior high school while this current research focus on teachers of junior high school. The second, the previous research focused on several languages involved in teachers' code-switching practices, while this current research focuses only on two languages, English and Indonesian.
4.	Journal by Laela Markhamah & Absharini Kardena (2023)	The first, the previous and current research used teacher as a subject of research. The second, both of research used same	The first, the previous research focus on the teacher at eleventh grades while this current research focus on teachers at seventh grades and nineth grades.

		<p>variable that is code-switching.</p> <p>The third, the previous and current research used same technique to collect the data those are observation and interview</p>	<p>The second, the previous research focus on three languages, those are English, Indonesian, and Local language while this current research focus on two languages these are English and Indonesian</p>
5.	Journal by Eva Fachriyah (2017)	<p>The previous and current research used same variable that is code-switching</p>	<p>The first, the previous research used qualitative research with ethnographic method for study of communication while this current research use design qualitative descriptive.</p> <p>The second, the previous research focus on lecturer while the current research focus on teacher</p>

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a type of field study research, namely research that is carried out intensively, in detail, and in-depth towards a particular organization or institution. The approach taken in this research uses a "descriptive qualitative" approach. This approach is used to describe and explore the phenomenon of code-switching that occurs in English classes. The qualitative approach is the collection of data in a natural setting to interpret the phenomena where the researcher is the key instrument (Anggito & Setiawan, 2018).

The researcher chose to use a qualitative descriptive approach because this research describes the phenomena that occur from the teachers' communication during the classroom learning process. According to Ahyar et al. (2020), descriptive research is research that is directed at providing symptoms, facts, or events systematically and accurately regarding the characteristics of a particular population or area. With this qualitative research, the researcher analyzes the teachers' code-switching practices in teaching English at SMP Batik Surakarta academic years 2022/2023. This research is carried out by researcher, code-switching, and languages involved in the process of code-switching.

B. Research Setting

1. Place of the Research

This research took place at SMP Batik Surakarta. The school location is Jl. Slamet Riyadi No. 447, Pajang, Kec. Laweyan, Surakarta City, Central Java. This research was conducted on seventh and ninth-grade students of odd semesters at SMP Batik Surakarta because the English teachers observed by the researchers often used two languages in the teaching process.

2. Time of the Research

The researcher did the pre-observation on February 2023. During the pre-observation, the researcher observed the situation of the school, class, teachers, students, and the teaching and learning process in the class.

Table 3. 1

Research Schedule

Activities	2023					
	Feb	Mar-Jun	Jul	Aug	Sep-Nov	Des
Pre-research	✓					
Designing Proposal		✓				
Proposal Seminar			✓			
Collecting Data				✓		
Analyzing Data				✓	✓	
Final Examination						✓

C. Research Subject and Informant

1. Research Subject

The research subjects are two English teachers at SMP Batik Surakarta, Mrs. RD, and Mrs. EP. This research wants to determine the types and functions of teachers' code-switching use when teaching English in the classroom.

2. Informant

The informant of this research was English teachers for seventh grade F and ninth grade E, at SMP Batik Surakarta. For this research, the researcher chose two English teachers as the primary informants.

D. Data and Source of the Data

1. Data

Data is information or facts that are used to discuss or decide answers to research questions. In this research, the researcher will use all forms of speech that contained code-switching in the form of words or sentences spoken by the teachers when teaching English in class at SMP Batik Surakarta for the data.

2. Sources of the Data

The data's source is from the speech event and interview results that occur in one form of speech involving two parties, the teacher and the student, with one point of the address, in a specific time, place, and situation.

a) Event

It is an observation of an event or activity witnessed directly by the researcher. Events or activities as research data sources that take place intentionally or unintentionally are routine and ongoing or only occur once and are accidentally discovered by researchers (Farida, 2014). Observation of an event or activity witnessed directly aims to obtain information related to the code-switching used by the teacher when teaching. The code-switching information observed was in the form of types and functions used by the teacher.

E. Technique of Collecting the Data

Data collection techniques are the most strategic step in research because the main goal is to obtain data (Ahyar et al., 2020). Data collection can be done in various settings, sources, and ways to obtain reliable data during this research. During this research, researcher will collect the data by observation and interviews.

1. Observation

Observation is systematically seeing, observing and recording behavior for a particular purpose. According to Murdiyanto (2020), the purpose of observation is to describe the behavior of objects and understand them or know the frequency of an event. Murdiyanto (2020) added that researchers make observations to present a realistic picture of conduct or circumstances, answer questions, help understand human behavior, and evaluate. According to Sugiyono (2013), in terms of

observation, data collection can be divided into participant observation and non-participation observation. Then in terms of observation instrumentation, it can be divided into structured and unstructured observations.

This research, researcher conducted non-participant observations with structured observation. Sugiyono (2013) said that passive participant means the researcher is present at the scene but does not interact or participate. So, in this research, the researcher will come to the activity site to observe ongoing activities but was not involved. The researcher only sees, took notes, and record videos at the activity site. He also said that in participatory observation, researchers observe what people do, listen to what they say, and participate in their activities. This observation aims to discover the types of teacher code-switching that occur in class and the function of the teachers' code-switching.

F. Research Instrument

An instrument is needed to support the technique of collecting the data so that the data used in this research does not come out of the themes researched. According to Sugiyono (2013), an instrument is a measuring tool used in studies to measure observed natural and social phenomena. In qualitative research, the primary tool is the researcher herself. Then the research instrument is developed, which is expected to complement the data and compare the data found through observation. The tools in this research are as follows:

1. Main Instrument

In this research, the researcher will act as the primary tool. According to Creswell & Creswell (2018), researchers act as key instruments because in conducting research, researchers must collect data through documentation, behavioral observation, or interviews with participants or research subjects. In other words, the researcher will determine the overall results of the research starting from determining the focus of the research, determining the data and data sources, determining the methodology applied, understanding the data, and conducting the analysis to the final preparation of the research (Haryoko et al., 2020).

2. Secondary instrument

a. Observation Guide

In this research, the observation guide instrument comes from the observation checklist. The function of this observation guide is to help describe the object being observed to obtain data or information related to code-switching, which can later be used as a conclusion presented as a report.

Table 3. 2

The Specifications for Observation

Utterance	Functions of Code Switching	Types of Code-Switching		
		Intra-sentential Switching	Inter-sentential Switching	Tag Switching
1. 2...	Talking about a particular topic			
1. 2...	Quoting somebody else			
1. 2. 3...	Being emphatic about something			
1. 2...	Interjection			
1. 2. 3...	Repetition used for clarification			
1. 2. 3...	Intention of clarifying the speech content			
1. 2...	Expressing group identity			

b. Smartphone and Notebook

The researcher will use a smartphone and notebook as the tools for evidence has made observations and interviews with interviewees.

A notebook will be used to write speech events that are currently

happening and to write an interview result. A smartphone will be used to record the teachers' voice when teaching in the classroom and will be used to record all conversations or discussions while conducting interviews. Smartphones are also used to take pictures after the researcher and the interviewee are finished to increase the validity of the research.

G. Trustworthiness of the Data

Qualitative research is subjective research, where researchers must present actual data. According to Creswell & Creswell (2018) to present actual data, researchers must establish the validity of the instrument used as a valid data collection tool. To maintain the validity of the data, researchers will use triangulation techniques. Triangulation is a data collection technique that combines various data collection techniques and existing data sources to test the credibility of data from various sources.

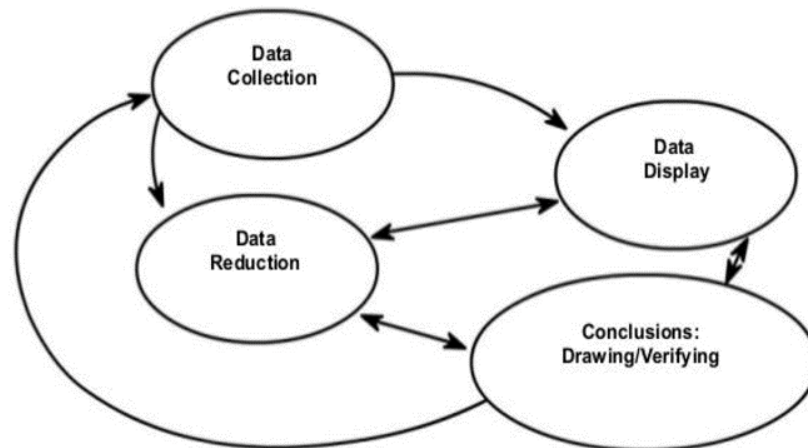
According to Haryoko et al. (2020), several types of triangulation techniques are commonly used by researchers in conducting qualitative research, namely (1) source triangulation, (2) methodological triangulation, (3) theoretical triangulation, (4) investigator triangulation.

In this research, researchers will use theoretical triangulation. Theoretical triangulation tests the validity of the data found based on existing theory. Theoretical triangulation is done by determining patterns or forms through analysis based on relevant theories. Theoretical triangulation in this research was carried out by selecting the type and function of speech based on

theory. To avoid individual bias, researchers used expert judgment to strengthen the validity of the data.

H. Techniques of Analyzing the Data

The data analysis technique holds significant importance in the realm of research. Inaccurate techniques employed in data analysis may lead to chaotic outcomes in the obtained data. Sugiyono (2015: 336) stated that qualitative data analysis is typically conducted rigorously during the data collection phase rather than post-data collection. Hence, the researcher categorized data analysis tasks into four phases: data collecting, data reduction, data display, and conclusion drawing/verification. The data analysis technique used in this qualitative research is owned by Miles, and Huberman stated that saturated data characterize the data analyzed in this method, so it should be exhaustively analyzed until it is complete (Sugiyono, 2015: 337). Miles & Huberman (1984) have delineated a pattern in their data analysis procedures:



Picture 3. 1 *Component of data analysis Miles and Huberman (1984: 23)*

1. Data reduction

Researcher must analyze data by summarizing, selecting, and focusing on important things according to the theme and pattern. Reducing data will provide a clearer picture and make it easier for researcher to collect further data and look for it if needed. Researcher reduce data that is not useful for analysis based on types and code-switching functions. Researcher will carry out the data reduction process during research activities.

2. Data display

The researcher displays the data to organize and manage it so that it can analyze and can use to draw conclusions. Data is organized by displaying data to make it easier to understand. In this research, the researcher will display the observed data in tabular form by Poplack (1980) theory for the type of code-switching and the functions will be described

according to the theory used by the researcher. The interview results will be displayed in the form of a data transcript.

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 to the meeting, these are below:
 - M1: Meeting one
 - M2: Meeting two
 - M3: Meeting three
 - M4: Meeting four
- c. The code based on the teacher; these are below:
 - T1: Teacher one
 - T2: Teacher two
- d. The code based on the types of code switching, these are below:
 - IS: Intra-sentential switching
 - IN: Inter-sentential switching
 - TS: Tag switching
- e. Other codes were given based on the function of code switching:
 - Top: Talking about a particular topic
 - Quo: Quoting somebody else
 - Emp: Being emphatic about something
 - Int: Interjection

Rep: Repetition used for clarifying

Cla: intention of clarifying the speech content

Exp: Expressing group identity

Those can be put together into sentences. The example of data coding for data analysis and the ways read it, is written: 01/M1/T1/IS/Top means the first data on the first teacher is intra-sentential code-switching, and its function is topic switch. By assigning a code to each data, the data becomes easier to classify and analyze.

3. Conclusion Drawing and Verification

The researcher will answer questions from this research. The initial conclusions presented are still temporary and will change if strong evidence is not found to support further activities in data collection. However, if the initial conclusions are supported by strong, consistent and valid evidence or data, then when the researcher returns to the field, the conclusions are credible. In this research, researcher will conclude by reviewing field notes, namely the results of observations and interviews with informants.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter is divided into two parts: findings and discussion. The findings section presents the results of data analysis regarding the types of code-switching used by English teachers for seventh and ninth-grade students based on Poplack (1980) theory and the functions of code-switching used by English teachers for seventh and ninth-grade students based on Hoffmann (1991) theory. The discussion section provides an in-depth and detailed description of the data findings.

A. Research Finding

This section explains findings related to code-switching in the teaching and learning process. To explain the results, researchers took several steps. First, the researcher explains the types of code-switching. There are three types of code-switching that teachers use, namely, intra-sentential switching, inter-sentence switching, and tag switching. Second, the researcher explains the function of code-switching. There are seven functions of code-switching: talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech context, and expressing group identity. Data were analyzed based on classifications related to the types and functions of code-switching found in observations. Observations were carried out in four meetings with each teacher, with a duration of 60 minutes for each observation. From the recorder transcribed by the research, there were 136 data, with 99 data from the seventh-

grade teacher utterances and 37 data from the ninth-grade teacher utterances. A complete list of utterances containing code-switching can be seen in the attachment.

In the analysis process, the researcher found that in each teacher's utterance, there was not only one type found but also more than one type found in the teachers' utterance. The following explanation is some of the analysis carried out by researchers regarding the types and functions of code-switching.

1. Types of Code Switching are Commonly Used by the Teacher during the English Teaching and Learning Process at SMP Batik Surakarta Academic Years 2022/2023

Researchers analyzed the types of code-switching found in teachers' utterance. Previously, in Chapter II, we discussed the types of code-switching proposed by Poplack (1980), namely intra-sentential switching, inter-sentential switching, and tag switching.

Table 4. 1

Types of Code Switching

No	Type of Code Switching	Data	Teacher 1	Teacher 2	Percentage
1	Intra sentential	81	58	23	59,56%
2	Inter sentential	22	17	5	16,18%
3	Tag switching	33	24	9	24,26%
Total		136	99	37	100%

The table above shows the types of code-switching teachers use in a classroom. Based on the classification data, 81 intra-sentential switching data, 22 inter-sentential switching data, and 33 tag switching data were found. From this data, it can be seen that the type of code-switching often used by teachers when teaching in class is intra-sentential switching, and teachers rarely use the inter-switching type. The following are several examples of types of code-switching analysis.

a. Intra sentential switching

Intra-sentential transition occurs in a sentence. Intra-sentential transitions occur during the learning process. The results of this research show that intra-sentential data is the type of code-switching that is most often found, namely as many as eighty-one data and a percentage of 59,56% of one hundred and thirty-six data. The following are some examples of intra-sentential switching:

1) 1/M1/T1/IS/Top

“Selain good bisa menggunakan great ya, bisa juga menggunakan fine, the example I’m fine and you yakan.”

The datum was taken on July 24th, 2023, in English class 7F. The situation at that time was that the teacher greeted the students when they were about to start learning. The teacher greets the students using English, then the students answer using good English, which students often use, and then the teacher tells them how to answer other greetings besides using good.

It can be seen from her speech that there is an intra-sentential transition in the middle of her speech. The teacher told the students that they could use other words besides "good" in responding to greetings. In this sentence, the teacher switched the language several times and then switched to Indonesian. The teacher uses the words "good," "great," and "fine" so that students know how to answer other greetings. The teacher also provides examples in English to teach students how to use them.

However, this type of utterance is not only included in the intra-sentential type but also the tag-switching type because there is a discourse marker at the end of the utterance sentence in the utterance data. "*Selain good bisa menggunakan great ya, bisa juga menggunakan fine, the example I'm fine and you **yakan**.*" The word "*yakan*" at the end of the utterance is an example of an Indonesian tag.

2) 24/M2/T1/IS/Top

"Okay, let's start our lesson today, *kita kemarin belajar tentang verb be singular now kita belajar verb be plural.*"

The datum was taken on July 25th, 2023, in English class 7F. The situation at that time was that the teacher asked about material that had been studied the previous week to help students remember the lessons that had been learned previously.

It can be seen from her speech that there is an intra-sentential switch in the middle of her speech because the teacher recalled the lessons that have been learned by switching the language. The teacher starts using English, then switches to Indonesian, "*kita kemarin belajar tentang,*" and then continues with English. The teacher uses the words "*kita belajar*" so students can easily understand what the teacher is saying.

The utterance showed that it belongs to the type of intra-sentential switching. However, this utterance can also be classified as a type of tag-switching. "**Okay** let's start our lesson today, *kita kemarin belajar tentang* verb be singular now *kita belajar* verb be plural." At the beginning of the utterance, there is a discourse marker in English, namely the word "okay."

3) 105/M1/T2/IS/Rep

"Quite big *cukup besar, kalau hanya quiet itu tenang.*"

The datum was taken on July 25th, 2023, in English class 9E. The situation at that time was that the teacher answered questions from students who needed to learn the meaning of the vocabulary data written in the reading book. Then, the teacher helps students to translate it.

It can be seen from her speech that there is an intra-sentential transition in her speech. In her speech, the teacher made two transitions, first to the phrase "quite big" and second to the

word "quiet." The aim is for students to understand the meaning of vocabulary, which has the same way of reading but has a different purpose, by helping students translate it into Indonesian.

4) 119/M3/T2/IS/Rep

“Terus yang kedua using part of speech adverb and adverbial untuk menunjukkan waktu dan tempatnya.”

The datum was taken on August 1st, 2023, in English class 9E. The situation at that time was that the teacher explained the material about recount text. It can be seen in her speech that there is an intra-sentential transition in her speech. The teacher starts by using Indonesian, then switches to English, "using part of speech adverb and adverbial," and continues using Indonesian for the meaning of the previous sentence so that students understand what is meant by the explanation.

b. Inter sentential switching

Inter-sentence switching is code-switching that occurs between sentences or word boundaries. One sentence is spoken in one language, and the following sentence is spoken in another language; this happens to clarify or even translate the utterance. Inter-sentential switching occurs during the learning process but rarely occurs during classroom activities. The research results showed that the inter-sentence data amounted to twenty-two data with a percentage of 16,18% of one

hundred and thirty-six data. The following are some examples of inter-sentential switching:

1) 27/M2/T1/IN/Rep

“Is there any questions? *Mungkin masih ada yang belum jelas*”

The datum was taken on July 25th, 2023, in English class 7F. The situation at that time was that the teacher asked students for understanding or needed clarification about the material being explained. Some students answered no, but some still need to answer.

The teacher asked the students, "any questions?". Then the teacher repeated her words in English "*mungkin masih ada yang belum jelas*". In this case, the teacher repeated sentences from English to Indonesian so students could understand them. The speech is classified as an inter-sentential switching because it involves switching from one language to another between sentences. The teacher starts with an English sentence and then follows it with Indonesian.

2) 60/M3/T1/IN/Top

“*Ayo ngga usah rame*. Open your book.”

The datum was taken on August 1st, 2023, in English class 7F. The situation at that time was that the teacher asked students to understand the material in the book, but many students were still talking to themselves. Hence, the teacher said to the students, "*ayo*

ngga usah rame." then the teacher continued in English by saying, "open your book." In this case, the teacher changes sentences from Indonesian to English to get the students' attention. Therefore, her speech is classified as an inter-sentential switching because it involves transitioning from one language to another.

3) 81/M4/T1/IN/Rep

“Okay, anybody still outside in the class room? *Ada yang masih di luar?*”

The datum was taken on August 7th, 2023, in English class 7F. The situation at that time was that the teacher asked the students whether there were still students outside the classroom. The teacher asked, using English at the beginning of the sentence, "Okay anybody still outside in the class room" Then the teacher switched her speech to Indonesian, "*ada yang masih di luar?*". The teacher switched her speech by interpreting the previous speech with the intention that students understand what the teacher was asking. In this case, the teacher's utterance is classified as inter-sentential switching because it involves switching from one language to another between sentences.

The utterance above can also be classified as a type of tag-switching because in the utterance, “**Okay** anybody still outside in the class room? *ada yang masih di luar?*” The sentence has a

discourse marker in the word "okay," which is an example of an English tag.

4) 121/M3/T2/IN/Top

“*Yoo satria cah ganteng*, what is recount text?”

The datum was taken on August 1st, 2023, in English class 9E. The situation at that time was that the teacher asked students to explain the material that the teacher had explained. In her speech, the teacher said in Indonesian, "*yoo satria cah ganteng*," and then continued in English, "what is recount text?". In this case, the teacher switched her speech from Indonesian to English to determine students' understanding of the studied material. Therefore, the teacher's utterance is classified as an inter-sentential switching because it involves switching from one language to another between sentences.

c. Tag switching

Tag switching is code-switching in the form of tag phrases or words from one language that are inserted into a speech. It can be an Indonesian tag or an English tag. The research results show that there are fourteen data between sentences with a percentage of 24,26% of one hundred and thirty-six data. The following are some examples of tag switching:

1) 35/M2/T1/TS/Int

“*I pakainya* am toh to be *nya ya ngga?*”

The datum was taken on July 25th, 2023, in English class 7F. The situation at that time was that the teacher was discussing the questions that the students had worked on. The teacher corrected students' answers by reminding them of the to be used in the question. The teacher said, "I *pakainya* am to be *nya*." then, at the end of the sentence, she asked a question to confirm the students in the form of an Indonesian tag, "*ya ngga?*".

This utterance example can also be classified as intra-sentential switching because there is a switch in one sentence, namely the appearance of another language in the utterance.

2) 65/M3/T1/TS/Cla

“Is it easy, *ya?*”

The datum was taken on August 1st, 2023, in English class 7F. The situation at that time was that the teacher gave students a quiz via the Quizziz application. The teacher asked the students, "is it easy?" Then, at the end of the sentence, she inserted the tag "*ya*" to emphasize the previous sentence. Based on the question sentence spoken by the teacher by inserting an Indonesian tag at the end of her speech, which uses English, this sentence was classified as tag switching.

3) 118/M3/T2/TS/Top

“*Nah*, in recount text there are three characteristics.”

The datum was taken on August 1st, 2023, in English class 9E. The situation at that time was that the teacher explained material about recount text. When explaining the characteristics of recount text at the beginning of her speech, she inserted the word "nah" and continued her speech. The word "nah" is an Indonesian tag that was inserted into English speech, making the teacher's utterance classified as tag switching. The teacher uses the "nah" tag to emphasize the explanation so that students understand what the teacher is saying.

4) 125/M4/T2/TS/Top

“Yok hurry up hurry up”

The datum was taken on August 3rd, 2023, in English class 9E. The situation at that time was that the teacher gave instructions for students to clean the classroom before starting learning. Here, the teacher inserted the Indonesian tag and then continued her speech in English. Based on this sentence, the teacher used English but then inserted the word "yok" at the beginning of her speech. The insertion of the Indonesian tag into English makes it classified as tag switching. The "yok" tag inserted by the teacher aims to provide emphasis and then emphasize again using the word "hurry up," which is repeated twice so that students can immediately follow what the teacher said at that time.

2. Functions of Teachers' Code Switching at SMP Batik Surakarta

Academic Years 2022/2023

Researchers analyzed the function of code-switching found in teachers' utterance. There are three functions of code-switching proposed by Hoffmann (1991), presented in Chapter II, namely topic switching, affective function, and repetitive function.

Table 4. 2

Functions of Code Switching

Function of Code Switching	Data	Teacher 1	Teacher 2	Percentage
Talking about a particular topic	55	38	17	40,4%
Quoting somebody else	-	-	-	0%
Being emphatic about something	3	3	-	2,2%
Interjection	38	26	12	28%
Repetition used for clarification	40	31	9	29,4%
Intention of clarifying the speech context	1	1	-	0,7%
Expressing group identity	-	-	-	0%
Total	136	98	38	100%

The table above shows the code-switching functions teachers use during the classroom learning process. The classification of talking about a particular topic is fifty-four data, quoting somebody else is zero data, being emphatic about something else is three data, an interjection is thirty-eight data, repetition used for clarification is forty data, the intention of clarifying the speech context is one data, and expressing group identity is zero data. The code-switching function most often found in teachers' utterances during teaching is talking about a particular topic function. It means that teachers feel free and more comfortable talking about something difficult in their everyday language and switch to the language that refers to the term. Meanwhile, quoting somebody else and expressing group identity, no data was found in the analysis. At the same time, being emphatic about something else, interjection, and intention of clarifying the speech context are the least frequently used in code-switching data analysis. Apart from that, researchers in the analysis found more than one function in each utterance. Here are some examples of code-switching function analysis:

a. Talking about a Particular Topic

The function of talking about a particular topic is that the teacher chooses the language they want to discuss. This function occurs during the learning process. The research results show that talking about a particular topic data is the most often found code-switching function, namely fifty-five data and 40,4% of one hundred thirty-six data. The

following is data on talking about a particular topic analysis as a code-switching function:

1) 7/M1/T1/IS/Top

“Okay, *anak-anak kemarin kita sudah belajar is am are untuk kalimat positif ya*, and today we are going study is am are, to be *nya itu dalam dalam bentuk kalimat negatif dan tanya. Kalimat positif yang kemarin kita bahasa itu contohnya we are smart student and he is a bad boy. Did you still remember are itu digunakan untuk subjek apa saja? Ayo coba sebutin.*”

The datum was taken on July 24th, 2023, in English class 7F. At that time, the teacher started learning by remembering the material studied in the previous meeting. The teacher mentioned that in the previous meeting, they learned that is am are in the form of positive sentences, then the lesson that would be studied at that time was that is am are in the form of negative sentences and questions. In the teacher's utterance, it is included in the function of talking about a particular topic. Then, at the end of the speech, the teacher asks about the use of the subject to be are, and then the students are asked to name it. Apart from being included in talking about a particular topic, the speech above is also included in the function of interjection because, at the beginning of the speech, the teacher said "okay" to get students to pay attention to what the teacher was saying.

2) 88/M4/T1/IS/Top

“Okay, I give you three minutes *tiga menit*. *Eee anak-anak yang pr nya belum dikerjakan berarti hari ini siap-siap dapat hukuman.*”

The datum was taken on August 7th, 2023, in English class 7F. At that time, the teacher gave three minutes to work on the questions, and then the teacher changed the topic by asking students questions about the homework given at the previous meeting. Therefore, the teacher's utterance is included in the code-switching function of talking about a particular topic.

3) 106/M1/T2/Top

“*Kalau ngga ada selanjutnya*, please open your book pages twenty-eight about the habitat.”

The datum was taken on Juli 25th, 2023, in English class 9E. The situation at that time was when the teacher asked if there were any questions, then the teacher changed the speaker's topic by asking the students to open the book package by mentioning a specific page. The teacher's utterance falls into talking about a particular topic because the teacher switched the topic.

4) 120/M3/T2/IS/Top

“*Contohnya* after, before, then, after that *dan yang lainnya.*”

The datum was taken on August 1st, 2023, in English class 9E. At that time, the teacher explained material about the characteristics of recount text by switching her utterances to another

language. The teacher's utterance includes talking about a particular.

b. Quoting Somebody Else

The function of quoting somebody else is to quote a famous expression or saying of some well-known figures. Quoting somebody else was not found to be the function of teachers' utterance code-switching in the analysis of the results of the researcher's observations.

c. Being Emphatic about Something

The function of being emphatic about something is talking using language that is not his or her native language suddenly wants to be emphatic about something, he or she either intentionally or unintentionally will switch from his or her second to first language. The research result showed that being emphatic about something is three data and 2,2% of one hundred thirty-six data. The following is data on being emphatic about something as a code-switching function:

1) 39/M2/T1/IS/Emp

“Sopan santun atau perilaku juga boleh, sip very good.”

The datum was taken on July 25th, 2023, in English class 7F. The situation at that time was that the teacher praised the student who answered correctly by showing their happy words, "sip very good". The word "sip" showed the teacher's emotion in responding to students' answers. Therefore, her utterance is included in being emphatic about something.

2) 66/M3/T1/IS/Emp

“*Gimana Amanda feel better tangannya?*”

The datum was taken on August 1st, 2023, in English class 7F. At that time, the students were taking a quiz by the teacher, and then the teacher asked Amanda's condition by spontaneous question. In this case, the teacher is concerned about the student's condition with empathy by saying, "feel better." In this case, the utterance is included in being emphatic about something.

3) 85/M4/T1/IS/Emp

“One two three four five six seven eight nine ten *banyak juga ya, sudah di panggil?*”

The datum was taken on August 7th, 2023 in English class 7F. The situation at that time was that the teacher got the number of students who registered in school activities by showing her attention by saying "*banyak juga ya*". The teacher's utterance is included in being emphatic about something.

d. Interjection

The function of interjection is word or expressions inserted into a sentence to convey surprise, intense emotion, or to gain attention. Interjection has no grammatical value, but the speaker uses them often, usually more in speaking than writing. Language switching among bilingual sometimes markers an interjection or sentence filler. The research results showed that interjection is thirty-eight data and 28% of

one hundred thirty-six data. The following is data on interjection analysis as a code-switching function:

1) 12/M1/T1/TS/Int

“*Ok, sekarang coba dirubah menjadi kalimat tanya ayo anybody answer?*”

The datum was taken on July 24th, 2023, in English class 7F. At that time, the teacher asked students to change a sentence into a question sentence. The teacher gave the discourse marker "ok" at the beginning of the utterance. The discourse marker has no meaning for the next sentence. The teacher uses discourse markers because it has become her habit. Therefore, the teacher's utterance is included in the interjection function.

Apart from being included in the interjection, the teacher's utterance above also has another function, namely talking about a particular topic because, after the discourse marker, the teacher asked students to change the sentence into a question sentence.

2) 82/M4/T1/IS/Int

“*Ketua kelas kok tidak give good example.*”

The datum was taken on August 7th, 2023, in English class 7F. At that time, the teacher asked who had yet to enter the class. Another student said that the class president had yet to come to class. Then, the teacher spontaneously gave an annoyed answer with an unfriendly intonation, "*ketua kelas kok tidak give good*

example." Therefore, the teacher's speech is included in the interjection function.

3) 118/M3/T2/TS/Int

“*Nah*, in recount text there are three characteristics.”

The datum was taken on August 1st, 2023, in English class 9E. At that time, the teacher explained material about the characteristics of recount text. In her utterance, the teacher gave a discourse marker at the beginning of his sentence, namely "nah". The word "nah" here is not a translation of the next sentence's meaning but a complement to the next sentence. Therefore, the teacher's speech is included in the interjection function.

e. Repetition Used for Clarification

The function of repetition used for clarification is to clarifying the speech in order that it will be understood better by the listener, the speaker can sometimes use both language that he or she masters to say the same message. A message in one code is frequently repeated in the other code literally. The research results showed that repetition used for clarification is forty data and 29,4% data of one hundred thirty-six data. The following is data on repetition used for clarification:

1) 52/M2/T1/IS/Rep

“There are twenty questions. *Ada dua puluh pertanyaan ya*, correct number multiple five, *ya*”

The datum was taken on July 25th, 2023, in English class 7F.

The situation at the time was that the teacher said how to give marks to question with correct answers by repeating the previous sentence from English, “there are twenty questions,” then switching to Indonesian, “*ada dua puluh pertanyaan ya*”. In this case, the teacher’s sentence is classified as a repetition used for clarification.

2) 96/M4/T1/IS/Rep

“*nomer satu, Who are your parents? Siapa orang tuamu ya, parents berarti orang tua nama ayah dan ibumu.*”

The datum was taken on August 7th, 2023, in English class 7F. The situation at the time was explaining the questions on the whiteboard by repeating them from English to Indonesian to make it easier for students to work on the questions when they already knew the meaning. The teacher said in English, “who are your parents?” and “parents”, then explained in Indonesian “*siapa orang tuamu ya*” and explained in more detail by saying, “*berarti orang tua nama ayah dan ibumu*”. In this case, the teacher’s utterance is included in the repetition used for clarification.

3) 100/M1/T2/IN/Rep

“Have you got a book? *Udah dapat bukunya belum?*”

The datum was taken on July 25th, 2023, in English class 9E. The situation at that time was that the teacher asked whether the students had received textbooks from school or not. In the sentence

above, the teacher said, “have you got a book?” then repeated the sentence in Indonesian, “*udah dapat bukunya belum?*” with the aim that students understand the meaning of what the teacher is asking. In this case, the teacher’s utterance is classified as a repetition used for clarification.

4) 109/M2/T2/IN/Rep

“Can you hear my voice? *Suaranya kedengeran ngga?*”

The datum was taken on July 27st, 2023, in English class 9E. The situation at that time was that the teacher asked whether the students could hear the teacher’s voice clearly because, at that time, the teacher was unwell and had to wear a mask when teaching. The teacher asked in English, “can you hear my voice?” and then repeated it in Indonesian, “*suaranya kedengeran ngga?*” to ensure students could hear her voice. In this case, the teacher’s utterance is included in the repetition used for clarification.

f. Intention of Clarifying the Speech Content

The function of intention of clarifying the speech content is to make the content of the speaker speech run smoothly and can be understood by listener. Intention of clarifying the speech content was not found to be the function of teachers’ utterance code-switching in the analysis of the result of the research’s observation.

g. Expressing Group Identity

The function of expressing group identity is to express group identity, a group can use code-switching as their media. Thus, when teachers commit code-switching, their identity will be formed as a difference from the group. Expressing group identity was not found to be the function of teachers' utterance code-switching in the analysis of the results of the research's observation.

B. Discussion

After the research results were explained clearly, the researcher explained in more detail. In this subchapter, the research problem formulation is discussed: What types of code-switching are commonly used by the teachers during the English teaching and learning process, and what are the functions of teachers' code-switching at SMP Batik Surakarta academic year 2022/2023? Based on data analysis that has been carried out previously. The explanation is presented as follows:

1. Types of Code-switching During the English Teaching and Learning Process at SMP Batik Surakarta Academic Year 2022/2023

According to Kridalaksana (1982), code-switching is a symbol of expression used to describe a particular meaning, and code-switching is a meaning for humans to interact with each other. In this case, the Surakarta Batik Middle School teacher used code-switching to convey material and provide motivation as an expression from the teacher to the students. According to Poplack (1980), based on his research, there are three types of

code-switching: inter-sentential switching, intra-sentential switching, and tag switching.

a. Intra-sentential Switching

Based on the observation result, 81 data teachers' utterances of English teachers are classified as intra-sentential switching, with 58 data from seventh-grade and 23 data from ninth-grade teachers. This data shows that teachers often use this type during the teaching and learning process in class. Teachers often use code-switching because it can help teachers convey the material in order that students can easily understand it. This line is in line with the opinion of Markhamah & Kardena (2023), who said that this type of code-switching often occurs, most likely due to two purposes. First, assist teachers in conveying learning and information so that the material or knowledge is expected to be easier for students to understand. Second, this can be seen from the teacher's efforts to get students to respond to the learning and information explained. This code-switching can also make students focus and attract students' attention.

Murtafiah (2017) also supports this by saying that the purpose of this type was to assist the student in understanding the meaning of certain difficult English words while explaining a particular topic. The factor using this switching was easily observed for the ease of access to those words being discussed or the words connected to the topic being raised.

b. Inter-sentential Switching

Based on the observation result, 22 data teachers' utterances of English teachers are classified as inter-sentential switching, with 17 data from seventh-grade and 5 data from ninth-grade teachers. Inter-sentential switching usually occurs during class activities. It happened to clarify or even translate the statement. This statement is supported by Markhamah & Kardena (2023) opinion that inter-sentential switching occurs in the classroom, possibly due to two purposes. Firstly, it helps teachers convey teaching and information so that the material presented by the teacher is expected to be easier for students to understand. Second, this happens because of the teacher's efforts to get students' responses to the delivered learning. Romaine (1995) also supported it, saying that switching requires greater fluency in both languages than tag switching because most inter-sentential switching utterances must be compatible with both languages.

c. Tag Switching

Based on the observation result, 33 data teachers' utterances of English teachers are classified as tag switching, with 24 data from seventh-grade and 9 data from ninth-grade teachers. Tag switching often occurs during class activities. It was found that Indonesian fillers were used in English sentences and vice versa. There was also the possibility of using English fillers in Indonesian. Also, tags can be moved freely within a sentence without syntactic restrictions. This statement is

supported by Romaine (1995), who said tag switching involves the insertion of a tag in one language into an utterance that is otherwise entirely in another.

2. Functions of Teachers' Code-switching at SMP Batik Surakarta Academic Year 2022/2023

According to Olcay (2005), the fundamental role of a teacher is to facilitate language acquisition in the learning environment, whether the teacher intentionally or unintentionally carries out code-switching. Based on the results of observations made by researchers on the teachers of SMP Batik Surakarta, there are different communicative goals, thus providing insight into different linguistic variations. According to Hoffman, based on his research, there are seven functions of code-switching: talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content, and expressing group identity. Based on the results of the recorded conversation, the observations made by researchers, only four functions were found in data analysis.

a. Talking about a particular topic

There are 55 data teachers' utterances from English teachers, with 38 data from seventh-grade and 17 data from ninth-grade teachers. From the results of the data above, the function of talking about a particular topic is often encountered by researchers in analyzing teachers' utterances. It happened because teachers use code-switching

to discuss a particular topic. In situations where grammar is taught, the teacher switches her language to her students' native language in dealing with particular grammatical points that are being thought about at that time. Researchers found that English teachers at SMP Batik Surakarta switched their codes in the process of delivering material related to particular topics. Based on data analysis, the teacher switched the code when the teacher provided information, discussed student assignments, and explained examples. The teacher switched the code from English to Indonesian or vice versa to clarify the meaning of grammar points to students because students were still confused about understanding instructions in English. This statement is supported by Mattsson & Burenhult (1999), who said in their research that teachers often change the material according to the topic being discussed by switching the language to the student's mother tongue. In Mattsson & Burenhult's theory, this function is known as a topic switch.

b. Being emphatic about something

There are 3 data teacher utterances from English teachers. That is, only from seventh-grade teachers. Based on the results of recorded observation conversations conducted by researchers, it was found that teachers tend to code-switch when the teachers empathize or show sympathy for something. Teachers may code-switch because the code-switching words they use to express empathy are likely to have a significant impact on their students. From the findings, teachers used

this function intentionally or unintentionally to switch the code from the first to the second or vice versa. This statement is supported by Hoffmann (1991), who said that being empathetic about something occurs because when someone speaking in English wants to empathize with something, he will either intentionally or unintentionally switch from his second to his first language.

c. Interjection

There are 38 data teachers' utterances from English teachers, with 26 data from seventh-grade and 12 data from ninth-grade teachers. Based on the results of recorded observational conversations conducted by researchers, interjections or sentence fillers can be described as words used to express strong feelings or sudden emotions, either intentionally or unintentionally. This statement is in line with the understanding of the function of interjection according to (Gumperz, 1977) who considers this function to be an interjection or sentence filler.

d. Repetition used for clarification

There are 40 data teachers' utterances from English teachers, with 31 data from seventh-grade and 9 data from ninth-grade teachers. Based on the results of recorded observation conversations by researchers, the teacher carried out code-switching for repetition in sentences or phrases. The teacher used repetition to harmonize the meaning in two languages so that students who interact can better

understand the words, phrases, or sentences the teacher utters. It followed the theory of Mattsson and Burenhult (1999), which stated that the importance of repetition in code-switching is to emphasize the message conveyed after a quotation. Apart from that, this idea was supported by (Gumperz, 1977) theory, which stresses that one of the functions of repetition in code-switching is to check understanding.

From the discussion above, researchers believe that code-switching is a phenomenon that cannot be avoided in English language teaching classes and has many functions in the classroom. Therefore, using code-switching can benefit students' learning process if the teachers have related specific purposes to achieve the teaching goals optimally.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents research conclusions and suggestions. The conclusion is a summary of the findings discussed in Chapter IV. All answers to research problems are presented in Chapter I. At the same time, suggestions contain suggestions for further research that can be carried out for practical purposes and anything for teachers, students and other researchers.

A. Conclusions

Connection with the aim of this research, namely to find out the types of code-switching that are often used during the teaching process and the functions of code-switching used by English teachers for seventh-grade and ninth-grade students at SMP Batik Surakarta. From the research results, there are three types of code-switching carried out by teachers, and teachers carry out three functions of code-switching. The summary based on the problem formulation is as follows:

1. The types of code switching are commonly used by the teachers during the teaching and learning process at SMP Batik Surakarta academic years 2022/2023

There are three types of code-switching. These switches are intra-sentential switching, inter-sentential switching, and tag switching. The analysis found more than one type of code-switching in each teacher's utterance. Based on these findings, intra-sentential switching is data

commonly used in teachers' utterances with eighty-one data. This type appears in the middle of a sentence at a clause or sentence boundary. The second type that teachers often use in their speech is tag switching with thirty-three data. Teachers often use language tags inserted in their utterances to emphasize so that students understand what the teacher is saying. The third type that the teacher uses in her speech is inter-sentential switching with twenty-two data. The teacher uses inter-sentential switching to clarify or translate the teacher's previous utterance.

2. The functions of teachers' code switching at SMP Batik Surakarta academic years 2022/2023

There are four code-switching functions: talking about a particular topic, being emphatic about something, interjection, and repetition used for clarification. Based on the findings, the function often found in analyzing teachers' utterances is talking about a particular topic with fifty-five data. Talking about a particular topic occurs to discuss a particular topic. Second, being emphatic about something, with three data. The function of being emphatic about something occurs when talking using language suddenly wants to be emphatic about something, either intentionally or unintentionally. Third, interjection, with thirty-eight data. The function of interjection or sentence filler occurs when expression inserted into a sentence to convey surprise, intense emotion, or gain attention. The last function of code-switching is repetition used for

clarification, with forty data. Repetition used for clarification occurs to clarify the speech in order that it will be understood better.

B. Suggestions

Based on the conclusions and implications, several suggestions can be addressed to:

1. To students

The results of this research can provide students with knowledge about the types and functions of code-switching used by English teachers in the teaching and learning process. By understanding the types and functions of code-switching used by English teachers, students can understand the material, avoid misunderstandings in interpreting the message the English teacher wants to convey, and can help students improve their vocabulary.

2. To teachers

This research is expected to provide insight to English teachers about the types and functions of code-switching as a method in the teaching and learning process of teachers in English classes. Code-switching can be an effective strategy as a communication technique for teaching students to use English optimally and be more conscious in choosing the correct language when used in conveying material to students.

3. To other researchers

Based on these limitations, it is recommended that future researchers who are interested in the field of sociolinguistics conduct other research with broader coverage of sociolinguistic coverage, especially code-switching, using different analytical methods to obtain more accurate findings. Apart from that, the researcher hopes that other researchers will be interested in analyzing sociolinguistics in other classifications so that this research will be better.

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APPENDIX

APPENDIX 1: DOCUMENTATION



Picture 1. The teacher gave explanation to the students



Picture 2 The teacher gave explanation to the students



Picture 3. The students work on questions given by the teacher



Picture 4. The teacher read the txt from the text book while the students listened



Picture 5. The teacher gave explanation to the students about the assignment

APPENDIX 2: TEACHER'S UTTERANCES TRANSCRIPT

No Observation	: Meeting 1
Teacher	: Mrs. Riska Dwi Cahyani, M.Pd
Class	: 7F
Day/Date	: Monday, July 24 th 2023
Time/Place	: 11:35/ Classroom

- Teacher: Assalamu'alaikum wr wb
 Student: Waalaikumsalam wr wb
 Teacher: Good afternoon, everyone?
 Student: Good afternoon
 Teacher: How are you today?
 Student: Good
 Teacher: *Selain good bisa menggunakan great ya, bisa juga menggunakan fine, the example I'm fine and you yakan.*
 Okay, anak anak anybody absent today, ada yang ngga masuk hari ini?
 Student: Ada, Jason dan andra
 Teacher: Okay, what's wrong with him?
 Student: Sakit
 Teacher: Apa bahasa inggrisnya sakit?
 Student: Sick
 Teacher: Okay, berarti he is sick, dia sakit. What did material we have discussed?
 Student: Verb be
 Teacher: How many kinds of be in present *hayoo ada berapa macam?*
 Student: *tiga*
 Teacher: *Ada tiga, what is it ayo apa saja itu?*
 Student: Is, am, are
 Teacher: Okay, *anak-anak kemarin kita sudah belajar is am are untuk kalimat positif ya, and today we are going study is am are, to be nya itu dalam dalam bentuk kalimat negatif dan tanya. Kalimat positif yang kemarin kita bahasa itu contohnya we are smart student and he is a bad boy. Did you still remember are itu digunakan untuk subjek apa saja? Ayo coba sebutin*
 Student: *Untuk we dan you*
 Teacher: *Ok, sekarang untuk is itu digunakan untuk apa saja?*
 Student: He, she, it

- Teacher: *Ok dan digunakan untuk subjek yang jumlahnya singular atau tunggal. Ini kemarin sudah kira pelajari ya.*
 Now, let's study about negative sentence *kalimat negatif, dalam bahasa inggris kalimat negatif ini menggunakan kata not yang artinya tidak. Di sini are not disingkat menjadi aren't, sedangkan kalau is not disingkat menjadi isn't.*
 Okay did you get it? Okay next interrogative, what is interrogative?
- Student: *Kalimat tanya*
- Teacher: *Jadi dalam interrogatif kalimat tanya maka be nya terletak di depan kalimat. Ayo siapa yang bisa menjawab ini?*
 Don't be shy *ngga usah malu, ayo mas let's try*
- Student: *Is Weni a beautiful girl?*
- Teacher: *Okay satu soal sudah selesai, the next number two my family and I am happy, ayo ini bagaimana bentuk negatifnya?*
- Student: *My family and I are not happy*
- Teacher: *Ok sekarang coba dirubah menjadi kalimat tanya ayo anybody answer?*
- Student: *Are my family and I happy?*
- Teacher: *Oh, I'm forgetting. Anak-anak kalau kalimat tanya pastinya membutuhkan jawaban toh, jawabannya antara yes dan no, (while pointing at the whiteboard) nah kalimat yang ini kalau jawabannya yes bagaimana dan kalau jawabannya no bagaimana?*
Coba buka bukunya dulu, open your book pages berapa itu?
Halaman berapa? Okay is on the pages eleventh disitu ada contohnya coba dipahami dulu.
Ayo bagaimana cara menjawab bentuk question atau bentuk interrogatif?
- Student: *Yes, I am*
- Teacher: *Anak-anak cara jawabnya ditulis yes kemudian subjeknya, jadi yes, we are ya, we nya dapat dari kata ini (while pointing at the whiteboard) dan arenya adalah tobe. Coba kalau bentuk negatif*
- Student: *Yes, we are not*
- Teacher: *Oke selanjutnya, untuk yang selanjutnya jawabannya bagaimana?*
- Student: *Yes, he is*
- Teacher: *Okay good job terus kalau no?*
- Student: *No, he is not*
- Teacher: *Oke very good.*
Selanjutnya Weni ini Perempuan atau laki-laki?
- Student: *Perempuan*
- Teacher: *Jadi menggunakan apa?*
- Student: *She*
- Teacher: *Iya, jawabannya Bagaimana?*

- Student: Yes, she is
- Teacher: *Kalau no bagaimana anak-anak?*
- Student: No, she is not
- Teacher: *Okay selanjutnya my family and I kalau diganti jadi apa?*
- Student: They
- Teacher: *No kalau my family and I jadinya itu we lebih ke kita ya kalau diganti, jadi jawabannya yes, we are dan we are not*
- Student: *Miss kalau he's maksudnya itu bagaimana ya?*
- Teacher: *Ok, coba perhatikan kalau he's itu berarti singkatannya dari he is dengarkan kalau she's berarti dari kalimat she is. Any question?*
- Student: No
- Teacher: *Ok karena bel sudah berbunyi dilanjutkan setelah sholat ya*
- Student: *Iya miss*
- (after prayer and break)
- Teacher: *Please take your handphone ayo ambil hp nya I will you some quiz*
- Student: *Yaah miss baru masuk loh miss*
- Teacher: *Loh tadi kan sudah sholat terus istirahat masa sekarang istirahat lagi, ayo ini hp nya siapa yang belum diambil. Ketua kelasnya siapa?*
- Student: (raise hand)
- Teacher: *I will send the link to you terus kamu kirim ke teman-teman ya*
- Student: *Sudah miss*
- Teacher: *Ayo ayo pada join biar ngga kehabisan waktunya nanti*
- Student: *Sudah miss*
- Teacher: *Ini masih 20 orang kurang 2 lagi*
- Student: *Bentar miss loading*
- Teacher: *Sudah semua ya let's start*
- (students start working on quizizz)
- Student: *Loh miss kok susah susah miss*
- Teacher: *Susah yang mana*
- (a few moments later)
- Student: *Miss sudah miss*
- Teacher: *Ok sebentar. Ayoo yang belum selesai cepetan ya, waktunya udah mau habis*
- Student: *Sebentar miss sebentar kurang 2*
- Teacher: *Okay sudah semua ya, is there any questions?*
- Student: *Ngga*
- Teacher: *Oke kalau ngga ada thank you for today, see you next meeting. Wassalamualikum wr wb*
- Student: *Walaikumsalam wr wb*

No Observation	: Meeting 2
Teacher	: Mrs. Riska Dwi Cahyani, M.Pd
Class	: 7F
Day/Date	: Tuesday, July 25 th 2023
Time/Place	: 13.55/ Classroom

- Teacher: Assalamu'alaikum wr wb
 Student: Waalaikumsalam wr wb
 Teacher: Good afternoon, everyone?
 Student: Afternoon miss
 Teacher: *Bagaimana kabarnya?*
 Student: *Baik miss*
 Teacher: *Tadi habis belajar apa?*
 Student: *IPA miss*
 Teacher: Anybody absent today?
 Student: *Nihil*
 Teacher: *Kemarin ada pr ngga?*
 Student: *Ngga ada*
 Teacher: Okay let's start our lesson today, *kita kemarin belajar tentang verb be singular now kita belajar verb be plural. Plural itu apa? Plural itu lebih dari satu atau jamak ya kalau singular kan tunggal, nah di sini seperti kemarin kita akan belajar bentuk kalimat positifnya, kalimat negatif juga kalimat tanya. Contohnya look at your book lihat buku kalian di halaman Sembilan belas paling atas di situ sudah ada contohnya we're new band, we aren't all from Birmingham and are you all from the same city? Kalian baca dan pahami dulu. Di sini miss sudah menuliskan bagaimana cara membedakan kapan menggunakan singular dan plural, kalau singular itu digunakan untuk I, She, He, It sedangkan untuk yang plural digunakan untuk they, we, dan you. Miss terus gimana kalimat negatifnya? Sama seperti kemarin ketika menggunakan are maka not terletak setelah be begitu juga kalimat tanyanya be terletak di awal kalimat. Sudah paham?*
 Student: *Iya miss*
 Teacher: Any questions? *Mungkin masih ada yang belum jelas*
 Student: (silent)
 Teacher: *Ok kalau ngga ada pertanyaan miss ada beberapa soal kalian kerjakan ya, nanti kalau sudah selesai langsung di koreksi*
 (Students start working on questions)

- Teacher: *Sudah selesai ya, ayok sekarang di tukar bukunya dan di koreksi. Yok number one yang jawab zafir prawiranto, zafir di baca dulu*
- Student: She bla bla bla my sister because I do not know her, she is
- Teacher: *Ok karena she maka menggunakan apa anak-anak?*
- Student: Is
- Teacher: Okay very good, *artinya apa mas?*
- Student: *Dia adalah saudara perempuanku, karena aku tidak mengenalnya*
- Teacher: *Ooh sebentar sebentar, ini bonus aja ya saya kurang teliti buatnya, ini harusnya ada not nya ya anak-anak ya, nomer satu bonus. Harusnya kan she is not my sister dia bukanlah saudara perempuanku aku tidak mengenalnya gitukan kalau secara arti gitu ya, Okay number one bonus. Number two mas zafir yo chose one of your friends silahkan pilih salah satu temanmu untuk menjawab number two*
- Student: (pointing to the friend sitting in front of him)
- Teacher: *Mas siapa Namanya? Ridwan?*
- Student: Yanuar
- Teacher: Oh yanuar. *Ayo mas yanuar please answer number two*
- Student: That's your uncle, Is I right?
- Teacher: Is I right? Are you sure? *I loh ya I berarti jawabannya adalah*
- Student: am
- Teacher: *Am I? iya ngga? I pakainya am toh to be nya ya ngga?*
- Student: (silent)
- Teacher: *Pada salah, pada salah?*
- Student: *Iya*
- Teacher: *Pie toh, kan itu bentuk pertanyaan berarti ya kan, kemarin sudah kita bahas kok. That's your uncle ini adalah pamanmu benar kan aku? Kayak penegasan. Ayok mas yanuar siapa yang akan selanjutnya?*
- Student: Kevin
- Teacher: Kevin *ayok vin number three vin*
- Student: (students read very slowly)
- Teacher: Chika she *berarti chika jawabannya pakai?*
- Student: Is
- Teacher: Girl she has good attitude. *Chika adalah apa? Good girl apa? Beda loh ya girl sama woman beda loh ya. Ya rafif kalau ini itu cewek anak Perempuan (while pointing at the whiteboard), tadi kamu ngomongnya Wanita. (while pointing at the whiteboard) kalau ini untuk Wanita dewasa ya kalau girl itu lebih ke anak gadis atau seumuran kamu gitu lah. Chika is a good girl chika adalah anak Perempuan yang baik, dia memiliki good apa good?*
- Student: *Baik*

- Teacher: Attitude?
- Student: *Perilaku*
- Teacher: *Sopan santun atau perilaku juga boleh, sip very good. The next who will be the next mas?*
- Student: Edo
- Teacher: Edo *ayo* do number four do
- Student: Raisa has long black hair. Her hair is smooth and shine
- Teacher: *Ok, raisa has long black hair raisa memiliki rambut yang hitam yang panjang. Rambutnya her hair is?*
- Student: Smooth and shine
- Teacher: Smooth and shine. What is smooth?
- Student: *Lurus*
- Teacher: *No kalau lurus itu straight, smooth?*
- Student: *halus*
- Teacher: *Halus lembut gitu kan, shine? Shine?*
- Student: *Berkilau*
- Teacher: *Bercahaya berkilau gitu ya, okay*
- Student: Rafif
- Teacher: Rafif, okay *ayo* fif. Now is your turn, *yo nomor lima.*
- Student: Is
- Teacher: *Di baca dulu kok as is as is*
- Student: Riki has a cat. His cat is so cute and funny
- Teacher: *Jawabannya berarti?*
- Student: Is
- Teacher: *Artinya apa mas? Riki memiliki seekor. Kucingnya*
- Student: *Kucingnya sangat imut dan lucu*
- Teacher: *Ok, yok mas nomor enam siapa?*
- Student: Firman
- Teacher: Firman, *mana* firman. *Ok ayo firman nomor enam*
- Student: (raise hand)
- Teacher: Louder please, *yang keras mas ngga kedengeran*
- Student: (read very quietly)
- Teacher: What's your answer?
- Student: Is
- Teacher: Is? Are you sure?
- Anak-anak my friends and I loh ya*
- Student: Am
- Teacher: *Kok malah am, ini tuh satu kesatuan loh ya anak-anak, my friends and I aku dan teman temanku berarti tunggal atau jamak?*
- Student: *Jamak*

- Teacher: *Anak-anak eh eh eh my friend and I aku dan teman-temanku berarti itu ja...*
- Student: *Jamak*
- Teacher: *Jamak berarti kalau jamak berarti be nya adalah are ya. Nomer tujuh ayo mas firman siapa?*
- Student: *Ibnu*
- Teacher: *Ok, ayo mas ibnu yo*
- Student: *How old bla bla bla you, are*
- Teacher: *How old are you terus I am gitu ya anak-anak ya, berapa umurmu ya kalau menanyakan umur pakai itu how old are you? I am twenty years old. Okay the next number eight*
- Student: *Vino*
- Teacher: *Vino mana vino, ayo vin*
- Student: *Deri and dani are my best friend. They are from Jakarta*
- Teacher: *Deri and dani are okay, they are juga ya. Deri and dani adalah teman teman baikku mereka berasal dari Jakarta. The next siapa mas?*
- Student: *Maulana*
- Teacher: *ayo maulana nomer sembilan*
- Student: *Jeni is my friend. She is tujuh belas oh seventeen*
- Teacher: *Jeni is ya, she is jeni adalah temanku dia berumur*
- Student: *Tujuh belas*
- Teacher: *Tujuh belas tahun, ayo nomor sepuluh siapa mas maul*
- Student: *Okto*
- Teacher: *Oh, ya ayo okto*
- Student: *Where are you now*
- Teacher: *Where are you now? I am looking for you aku mencarimu gitu ya okto ya. Yok the next number eleventh*
- Student: *Maulana lagi*
- Teacher: *Yo ora*
- Student: *Jeson*
- Teacher: *Ya jes ayo jes*
- Student: *Mathematics the most difficult subject, it*
- Teacher: *It?*
- Student: *Oh, is is is*
- Teacher: *Mathematics is the most difficult subject matematika adalah mata Pelajaran yang paling sulit, bacanya ' difakelt ya le ya paling sulit. Okay is ya. Setuju ngga? yang paling sulit ngga matematika?*
- Student: *Iya*
- Teacher: *Yo yo yo nomer dua belas*
- Student: *Salman*

- Teacher: *Ayo salman*
- Student: (read very quietly)
- Teacher: What's your answer?
- Student: Is
- Teacher: Fairus and you how many people?
Ada berapa orang?
- Student: Two
- Teacher: *Kalau dua berarti?*
- Student: Are
- Teacher: *Di situ mintanya pakai not kan negatif kan, berarti ada not nya saya singkat jadi aren't, yok thirteen tiga belas siapa?*
- Student: *Cewek bu cewek*
- Teacher: *Ho'o the girls the girls*
- Student: Amanda
- Teacher: *Amanda. Ya anak-anak nomer tiga belas jawabannya bonus ya jawabannya are. Empat belas amanda ayok. Ayok cepet keburu bel, empat belas*
- Student: *Ini apa ini miss?*
- Teacher: More again
- Student: Where are candra from?
- Teacher: Eh eh eh where is candra from? *Candra pakainya is toh anak-anak. He is from bali.*
Yok amanda chose one of your friends yo
- Student: Ayu
- Teacher: *Ayo mba ayu apa jawabannya?*
- Student: Is
- Teacher: *Dibaca dulu*
- Student: Rendang is original food
- Teacher: *Iya rendang is original food ya anak-anak ya. Enam belas siapa?*
- Student: (read very quietly)
- Teacher: Is am are?
- Student: Are
- Teacher: Ok very good. Those in blue uniform are new students *jadi orang orang yang memakai seragam biru adalah siwa siswa baru, seventeen siapa mba?*
- Student 1: Nesti
- Student 2: The shoes are very expensive and good
- Teacher: The shoes? Is am are?
- Student: Are

- Teacher: Are okay. These shoes are very expensive and good *sepatu sepatu ini sangat mahal dan bagus*.
Eighteen please, *mbak nomer delapan belas siapa?*
- Student: (points to friend behind him)
- Teacher: What's your name?
- Student: Nadira
(read very quietly)
- Teacher: *Jamak apa tunggal ini?*
- Student: Are
- Teacher: *Ingat kalau ini pakainya are karena ini jamak. Sembilan belas siapa mba?*
- Student: (read very quietly)
- Teacher: *Tunggal berarti is. There are twenty questions ada dua puluh pertanyaan ya correct number multiple five ya, jadi nilainya adalah jumlah benar di kali lima ya*
- Student: Miss *kalau yang nomer empat belas salah satu miss?*
- Teacher: *Ya salah. Ada pertanyaan?*
- Student: nooooooo
- Teacher: Okay thank you for today *anak-anak*, see you next meeting
wassalamualaikum wr wb
- Student: Waalaikumsalam wr wb

No Observation	: Meeting 3
Teacher	: Mrs. Riska Dwi Cahyani, M.Pd
Class	: 7F
Day/Date	: Tuesday, August 1 st 2023
Time/Place	: 13:55/ Classroom

Teacher: Assalamualikum wr wb
 Student: Waalaikumsalam wr wb
 Teacher: Okay good morning, eh good morning *nanti kalau* good morning *ngga pulang pulang ya cah ya*
 Student: *Iya*
 Teacher: Good afternoon boys and girls
 Student: Good afternoon
 Teacher: Today is very hot *ya sangat panas, berapa derajat ini 39 apa 40? Mana listriknya mota mati ya jadi tambah hot.* Okay anybody absent today?
 student: Rafi
 Teacher: Okay, what's wrong with him? *Kenapa dengan rafi?*
 Student: sick
 Teacher: He is sick *ya. Oke anak-anak ada pr ngga?*
 Student: *Ngga ada*
 Teacher: Did you still remember about our material last meeting?
 Student: *Keluarga*
 Teacher: Family *ya. Jadi kemarin kita belajar vocabulary tentang family, okay? Hari ini anak-anak I will give you some quiz ya. We will play quizziz ya, quizziz nya tentang apa?*
 Student: *keluarga*
 Teacher: Quizziz *nya tentang vocabulary tentang family, okay. Okay before that ya, sebelum ini anak-anak I will give you ten minutes ya, sepuluh menit cukup ngga ya, sepuluh menit buat buka-buka catatannya lagi review lagi di apalke. Nanti mainan quizziz ngga boleh buka hp*
 Student: *Loh loh terus pakai apa miss*
 Teacher: *Astagfirullah ngga boleh buka catatan. Ayo ngga usah rame open your book. Sekarang buka bukunya open your book. Please memorize is vocabulary yok, tolong diingat-ingat di baca-baca lagi setelah itu kita akan main quizziz. (10 minutes later) please, take your handphone. Chief, please send to your friends*

- Student: *Sudah*
- Teacher: *Reza join sama?*
- Student: *David*
- Teacher: *Dwi join sama?*
- Student: *yanuar*
- (students enter the quizizz application)
- Teacher: *Click the link as soon as possible*
- Student: *Namanya nama terserah?*
- Teacher: *Your own name kalau namamu di ganti nama korea juga miss ngga mudeng.*
- Okay, have you joined?*
- Student: *(no one answered)*
- Teacher: *Sudah gabung? Okay, nineteen players join. Siswanya berapa toh le di sini?*
- Student: *Dua tujuh*
- Teacher: *Dua tujuh ngga masuk satu keluar tadi satu, dua lima ya yang ngga pakai hp?*
- Student: *tiga*
- Teacher: *Ayo dua lagi*
- Student: *Loh kok dua*
- Teacher: *Dua tujuh siswa ngga masuk satu keluar satu ngga bawa hp tiga berarti dua dua, ini baru dua puluh, ayo siapa lagi?*
- Student 1: *Sebentar miss ngga bisa sinyalnya jelek*
- Student 2: *Nganggo wefi loh*
- Teacher: *Wi-Fi, maul how to pronounce wifi dalam bahasa inggris yang bener?*
- Student: *Wefi*
- Teacher: *Wi-Fi. Ayoo kita mulai ya. Yok let start the game yok*
- (students start working on quizizz)
- Student: *Bu bu elder itu apa?*
- Teacher: *Elder berarti itu lebih tua*
- Student: *Nephew bu?*
- Teacher: *Nephew keponakan laki-laki. Is it easy ya?*
- Student: *Husband apa bu husband*
- Teacher: *Husband suami*
- Student: *Bu sudah bu*
- Teacher: *Okay wait wait wait*
- (collecting students' scores to move forward)
- Teacher: *Gimana Amanda feel better tangannya?*
- Student: *Iya miss*

Teacher: *Eh eh eh do by yourself do by yourself di kerjakan sendiri. The first rank kalvin the second rank David the third one okto fourth salman*

(quiz discussion)

Teacher: Can you open it again? *Ibu, Ibu apa jawabannya?*

Student: Mother

Teacher: *Ok, ngga ada masalah ya, ayah?*

Student: Father

Teacher: *Saudara laki-laki*

Student: Brother

Teacher: *Yaa saudara Perempuan?*

Student: sister

Teacher: *Nenek?*

Student: Grandmother

Teacher: *Kakek?*

Student: Grandfather

Teacher: *Anak Perempuan?*

Student: (silent)

Teacher: *Daughter ya. Anak laki-laki?*

Student: Son

Teacher: *Sepupu?*

Student: Cousin

Teacher: *Ya, Tante atau bibi?*

Student: Aunt

Teacher: *Nih sekarang kita mulai yang ada kata-kata agak panjangnya. Anis mother is marry the day with Mr Yudi ya, jadi ibunya anis menikah lagi dengan pak yudi, so Mr Yudi is anis?*

Student: Step father

Teacher: *Iya jadi Mr Yudi itu siapa ya anis gitu loh ya, berarti ayah tiri kan? Ayah tiri bahasa inggrinya?*

Student: Step father

Teacher: *Step father, the next budi is diana's uncle. Diana's uncle berarti artinya? Paman diana berarti budi adalah paman diana, budi has two sons ya budi memiliki dua anak laki-laki bernama doni dan dono. So, they are diana's? jadi mereka siapa ya diana?*

Student: Cousin

Teacher: *Anaknya paman itu berarti sepupu kita ya, sepupunya diana oke jadi jawabannya cousin. What is the meaning sister-in-law? Pokoknya yang ada in law in law itu berarti itu dia saudara ipar. Apa sister-in-law?*

Student: *Saudara ipar Perempuan*

- Teacher: *Nah saudara ipar Perempuan. My elder brother kemarin sudah di bahas elder sama older sama aja ya elder brother itu berarti kakak laki laki. Kalau adek apa? Pokoknya kalau ada elder atau older itu berarti dia lebih*
- Student: *Tua*
- Teacher: *Kalau lebih muda pakai apa?*
- Student: *Little*
- Teacher: *Little atau lil boleh terus younger ini berarti artinya lebih muda atau adek, berarti kalau adek Perempuan berarti?*
- Student: *Younger sister*
- Teacher: *My little brother has a son, kakak laki-lakiku memiliki seorang anak laki-laki ya, Namanya vrega his name is vrega so, vrega is my?*
- Student: *Nephew*
- Teacher: *Jadi vrega itu kalau kakakku punya anak berarti anaknya itu siapaku?*
- Student: *keponakan*
- Teacher: *Keponakan, keponakan laki-laki bahasa inggrisnya?*
- Student: *Nephew*
- Teacher: *Iya tulisannya gini ya jangan sampai salah (while writing on the whiteboard)*
- (the door closes because of the wind)
- Teacher: *Kamu kalau di buka gitu terus bakalan ketutup lagi*
- Student: *Diganjel loh*
- Teacher: *Ok don't forget to wash your hand cuci tangan dulu. Yo lagi my husband has a sister suamiku, husband tadi itu suami ya okto ya kalau istri apa?*
- Student: *Wife*
- Teacher: *Suamiku memiliki seorang saudara Perempuan Namanya linda jadi linda itu siapa?*
- Student: *Sister-in-law*
- Teacher: *Iya adik ipar perempuan gitu ya. I am the third of the last child in my family aku adalah anak ketiga atau anak terakhir di keluargaku, so how many siblings do I have? Jadi berapa saudara kandung yang aku punya?*
- Student: *Dua*
- Teacher: *Grandson is?*
- Student: *Cucu laki laki*
- Teacher: *Betul cucu laki-laki, grand children?*
- Student: *Cucu cucu*
- Teacher: *Cucu cucu, cucunya banyak ya. Parent parent means? Parent berarti orang tua, orang tua itu berarti father and mother. Terus lagi my sister*

- has a daughter saudara perempuanku mempunyai seorang anak Perempuan Namanya sasa, jadi sasa itu siapaku?
- Student: *Keponakan*
- Teacher: *Keponakan Perempuan ya keponakan Perempuan berarti bahasa inggrisnya?*
- Student: *Niece*
- Teacher: *Father of mom is my? Bapak dari ibuku berarti apa?*
- Student: *grandfather*
- Teacher: *Son of the step father is? Anak laki-laki dari bapak tiri berarti? Pokoknya yang ada kata-kata tiri depannya ada step nya berarti step?*
- Student: *Step brother*
- Teacher: *Yoo I am eleventh years old, umurku sebelas tahun my brother saudara laki-lakiku tiga belas tahun, jadi dia adalah siapaku? Lebih tua berarti?*
- Student: *Elder brother*
- Teacher: *Orang tua dari kakek nenek kita apa Namanya? Mbah buyut bahasa inggrisnya apa?*
- Student: *Great grand parents*
- Teacher: *Ya pakai great ya berarti kalau orang tuanya mbahmu cah atau mbah buyut berarti bahasa inggrisnya adalah great grandparent, gitu ya anak anak ya. Terus man have no wife disebut laki-laki tanpa suami berarti disebut?*
- Student: *Laki-laki tanpa suami miss (all students laugh)*
- Teacher: *Eh laki-laki tanpa suami berarti ini sudah capek ini yang bener laki-laki tanpa istri berarti disebut*
- Student: *Duda*
- Teacher: *Duda bahasa inggrisnya apa? (teacher writes on the whiteboard widow and widower) ayo yang bener ini apa ini?*
- Student: *Window*
- Teacher: *Window itu jendela beda ya, kalau widow itu untuk Perempuan berarti janda sedangkan widower adalah duda, oke. Is there any questions?*
- Student: *No*
- Teacher: *Ngga ada ya. Oke oke anak-anak sudah ngerjain tugas belum?*
- Student: *Tugas apa?*
- Teacher: *Family tree*
- Student: *Belum*
- Teacher: *Nanti silahkan dikerjakan di rumah ya, anak-anak dibuat ya. You can make it on the on the apa ya, kertas yang besar itu loh kertas apa namanya...*
- Student: *Karton*
- Teacher: *Iya kertas karton ya*

Student: *Bu besar banget bu*

Teacher: *Nanti kan di hias, jadi selain kebenaran penulisan dan tata letaknya juga hiasanya nanti juga di nilai*

Student: *Dikumpulin kapan?*

Teacher: *Eeeee deadline nya minggu depan. Sudah ayo di pimpin berdoa (pray together)*

Teacher: *Oke anak-anak thank you for today ya, see you next meeting. wassalamualikum wr wb*

Student: *Walaikumsalam wr wb*

No observation : Meeting 4
 Teacher : Mrs. Riska Dwi Cahyani, M.Pd
 Class : 7F
 Day/Date : Monday, August 7th 2023
 Time/Place : 10:15/ Classroom

Teacher: Assalamualaikum wr wb
 Student: Waalaikumsalam wr wb
 Teacher: Okay good morning, everybody?
 Student: Good morning
 Teacher: How is life?
 Student: (some students said) good (some students said) not good
 Teacher: Not good, why? Are you sick?
 Student: *Kepedesan* miss
 Teacher: You may drink your water *ya*. Okay anybody still outside in the class room *ada yang masih di luar?*
 Student: *Adaa*. Rafif maul
 Teacher: Rafif and maul
 Student: Okay
 Teacher: *Maul bukannya ketua kelas ya?*
 Student: *Iya*
 Teacher: *Ketua kelas kok tidak give good example*
 Student: *Ketua sama wakil bu*
 Teacher: *Oh ketua sama wakilnya, kompak sekali. Ok anak-anak di kelas tujuh F adakah yang registered to OSIS?*
 Student: *Banyak bu*
 Teacher: How many?
 Student: (student rise hand)
 Teacher: One two three four five six seven eight nine ten *banyak juga ya, sudah di panggil?*
 Student: *Sudah*
 Teacher: What is your reason *alasanmu apa kok mau join OSIS gitu?*
 Student: *Biar ngga ikut pelajaran katanya bu*
 Teacher: *Tadi tuh kelas tujuh D bikin miss tersedak, bilangnyanya gini kata teman-teman saya OSIS itu babunya sekolah*
 Student: *Bener* (while laughing)
 (two students enter the class)
 Teacher: Mas stand up here! What time is it?

- Student: *Setengah sebelas miss*
- Teacher: *Masuknya jam?*
- Student: *Jam sepuluh lima belas*
- Teacher: *Berarti terlambatnya berapa menit?*
- Student: *Lima belas*
- (teacher gives advice)
- Teacher: *Kalian katanya ketua kelas dan wakil, jadi harusnya you may give good example for your friends ya, harusnya memberi contoh yang baik buat teman-temanmu toh. Okay you may sit down on your sit ya but you have to answer my question first. Translate into English ya*
- Student: *Di translate ke bahasa inggris?*
- Teacher: *Iya, kalau kamu bisa jawab boleh duduk kalau ngga bisa jawab sampai jam Pelajaran selesai berdiri di sini. (to student 1) saya memiliki dua adik laki-laki. (to student 2) ibuku memiliki seorang kakak laki-laki. (other students try to help). Hanya rafif and maul ya. Okay I give you three minutes tiga menit. Eee anak-anak yang pr nya belum dikerjakan berarti hari ini siap-siap dapat hukuman*
- Student: *Pr apa bu*
- Teacher: *Loh pr apa, make family tree*
- Student: *Dikumpulkan kapan?*
- Teacher: *Sekarang. Ayo semua pr nya di buka semua*
- Student: *Miss ini di sobek apa dibiarkan begini?*
- Teacher: *Gitu juga gapapa. Ok ayo stay up yok kita cek*
- Student 1: *Bentar bu*
(writing on the whiteboard) my mom have a older sister
- Student 2: (writing on the whiteboard) I have two litle broder
- Teacher: *Okay what do you think about this sentence, bagaimana pendapat kalian tentang kalimat yang dibuat oleh Maul aku memiliki dua adik laki-laki. This is true or false?*
- Student: *True*
- Teacher: *Is it true or false?*
- Student: *False*
- Teacher: *Yang bener (writing on the whiteboard) I have two, little brother memang tulisannya kayak gini ya (while pointing to the student's writing on the whiteboard) sejak kapan? Tulisannya yang benar little brother, karena dua jadi brothernya di tambah s, okay maul. Maul have you finished do your homework sudah selesai mengerjakan pr nya?*
- Student: *Belum hehe*

- Teacher: *Nah hukuman e tambah tambah berarti. Okay fif, my mom have a older sister (Read students' writing on the whiteboard), benar? Ayo ini correct or in correct*
- Student: *Salah*
- Teacher: *Salah ya fif, my mom atau my mother boleh have ini kan butuh s apakah jadi seperti ini? (while writing) haves*
- Student: *Engga*
- Teacher: *Engga ya have nya di sini harus di ganti, my mom kan kalau di ganti menjadi she dia perempuan she, berarti dia butuh s jadi has. Seorang kakak perempuan seorang kan a terus older atau elder sister okay benar tapi, kalau depan hurufnya aiueo itu seorang bukan pakai a tapi pakai an, paham?*
- Student: *Iya*
- Teacher: *Ok sudah karena kamu belum mengerjakan pr ambil bukunya terus duduk di depan sini. Yok before start our lesson ya please look around you itu kalian lihat dulu sekeliling dan di bawah meja kalian, kalau ada sampah di ambil dan di buang di tempatnya ya. Jadi kalau seperti ini tempatnya kan merugikan semuanya ya kan. Lumayan loh harusnya dari tadi sudah belajar banyak. Ok anak-anak untuk hari ini kita masih belajar tentang family ya keluarga ya. I will check one by one ya saya akan ngecek satu satu ya siapa yang belum membuat family tree pasti akan ketahuan. Okay dari family tree itu akan saya kasih beberapa pertanyaan ya jadi di tulis di dekat family tree kalian, sebentar saya tuliskan pertanyaannya dulu*
- Student: *Miss yang belum mengerjakan gimana?*
- Teacher: *Yang belum mengerjakan family tree mengerjakan family tree dahulu. Okay this is the questions about your family tree ya. There are ten questions ya, nomer satu who are your parents siapa orang tuamu ya parents berarti orang tua nama ayah dan ibumu. Number two how many siblings do you have? Berarti di jawab dulu berapa saudara kandung yang kamu miliki dua atau tiga, kalau ngga ada berarti no one atau setrip aja ya*
- Student: *Miss kita dihitung juga ngga?*
- Teacher: *Engga ngga usah. Who is she or he? Sebutkan namanya, do you have aunt or uncle? Apakah kamu memiliki bibi atau paman? Kalau iya yes kalau tidak dijawab no ya, who is she? Siapa Namanya. Nomor empat do you have cousin? Apa cousin?*
- Student: *Sepupu*
- Teacher: *Iya apakah kamu memiliki sepupu? Anak-anak sepupu itu berarti adalah anaknya om tante kita, who is she or he? Siapa Namanya?*

- Student: *Disebutin semua miss?*
- Teacher: *Iya disebutin semua*
- Student: *Aduh ngga hafal bu*
- Teacher: *Who are your grandparents. Siapa kakek nenekmu dari ibumu ya jadi bapak ibunya ibu kalian ya. Terus nomor enam siapa nama kakek nenek dari ayahmu*
- Student: *Lah kalau ngga tau bu*
- Teacher: *Masa kalian ngga tau nama kakek nenek kalian sih. Sudah ayo lanjut, do you have nephew apakah kamu memiliki keponakan laki-laki? Siapa namanya terus apakah kamu memiliki keponakan Perempuan? Siapa namanya. Selanjutnya berapa jumlah cucu dari kakek nenek dari ibu kalian dan yang selanjutnya berapa jumlah cucu dari orang tua ayah kalian. Yok silahkan dikerjakan*
- Student: *Miss parents tadi apa miss?*
- Teacher: *Orang tua. Oh iya anybody absent hari ini?*
- Student: *Nihil*
- (a few moments later)
- Teacher: *Fifteen more minutes yok lima belas menit lagi*
- Student: *Bu bu bu kalau ngga punya nephew gimana bu?*
- Teacher: *Do you have nephew? No jadi jawabnya no atau kalau ngga di strip aja gapapa. Have you finish?*
- Student: *Belum*
- Teacher: *Okay attention please, For students who haven't finished yet ya, yang belum selesai tugasnya please finish at home, tolong di selesaikan di rumah and submit the next meeting. Besok kita masih ketemuan? Besok semuanya dikumpulkan, yang tadi masih bingung aku ngga tau nama kakek nenekku, tanyakan dulu sama orang tuamu ya, okay*
- Student: *Okay*
- Teacher: *Okay thank you for today wassalamualikum wr wb*
- Student: *Walaikumsalam wr wb*

No Observation	: Meeting 1
Teacher	: Mrs. Endah Pangestika, S.Pd
Class	: 9E
Day/Date	: Tuesday, July 25 th 2023
Time/Place	: 13:55/ Classroom

Teacher: Assalamualaikum wr wb
 Student: Waalaikumsalam wr wb
 Teacher: Okay good afternoon, everyone?
 Student: I dunno
 Teacher: *Lah kok I dunno good afternoon Pelajaran kelas tujuh loh. Good morning artinya apa?*
 Student: *Selamat pagi*
 Teacher: Good afternoon
 Student: *Selamat siang*
 Teacher: Good evening
 Student: *Selamat sore*
 Teacher: Good night
 Student: *Selamat malam*
 Teacher: *Itu udah pada bisa gitu. Yang ngga ada hari ini siapa?*
 Student: *Nihil miss*
 Teacher: How many people of you here?
 Student: Twenty-seven
 Teacher: Have you got a book *udah dapat bukunya belum?*
 Student: *sudah*
 Student 1: Miss the *buku* is so bad miss (other students laugh)
 Teacher: It's okay, so the theme for this week you're going learn about report text but the theme is mostly about fauna in indonesia. *Ok fauna itu apa?*
 Student: *Hewan*
 Teacher: *Kalau tumbuhan apa?*
 Student: Flora
 Teacher: So, the first material is fauna in Indonesia, so please open your book pages twenty-five. Miss Endah *akan baca dulu* and then you are going to listen to me
 Student: Alright
 Teacher: (reading the text) Apakah ada kata-kata yang kalian tidak mengerti artinya?

- Student: Proboscis itu apa miss?
- Teacher: Proboscis itu artinya belalai atau hidung besar. Coba kita lihat dibacaan di sini menyebutkan dia mempunyai long nose, artinya long nose itu apanya yang panjang?
- Student: Hidung
- Teacher: Iya, berarti proboscis mokey itu monyet yang punya hidung panjang. Ada lagi? Kalau pardon artinya apa pardon?
- Student: Maaf miss
- Student 2: miss kalau primate?
- Teacher: Primate adalah hewan primata, Ayo apalagi?
- Student 2: Miss kalau interesting?
- Teacher: Interesting itu menarik. Adalagi yang belum tau?
- Student 3: Quite big miss
- Teacher: Quite big cukup besar, kalau hanya quite itu tenang. Ayo ada pertanyaan lagi? Kalau ngga ada selanjutnya, please open your book pages twenty-eight about the habitat. Dengarkan miss endah lagi nanti kamu akan punya kegiatan
- Student: Yes miss
- Teacher: (reading the text) Yo apa ada pertanyaan lagi tentang kata yang belum jelas?
- Student: Arboreal miss
- Teacher: Arboreal itu hewan yang kalau tidur, makan, main di pohon. Ada pertanyaan?
- Student: Tidak
- Teacher: Silahkan pake hpnya and make group, one group consist of two people, berapa orang berarti?
- Student: Dua orang
- Teacher: And you are going to practice the dialogue, ada dua part 1 and part 2, please record and rekam dengan dengan baik dua-duanya dan you are going to uploaded on the google drive will I share. Jadi tugasnya akan di upload di google drive yang akan saya share. Oke listen to me jadi tugasnya kalian merekam part 1 sama part 2 sebgus mungkin ya, lalu nanti di upload di google drive yang miss Endah share
- Student: Di edit miss?
- Teacher: Di edit boleh mau bentuknya video langsung juga boleh, mau recording juga boleh. Pokoknya make it as good as possible semakin bagus I will give you a higher score ya. Let me give you an option kalian mau rekaman di dalam kelas atau di luar?
- Student: Di luar

- Teacher: *Kalau di luar berarti di luar semuanya ya tidak boleh ada yang di dalam kelas*
- Student: *Oke miss*
- Teacher: *Okay nanti setelah selesai recording kalian balik ke kelas ya, ingat tidak di buat pr harus selesai hari ini*
- Student: *Kalau ngga selesai gimana miss?*
- Teacher: *Ya kalian harus selesaikan*
- Student: *Miss satu grup berapa orang?*
- Teacher: *Okay, there are twenty-seven students, right? Berarti bisa 3 sampai 4 orang dalam satu kelompok*
- Student: *Kelompoknya bebas milih kan miss*
- Teacher: *Iya. Ada pertanyaan? Kalau tidak ada pertanyaan sekarang silahkan bisa keluar cari tempat masing masing ya*

No observation	: Meeting 2
Teacher	: Mrs. Endah Pangetika, S.Pd
Class	: 9E
Day/Date	: Thursday, July 27 th 2023
Time/Place	: 10.15/ Library of SMP Batik Surakarta

Teacher: Assalamualaikum wr wb
Student: Waalaikumsalam wr wb
Teacher: Can you hear my voice? *Suaranya kedengeran ngga?*
Student: *Ya*
Teacher: Good morning every one?
Student: Good morning
Teacher: Who's absent today?
Student: *nihil*
Teacher: Good. So, all of you are here, I am happy to see all of you the boys and the girls. Last meeting, we had activity, *apa ada yang belum mengumpulkan?*
Student: *sudah*
Teacher: *Kemarin yang telat ngumpulin vano ya karena ngga bawa hp ya*
Student: *Sudah miss tadi pagi saya kirim*
Teacher: *Ok, yang lain sudah? I am gonna check it and I am gonna take additional first within a score. Now, the activity work today, I want you to write and do research small research. Let me give you an over, are you going to do this by yourself or you are going work in group? Ayo mau sendiri-sendiri atau berkelompok?*
Student: *Berkelompok*
Teacher: Okay which one do you choose, you are going to work in pair or in the small group more than two. *Ayo mau pair or small group?*
Student: Small group
Teacher: *Kalau pair itu pasangan*
Student: Small group miss
Teacher: Okay you can choose your own group
Student: *Berapa orang miss?*
Teacher: One group there can be four to five, *jadi bisa empat sampai lima orang ya. Each group will give me one piece of paper nanti kalian menyediakan satu kertas ya. Ingat ini bukan merangkum ya but I want you to do research about fauna in indonesia*
Student: *Miss Namanya di tulis di mana?*

- Teacher: *Oh iya silahkan kalian memberikan nama kelompok kalian dengan nama fauna-fauna di indonesia. Nama kelompoknya pakai bahasa inggris ya, contohnya tiger monkey*
- Student: *Kalau pinguin miss*
- Teacher: *Ya pinguin kan bahasa inggrisnya pinguin tetap pinguin. Itu tugas yang pertama ya, nah untuk yang kedua the activity for today, miss Endah akan share ke kalian via Tpo nanti ya. Okay miss Endah have dose share it. Sebentar miss Endah kasih penjelasan dulu buat tugas kedua ya, jadi nanti silahkan gunakan gambar yang ada di situ yang udah miss share, Contohnya nomor satu ya ini kan gajah ya berarti animal di isi elephant misalnya kek gitu uterus nomor dua karakteristiknya di sebutkan itu yang paling penting, do you get it?*
- Student: *Yes miss*
- Teacher: *Oh iya tadi kan nama kelompoknya pakai nama fauna ya terus jangan lupa di gambar ya*
- Student: *Loh miss gimana?*
- Teacher: *Ya kalian gambar nanti di right corner pojok kanan atas ya*
- Student: *Lah kalau ngga bisa gambar gimana?*
- Teacher: *Sebisanya*
- (after a few minutes)
- Teacher: *Have you finished?*
- Student 1: *Not yet miss*
- Student 2: *Sebentar miss tinggal sedikit*
- Teacher: *Kalau yang sudah dikumpulkan di sini. Y Yok sudah yook time is over udah bel tuh (the teacher counts the number of papers) One two three four five and six udah pas ya. Okay thank you for today see next time. Wassalamualaikum wr wb*
- Student: *Walaikumsalam wr wb*

No observation	: Meeting 3
Teacher	: Mrs. Endah Pangestika, S.Pd
Class	: 9E
Day/Date	: Tuesday, August 1 st 2023
Time/Place	: 11.35/ Classroom

Teacher: Okay can we start the lesson *bisa kita mulai?*

Student: *Bisa*

Teacher: Assalamualaikum wr wb

Student: Waalaikumsalam wr wb

Teacher: Good morning my beloved students

Student: Morning

Student1: *Kok good morning miss?*

Teacher: *Iya biar semangat terus belajarnya.* Okay there are three students absent today *ya. Dika ya yang ngga masuk ya*

Student: *Iya*

Teacher: *Yang lainnya osis?*

Student: *Iya*

Teacher: *Ok ada PR?*

Student: *engga*

Teacher: Okay today we will learn about recount text. *Apa itu recount text? Siapa yang tau apa itu recount text?*

Student: (silent)

Teacher: *Coba vero apa itu recount text*

Student: *Eee suatu bacaan ngga tau miss*

Teacher: *Bima ayo bim apa itu recount text*

Student: *Menceritakan kembali*

Teacher: *Iya kurang dikit lagi, coba Calista*

Student: *Menceritakan kembali peristiwa di masa lalu*

Teacher: *Iya benar, Tiara sebutkan one of the characteristics of recount text*

Student: *Ngga tau miss*

Teacher: *Ok seperti yang dikatakan Calista recount text adalah menceritakan kembali peristiwa di masa lampau, contohnya seperti kalian menceritakan kembali tentang holiday kalian atau kegiatan yang menurut kalian itu berkesan. Nah in recount text there are three characteristics. Pertama kalimatnya menggunakan past tense. Ingat ngga past tense itu pattern nya gimana?*

Student: *Menggunakan verb dua*

- Teacher: *Iya menggunakan verb dua, yang pertama ada subject terus verb two and object. Terus yang kedua using part of speech adverb and adverbial untuk menunjukkan waktu dan tempatnya. Example last august, on the third day or at home. Ada pertanyaan?*
- Student: *Miss kalau yesterday itu masuk juga ngga?*
- Teacher: *Iya itu bisa kan yesterday itu adverb. Ada pertanyaan lagi? Nah yang ketiga menggunakan time connective and conjunction. Contohnya after, before, then, after that dan yang lainnya. Ada pertanyaan ngga?*
- Student: *Engga*
- Teacher: *Kalau ngga ada kalian bisa persiapan untuk ambil air wudhu, kita lanjutkan nanti habis istirahat ya*
- Student: *Ya miss*
(after prayer and break)
- Teacher: *Ayo everyone apa ada pertanyaan tentang recount text?*
- Student: *Engga miss*
- Teacher: *Are you sure?*
- Student: *Yes miss*
- Teacher: *Okay kalau tidak ada pertanyaan miss endah yang akan tanya kalau begitu*
- Student: *Loh kok gitu miss*
- Teacher: *Ya kan katanya kalian ngga ada pertanyaan, berarti sudah paham kan*
- Student: *Tapi jangan susah susah miss pertanyaannya*
- Teacher: *Engga gampang kok. Yoo satria cah ganteng what is recount text?*
- Student: *Bentar miss bentar, oh kejadian jadian di masa lampau*
- Teacher: *Yakin?*
- Student: *Oh anu menceritakan kembali kejadian di masa lampau*
- Teacher: *And then the next Tiara, mention the characteristics of recount text*
- Student: *Using past tense, adverb and conjunction*
- Teacher: *Farlo farlo coba ulangi yang dibilang sama silvi barusan*
- Student: *Loh miss ngga denger aku tuh*
- Teacher: *Jelas ngga dengar orang kamu guyon sendiri, ayo sekarang sebutkan satu ciri recount text*
- Student: *Sebentar miss (while opening the book)*
- Teacher: *Loh kan masih cari di buku, padahal di papan tulisan masih di tulis*
- Student: *Hehe anu miss itu menggunakan past tense*
- Teacher: *Past tense itu apa?*
- Student: *Loh miss kok aku lagi*
- Teacher: *Ya terserah miss Endah dong, ayo apa itu past tense*
- Student: *Menjelaskan kegiatan yang sudah lampau*

Teacher: *Ya itu bisa gitu, emang banyak alasannya. Ok apa ada pertanyaan? Ngga ada ya, kalau ngga ada miss Endah punya tugas buat kalian. Tugasnya adalah every student has to make recount text, jadi kalian menceritakan kembali kejadian atau peristiwa yang menurut kalian menarik di masa lampau. Kalau masih bingung contohnya ada di buku pages one hundred sixteen, atau juga bisa contohnya di halaman one hundred seventeen.*

Student: *Miss kalau ngga selesai hari ini gimana buat pr miss*

Teacher: *Ngga ada buat pr harus selesai hari ini*

Student: *Lah kalau belum selesai miss*

Teacher: *Makanya jangan banyak ngomong cepat di kerjakan, kalau bingung bisa ditanyakan*

(students start working on assignments)

Teacher: *Okay students have you done?*

Student: *Belum miss*

Teacher: *Yang sudah bisa dikumpulkan. Okay students because time is over, yang belum nanti bisa dikumpulkan di mejanya miss Endah ya*

Student: *Miss miss bentar tunggu dulu*

Teacher: *Ayoo cepat udah di tunggu itu sama guru selanjutnya, yang belum nanti bisa di kumpulkan di meja ya. Okay thank you for today student, see you next time. wassalamualaikum wr wb*

Student: *Walaikumsalam wr wb*

Teacher: *Vito, please help me put on my desk ya*

No observation : Meeting 4
 Teacher : Mrs. Endah Pangerstika, S.Pd
 Class : 9E
 Day/Date : Thursday, August 3rd 2023
 Time/Place : 10.15/ Classroom

Teacher: *Yok anak-anak* before we start our lesson, please look around you *ya* if there is trash, please *di ambil*

(students clean up paper and plastic waste around their desks)

Teacher: *Yok* hurry up hurry up.
 Assalamualaikum wr wb

Student: Waalaikumsalam wr wb

Teacher: Good morning, everybody

Student: Good morning miss

Teacher: How is life?

Student: *Biasa aja*

Teacher: *Biasa aja ya, kalau miss not good ya karena tadi dari kelas tujuh panas dan sekarang masuk kelas ini ac nya juga ngga kerasa. Oke ada pr?*

Student: *enggga*

Teacher: *Ada*

Student: *Apa miss?*

Teacher: Okay students who haven't finished or hasn't submitted recount text *ya, yang belum mengumpulkan itu ada arista, aquila, and then desita, Yasmin, kalisyia and then malika, nadin?*

Student: *Loh belum tak kumpulin toh*

Teacher: Have you finished?

Student: *Udah*

Teacher: Neola? *Kapan? Hari ini?*

Student: Maybe miss hehe

Teacher: Maybe yes maybe no. today we are going to study about pas continues tense

Student: *Bekantan*

Teacher: *Kok kamu suka sekali sama bekantan toh? Apakah mirip* (all students laugh). Open your book pages one hundred twenty-seven, Sssttt have you opened your book?

Student: *Halaman berapa miss?*

Teacher: One hundred twenty-seven. Okay this tense is very related with recount text, *jadi tenses ini sangat berhubungan dengan recount text selain simple*

past tense. *Kemarin kan kalian sudah belajar recount text, nah recount text itu biasanya identik dengan simple past tense, selain itu identik dengan past continues tense. What is the different apa bedanya? Silahkan* because this is *kurikulum merdeka ya anak-anak ya, jadi* you have to try to understand by yourself. *Jadi anak-anak belajar dulu dalam buku halaman 127 itu gimana, belajar dulu sendiri, di pahami dulu sendiri, nanti baru tak bantu. Yo di baca di pahami jangan ngomong terus.* Karel can you explain to your friends?

Student: What *engga* miss

Teacher: *Lah kamu rame terus kok. Yok dijelaskan ke temen-temennya*

Student: *Jadi past continues itu menceritakan masa lalu atau aktifitas masa lalu, udah gitu doang*

Teacher: So, what the different with simple past tense?

Student: Simple past tense *itu lebih simple*

(other students laugh)

Teacher: Simple past tense *itu lebih simpel, ok.* Okay any other perception? Febri, can you explain it?

Student: *Kalau past continues itu pakai ing ing gitu miss*

Teacher: Past *tapi pakai ing, okay and then digunakannya waktu apa?*

Student: *Masa lampau*

Teacher: Same with simple past tense?

Student: *Ngga tau*

Teacher: *Ngga tau, viola?*

Student: Past continues *itu yang pakai verb ing itu terus sama kata ganti kata kerja kek is am are itu*

Teacher: *Kata ganti kata kerja?*

Student: *Itu loh miss apa Namanya yang is am are*

Teacher: Was were

Student: *Iya itu apa namanya to be ya*

Teacher: Okay, what do you think about it afrelo?

Student: *Kalau past continues itu lampau tapi ya gitulah miss, susah mau jelasin*

Teacher: Chika, can you explain it?

Student: Past continues *itu lampau tapi masih berlangsung sampai sekarang*

Teacher: *Iya sedikit benar, terus lagi*

Student: *Dengan menggunakan verb ing*

Teacher: *Laaah betul, jadi sama-sama dua tenses ini digunakan untuk kejadian yang terjadi di masa lampau ya, sedangkan past continues itu terjadi waktunya panjang, misalnya kayak tadi malam misalnya kamu belajar bahasa inggris. Saya sedang belajar bahasa inggris tadi malam ya kamu*

kan sedang belajar terus tiba-tiba ayahmu datang dari pergi, nah berarti gimana? I was studying English

Student: Last night

Teacher: *Loh ngga usah pakai last night karena ini adalah past continues ya. I was studying berartikan proses belajarnya kan lama masih terjadi, tiba tiba ayahmu datang ya, jadi itu bisa di gabungkan dalam sebuah kalimat dan biasanya ini menggunakan apa di situ*

Student: When

Teacher: When sama?

Student: While

Teacher: When and while. When it is followed by *biasanya diikuti dengan apa di situ...* While *itu biasanya diikuti dengan past continues ya, sedangkan kalau when itu pasti diikuti dengan bentuk...*

Student: Verb dua

Teacher: *Verb dua, udah kata kuncinya hanya di situ anak-anak. Yo halaman 127 kita lihat, di situ ya contohnya adalah, di situ swimming down ya, kan ada kata-kata while I was swimming little further down, I saw green sea turtles. Jadi saat dia berenang semakin kedalam ya itu kan berarti dia sedang terjadi tuh, sedang terjadi berenang di saat lampau, kemudia tiba-tiba dia itu melihat sebuah penyu laut yang berwarna hijau. Paham maksudnya? Jadi kalau sudah berlangsung lama berarti itu dia memakai past continues. Past continues itu gimana polanya gimana? Pola dalam past continues itu adalah subjek diikuti dengan apa anak-anak, kalau present yang di katakana fatan present itu kan berarti is am are to be nya present continues, tapi kalau past ini to be nya adalah was and...*

Student: Were

Teacher: *Diikuti dengan karena continues dia menggunakan kata kerja bentuk ing, udah polanya seperti ini. Nah saat dia berenang semakin ke dalam terus tiba-tiba ada yang turtle yang muncul. Nah terus anak-anak bagaimana mengkombinasikan sebuah kalimat dengan simple past tense, rumusnya ada di kotak bawah ini (while pointing into the book). While kalau ada while itu pasti dia followed by*

Student: Past continues

Teacher: *Iya, sedangkan kalau ada when followed by simple...*

Student: Simple past tense

Teacher: *Nah contohnya apa contohnya, di situ dalam kotak itu. While I was swimming a little further down, I saw green sea turtles, yang di cetak merah itu kan while ya, while pasti dia diikuti dengan....*

Student: Past continues

Teacher: *Ya, terus yang dicetak hijau anak-anak itu ada kata when (while pointing at the whiteboard) when pasti diikuti dengan simple...*

Student: Past tense

Teacher: Past tense, when I saw green sea turtles, *Jadi sebenarnya dua kalimat itu bisa dibolak balik ya, tinggal kalian mau pakai while atau pakai when. Ok, sampai sini paham?*

Student: (silent)

Teacher: *Belum paham, oke kita langsung ke latihan soal aja. Coba buka halaman 129 yang C. Fill in the blank with the past continuous or the past simple, berarti kalian itu di suruh menulis kata kerja yang ada di dalam kurung itu dengan kata kerja past continuous atau simple past tense, okay. Masih inget simple past tense kan, yang pakai verb dua, Simple past tense itu yang menggunakan subjek diikuti dengan verb dua. Okay look number one*

(suddenly someone enters the class)

Teacher: Where have you been?

Student: *Kumpul OSIS miss*

Teacher: *Yo coba satu soal dulu, while we bla bla bla drive home, we bla bla bla stop by some local shops to buy souvenirs. Nah ini kalian disuruh mengganti kata kerja yang ada di dalam kurung ini loh cah ya, ini mejadi kata kerja dalam bentuk past continuous atau simple past tense ya, caranya gimana? Tinggal dilihat oh ini ada kata while berarti kalau ada while berarti diikuti dengan apa...*

Student: Past continuous

Teacher: Okay, past continuous *berarti kata kerja ini harus diganti menjadi kata kerja bentuk past continuous, paham? Berarti ini jadi gimana? We... We itu pakai was atau were hayooo*

Student: Were

Teacher: *Ok, berarti ini were diikuti dengan verb ing dari drive*

Student: Driving

Teacher: *Nah, driving itu e nya diganti dulu jadi i ya, gitu kan, berarti kalau udah pakai past continuous otomatis setelahnya dia memakai dengan simple past tense. Berarti ini dijadikan simple past tense jadinya gimana? We...*

Student: Stopped

Teacher: *Ya stopped by ini p nya double ya, jadi have to kamu harus melihat dulu pakai while atau pakai when, intinya seperti itu. Okay kalian lanjutkan kerjakan number two until number six ya. Dikerjakan dulu miss Endah ada tamu sebentar*

(after a few minutes the bell rings)

Teacher: Have you finished?

Student: *Belum miss*

Teacher: *Lah soalnya cuma lima loh masa belum selesai, dari tadi pasti ngomong terus ini. Yaudah because time is over di lanjutkan minggu depan ya, ingat harus dikerjakan awas kalau ngga dikerjakan*

Student: Yes miss

Teacher: Okay, thank you for today *eh sebentar ngga ada yang absent kan hari ini?*

Student: *Nihil miss*

Teacher: Okay, thank you, see next time. Wassalamualaikum wr wb

Student: Waalaikumsalam wr wb

**List of the Data Code Switching Types and Functions Used by English Teachers of the Seventh Grade and Ninth Grade of
SMP Batik Surakarta in the Academic Years of 2022/2023**

No	Code	Utterance	Types of Code Switching	Functions of Code Switching	Explanation	Spoken/ Written Code Switching	Validation	
							True	False
1	1/M1/T1/ IS/Top	<i>Selain good bisa menggunakan great ya, bisa juga menggunakan fine, the example I'm fine and you yakan.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential switching. The teacher explained how to answer greetings in English with several new words by switching the languages.	Spoken Code Switching	✓	
2	2/M1/T1/ TS/Int	<i>Selain good bisa menggunakan great ya, bisa juga menggunakan fine, the example I'm fine and you yakan.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher explained how to answer greetings in English with several new words by showing a discourse marker.	Spoken Code Switching	✓	
3	3/M1/T1/ IN/Top	How many kinds of be in present? <i>hayoo ada berapa macam?</i>	Inter-sentential	Talking about a particular topic	It is an inter-sentential. The teacher asked students about the types of to be in the present by repeating her utterance.	Spoken Code Switching	✓	

4	4/M1/T1/ TS/Int	How many kinds of be in present? <i>hayoo ada berapa macam?</i>	Tag-switching	Interjection	It is a tag-switching. The teacher asked students about the types of to be in the present by showing a discourse marker and repeating the utterance.	Spoken Code Switching	✓	
5	5/M1/T1/ IS/Rep	<i>Ada tiga, what is it? apa saja itu?</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher asked students to name the types of to be in the present by repeating her utterance.	Spoken Code Switching	✓	
6	6/M1/T1/ TS/Int	Okay , <i>anak-anak kemarin kita sudah belajar is am are untuk kalimat positif ya, and today we are going study is am are, to be nya itu dalam dalam bentuk kalimat negatif dan tanya. Kalimat positif yang kemarin kita bahasa itu contohnya we are smart student and he is a bad boy. Did you still remember are</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when explaining about to be by switching the topic from what was explained previously to a positive sentence and then switching to presenting it to a negative sentence.	Spoken Code Switching	✓	

		itu digunakan untuk subjek apa saja? <i>Ayo coba sebutin.</i>						
7	7/M1/T1/ IS/Top	Okay, <i>anak-anak kemarin kita sudah belajar</i> is am are <i>untuk kalimat positif ya</i> , and today we are going study is am are, to be <i>nya itu dalam dalam bentuk kalimat negatif dan tanya. Kalimat positif yang kemarin kita bahasa itu contohnya</i> we are smart student and he is a bad boy. Did you still remember are itu digunakan untuk subjek apa saja? <i>Ayo coba sebutin.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained about to be by switching the topic from what was explained previously to a positive sentence and then switching to explaining it to a negative sentence.	Spoken Code Switching	✓	
8	8/M1/T1/ IS/Top	Now, let's study about negative sentence <i>kalimat negatif, dalam bahasa inggris kalimat negatif ini menggunakan kata not yang</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained negative sentences by switching her language to clear the material.	Spoken Code Switching	✓	

		<i>artinya tidak. Di sini are not disingkat menjadi aren't, sedangkan kalau is not disingkat menjadi isn't.</i>						
9	9/M1/T1/ IS/Rep	Don't be shy <i>ngga usah malu</i> , let's try.	Intra-sentential	Repetition	It is an intra-sentential. The teacher asked a student to answer questions by repeating her utterance.	Spoken Code Switching	✓	
10	10/M1/T1/ TS/Int	Okay , <i>satu soal sudah selesai</i> , the next number two my family and I am happy, <i>ayo ini bagaimana bentuk negatifnya?</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when discussing what the students have worked on by switching the language.	Spoken Code Switching	✓	
11	11/M1/T1/ IS/Top	Okay, <i>satu soal sudah selesai</i> , the next number two my family and I am happy, <i>ayo ini bagaimana bentuk negatifnya?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher discussed what the students had worked on by switching the languages.	Spoken Code Switching	✓	
12	12/M1/T1/ TS/Int	Ok , <i>sekarang coba dirubah menjadi kalimat tanya ayo anybody answer?</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when asked if anyone wanted to answer questions from the questions that had	Spoken Code Switching	✓	

					been answered by switching the language.			
13	13/M1/T1/ IS/Top	<i>Ok, sekarang coba dirubah menjadi kalimat tanya ayo anybody answer?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential switching. The teacher asked if anyone wanted to answer questions from the questions that had been answered by switching the languages.	Spoken Code Switching	✓	
14	14/M1/T1/ IS/Rep	<i>Coba buka bukunya dulu, open your book pages berapa itu?</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher asked the students to open the books by repeating the command.	Spoken Code Switching	✓	
15	15/M1/T1/ TS/Int	Okay , is on the pages eleventh. <i>Disitu ada contohnya coba dipahami dulu.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker and emphasized and told students to understand the material on the specific page.	Spoken Code Switching	✓	
16	16/M1/T1/ IN/Top	Okay is on the pages eleventh. <i>Disitu ada contohnya coba dipahami dulu.</i>	Inter-sentential	Talking about a particular topic	It is an inter-sentential. The teacher told students to understand the material on the specific page by switching the language.	Spoken Code Switching	✓	

17	17/M1/T1/ IS/Rep	No, <i>kalau</i> my family and I <i>jadinya itu we lebih ke kita ya kalau diganti, jadi jawabannya</i> yes, we are <i>dan</i> we are not.	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained how to answer the questions by repeating the explanation.	Spoken Code Switching	✓	
18	18/M1/T1/ IS/Rep	Please take your handphone. <i>Ayo ambil hp nya</i> I will you some quiz.	Intra-sentential	Repetition	It is an intra-sentential. The teacher asked the students to take out their handphones by repeating the command.	Spoken Code Switching	✓	
19	19/M1/T1/ IN/Top	I will send the link to you <i>terus kamu kirim ke teman-teman ya.</i>	Inter-sentential	Talking about a particular topic	It is an inter-sentential. The teacher sent the quiz to the class leader and then asked him to share it with his friends by switching the languages.	Spoken Code Switching	✓	
20	20/M1/T1/ IN/Top	<i>Sudah semua ya</i> let's start.	Inter-sentential	Talking about a particular topic	It is an inter-sentential. The teacher gave the command to start the quiz by switching the languages.	Spoken Code Switching	✓	
21	21/M1/T1/ TS/Int	Okay , <i>sudah semua ya?</i> is there any questions?	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when	Spoken Code Switching	✓	

					asked if there were any questions by switching the languages.			
22	22/M1/T1/ IN/Top	<i>Okay, sudah semua ya?</i> is there any questions?	Inter-sentential	Talking about particular topic ^a	It is an inter-sentential. The teacher asked if there were any questions by switching the languages.	Spoken Code Switching	✓	
23	23/M2/T1/ TS/Int	Okay , let's start our lesson today, <i>kita kemarin belajar tentang</i> verb be singular now <i>kita belajar</i> verb be plural.	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when recalling the lessons learned by switching the languages.	Spoken Code Switching	✓	
24	24/M2/T1/ IS/Top	Okay, let's start our lesson today, <i>kita kemarin belajar tentang</i> verb be singular now <i>kita belajar</i> verb be plural.	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher recalled the lessons that had been learned by switching the languages.	Spoken Code Switching	✓	
25	25/M2/T1/ IS/Top	<i>Contohnya</i> look at your book <i>lihat buku kalian di halaman Sembilan belas paling atas di situ sudah ada contohnya</i> we're new band, we aren't all from	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher asked students to read the material in the book by switching the languages.	Spoken Code Switching	✓	

		Birmingham and are you all from the same city?						
26	26/M2/T1/ IS/Top	<i>Di sini miss sudah menuliskan bagaimana cara membedakan kapan menggunakan singular dan plural, kalau singular itu digunakan untuk I, She, He, It sedangkan untuk yang plural digunakan untuk they, we, dan you.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained how to use singular and plural by switching the languages.	Spoken Code Switching	✓	
27	27/M2/T1/ IN/Rep	Is there any question? <i>Apakah ada pertanyaan mungkin yang belum jelas?</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher asked if anyone was still confused about the material by repeating the question to clarify.	Spoken Code Switching	✓	
28	28/M2/T1/ TS/Int	Yok , number one <i>yang jawab zafir prawiranto, zafir di baca dulu.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher emphasized specific numbers to answer by showing a discourse marker.	Spoken Code Switching	✓	

29	29/M2/T1/ IS/Top	<i>Yok</i> number one <i>yang jawab zafir prawiranto, zafir di baca dulu.</i>	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher told the student to answer the specific number by switching the languages.	Spoken Code Switching	✓	
30	30/M2/T1/ TS/Int	Okay very good, <i>artinya apa mas?</i>	Tag-switching	Interjection	It is a tag-switching. The teacher praised students who answered correctly by showing a discourse marker.	Spoken Code Switching	✓	
31	31/M2/T1/ IN/Top	Okay very good, <i>artinya apa mas?</i>	Inter-sentential	Talking about particular topic ^a	It is an inter-sentential. The teacher praised students who answered correctly by switching the languages.	Spoken Code Switching	✓	
32	32/M2/T1/ IS/Rep	Number two mas zafir yo chose one of your friends. <i>Silahkan pilih salah satu temanmu untuk menjawab</i> number two.	Intra-sentential	Repetition	It is an intra-sentential. The teacher asked him to point other students to answer the questions by repeating commands in different languages.	Spoken Code Switching	✓	
33	33/M2/T1/ IS/Top	<i>Ayo</i> mas yanuar please answer number two.	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher asked a specific student to answer the questions by switching the languages.	Spoken Code Switching	✓	

34	34/M2/T1/ IS/Top	I <i>pakainya</i> am toh to be <i>nya</i> , <i>ya ngga?</i>	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher confirmed the students' answers by switching the languages.	Spoken Code Switching	✓	
35	35/M2/T1/ TS/Int	I <i>pakainya</i> am toh to be <i>nya</i> , <i>ya ngga?</i>	Tag-switching	Interjection	It is a tag-switching. The teacher confirmed the students' answers by showing a discourse marker at the end of her utterance.	Spoken Code Switching	✓	
36	36/M2/T1/ IN/Rep	That's your uncle? <i>ini adalah pamanmu benar kan aku?</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher explained the meaning of the questions in the problem by repeating the utterance.	Spoken Code Switching	✓	
37	37/M2/T1/ IS/Top	Kevin, <i>ayok</i> vin number three vin.	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher asked a specific student to answer the questions by switching the languages.	Spoken Code Switching	✓	
38	38/M2/T1/ IS/Top	<i>Beda loh ya girl sama woman, beda loh ya.</i>	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher told the difference between girls and	Spoken Code Switching	✓	

				particular topic	woman by emphasizing the two terms.			
39	39/M2/T1/ IS/Emp	<i>Sopan santun atau perilaku juga boleh, sip</i> very good.	Intra-sentential	Being emphatic about something	It is an intra-sentential. The teacher praised the students for answering correctly by showing her happy utterances.	Spoken Code Switching	✓	
40	40/M2/T1/ IS/Top	Edo <i>ayo</i> do number four do.	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher asked a specific student to answer questions by switching the languages.	Spoken Code Switching	✓	
41	41/M2/T1/ IS/Rep	<i>No kalau lurus itu</i> straight, smooth?	Intra-sentential	Repetition	It is an intra-sentential. The teacher confirmed the word's meaning straight by repeating it in different languages.	Spoken Code Switching	✓	
42	42/M2/T1/ IS/Int	<i>Di baca dulu kok</i> as is as is!	Intra-sentential	Interjection	It is an intra-sentential. The teacher asked students to read the questions by showing unpredictable emotions.	Spoken Code Switching	✓	

43	43/M2/T1/ IS/Rep	Louder please, <i>yang keras mas ngga kedengeran.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher asked students to read aloud by repeating in different languages.	Spoken Code Switching	✓	
44	44/M2/T1/ IS/Top	<i>Anak-anak</i> my friends and I loh ya.	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher explained by switching the languages.	Spoken Code Switching	✓	
45	45/M2/T1/ IS/Top	<i>Anak-anak eh eh eh</i> my friend and I <i>aku dan teman-temanku berarti itu ja...</i>	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher explained about singular and plural by switching the language.	Spoken Code Switching	✓	
46	46/M2/T1/ IS/Rep	How old are you <i>terus</i> I am <i>gitu ya anak-anak ya, berapa umurmu ya kalau menanyakan umur pakai itu</i> how old are you?	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained how to ask about ages by repeating in different languages.	Spoken Code Switching	✓	
47	47/M2/T1/ TS/Int	Deri and Dani are okay , they are <i>juga ya</i> .	Tag-switching	Interjection	It is a tag-switching. The teacher explained proper nouns and pronouns by emphasizing in Bahasa.	Spoken Code Switching	✓	

48	48/M2/T1/ IN/Rep	I am looking for you, <i>aku mencarimu gitu ya okto ya.</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher confirmed the answer from a student by repeating it in different languages.	Spoken Code Switching	✓	
49	49/M2/T1/ IS/Rep	Mathematics is the most difficult subject <i>matematika adalah mata Pelajaran yang paling sulit, bacanya 'difekalt ya le ya paling sulit.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher showed students how to read "difficult" correctly by repeating in different languages.	Spoken Code Switching	✓	
50	50/M2/T1/ IS/Top	<i>Iya</i> rendang is original food <i>ya anak-anak ya.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher confirmed the student's answer by switching the languages.	Spoken Code Switching	✓	
51	51/M2/T1/ IN/Rep	These shoes are very expensive and good <i>sepatu sepatu ini sangat mahal dan bagus.</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher discussed the answer by repeating it in different languages.	Spoken Code Switching	✓	
52	52/M2/T1/ IS/Rep	There are twenty questions <i>ada dua puluh pertanyaan ya</i> , correct number multiple five <i>ya.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher told how to give scores to questions with correct answers by repeating in different languages.	Spoken Code Switching	✓	

53	53/M2/T1/ TS/Int	Okay , thank you for today, <i>anak-anak.</i>	Tag- switching	Interjection	It is a tag-switching. The teacher ended class by showing a discourse marker.	Spoken Code Switching	✓	
54	54/M3/T1/ TS/Int	Okay good morning, eh good morning <i>nanti kalau</i> good morning <i>ngga pulang pulang ya cah ya.</i>	Tag- switching	Interjection	It is a tag-switching. The teacher greeted students before starting the lesson by showing discourse markers at the beginning and the middle of her utterance.	Spoken Code Switching	✓	
55	55/M3/T1/ IS/Top	Okay good morning, eh good morning <i>nanti kalau</i> good morning <i>ngga pulang pulang ya cah ya.</i>	Intra- sentential	Talking about a particular topic	It is an intra-sentential. The teacher greeted students before starting the lesson by switching the language.	Spoken Code Switching	✓	
56	56/M3/T1/ IS/Top	Today is very hot <i>ya sangat panas, berapa derajat ini 39 apa 40?</i>	Intra- sentential	Talking about a particular topic	It is an intra-sentential. The teacher discussed the weather at that time and reinforced the statement using different language.	Spoken Code Switching	✓	
57	57/M3/T1/ TS/Int	<i>Jadi kemarin kita belajar</i> vocabulary <i>tentang</i> family, okay?	Tag- switching	Interjection	It is a tag-switching. The teacher reminded students about their studied material by showing a discourse marker.	Spoken Code Switching	✓	

58	58/M3/T1/ IS/Top	<i>hari ini anak-anak</i> I will give you some quiz <i>ya</i> .	Intra-sentential	Talking about particular topic ^a	It is an intra-sentential. The teacher gave the students a quiz by switching the languages.	Spoken Code Switching	✓	
59	59/M3/T1/ IS/Rep	Okay before that <i>ya, sebelum ini anak-anak</i> I will give you ten minutes <i>ya, sepuluh menit cukup ngga ya, sepuluh menit buat buka-buka catatannya lagi review lagi di apalke</i> .	Intra-sentential	Repetition	It is an intra-sentential. The teacher instructed students to study before starting the quiz by repeating the instructions in different languages.	Spoken Code Switching	✓	
60	60/M3/T1/ IN/Top	<i>Ayo ngga usah rame</i> . Open your book.	Inter-sentential	Talking about particular topic ^a	It is an inter-sentential. The teacher instructed the students not to be noisy and immediately opened the book by switching the languages.	Spoken Code Switching	✓	
61	61/M3/T1/ IN/Top	Your own name <i>kalau namamu di ganti nama korea juga miss ngga mudeng</i> .	Inter-sentential	Talking about particular topic ^a	It is an inter-sentential. The teacher asked students to use the real names written in the quiz because she didn't know the Korean name.	Spoken Code Switching	✓	

62	62/M3/T1/ IN/Top	Wi-Fi, maul how to pronounce <i>wifi dalam bahasa inggris yang bener?</i>	Inter-sentential	Talking about a particular topic	It is an inter-sentential. The teacher asked about how to pronounce Wi-Fi by switching her language to give more understandable info.	Spoken Code Switching	✓	
63	63/M3/T1/ TS/Int	Yok let start the game yok .	Tag-switching	Interjection	It is a tag-switching. The teacher told the students the quiz was starting by giving a tag for emphasizing.	Spoken Code Switching	✓	
64	64/M3/T1/ IN/Top	Elder <i>berarti itu lebih tua</i> .	Inter-sentential	Talking about a particular topic	It is an inter-sentential. The teacher answered students' questions about the meaning of elder and switched in different languages.	Spoken Code Switching	✓	
65	65/M3/T1/ TS/Int	Is it easy, ya?	Tag-switching	Interjection	It is a tag-switching. The teacher told if the quiz was easy, from her opinion by showing a discourse marker.	Spoken Code Switching	✓	
66	66/M3/T1/ IS/Emp	<i>Gimana</i> Amanda feel better <i>tangannya?</i>	Intra-sentential	Being emphatic about something	It is an intra-sentential. The teacher asked about Amanda's condition by spontaneous question.	Spoken Code Switching	✓	

67	67/M3/T1/ TS/Int	<i>Eh eh eh</i> do by yourself do by yourself. <i>Di kerjakan sendiri.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker at the beginning to instruct students to work independently by repeating in different languages.	Spoken Code Switching	✓	
68	68/M3/T1/ IN/Rep	<i>Eh eh eh</i> do by yourself do by yourself <i>di kerjakan sendiri.</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher instructed students to work independently by repeating in different languages.	Spoken Code Switching	✓	
69	69/M3/T1/ IS/Top	<i>Pokoknya yang ada</i> in law in law <i>itu berarti itu dia saudara ipar.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher talked about the brother-in-law and emphasized the same condition.	Spoken Code Switching	✓	
70	70/M3/T1/ IS/Rep	My elder brother <i>kemarin sudah di bahas.</i> Elder <i>sama</i> older <i>sama aja ya</i> , elder brother <i>itu berarti kakak laki laki.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher reminded students about the English language elder and older by repeating in different languages.	Spoken Code Switching	✓	

71	71/M3/T1/ IS/Rep	Little <i>atau</i> lil <i>boleh terus</i> younger <i>ini berarti artinya</i> <i>lebih muda atau adek.</i>	Intra- sentential	Repetition	It is an intra-sentential. The teacher explained the similarities of little, lil, and young by repeating in different languages.	Spoken Code Switching	✓	
72	72/M3/T1/ TS/Int	Ok , don't forget to wash your hand, <i>cuci tangan dulu.</i>	Tag- switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when asked the student to wash his hands by repeating in different languages.	Spoken Code Switching	✓	
73	73/M3/T1/ IN/Rep	Ok, don't forget to wash your hand <i>cuci tangan dulu.</i>	Inter- sentential	Repetition	It is an inter-sentential. The teacher asked the student to wash his hands by repeating in different languages.	Spoken Code Switching	✓	
74	74/M3/T1/ IS/Rep	<i>Yo lagi</i> my husband has a sister. <i>Suamiku, husband tadi itu</i> <i>suami ya okto ya kalau istri</i> <i>apa?</i>	Intra- sentential	Repetition	It is an intra-sentential. The teacher reminded the students about the meaning of husband by repeating it in different languages.	Spoken Code Switching	✓	
75	75/M3/T1/ IS/Rep	Parent <i>berarti orang tua, orang</i> <i>tua itu berarti</i> father and mother.	Intra- sentential	Repetition	It is an intra-sentential. The teacher explained the meaning of the word parent by repeating it in different languages.	Spoken Code Switching	✓	

76	76/M3/T1/ IS/Rep	<i>Pokoknya yang ada kata-kata tiri depannya ada step nya berarti step?</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained the function of the word "step" in a family by repeating it in different languages.	Spoken Code Switching	✓	
77	77/M3/T1/ IS/Rep	<i>Ya pakai great ya. Berarti kalau orang tuanya mbahmu cah atau mbah buyut berarti bahasa inggrisnya adalah great grandparent.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained to the students about the English of the great-grandfather and repeated it in different languages.	Spoken Code Switching	✓	
78	78/M3/T1/ IS/Rep	<i>Window itu jendela beda ya, kalau widow itu untuk Perempuan berarti janda sedangkan widower adalah duda.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained the different meanings of window, widow, and widower by repeating the meanings in different languages.	Spoken Code Switching	✓	
79	79/M3/T1/ IS/Top	<i>You can make it on the on the apa ya, kertas yang besar itu loh kertas apa namanya...</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher asked students to make assignments on cardboard by ordering them in specific cards and switching to different languages.	Spoken Code Switching	✓	

80	80/M4/T1/ TS/Int	Okay , anybody still outside in the classroom <i>ada yang masih di luar?</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker at the beginning of the utterance when asked the students whether other students were still outside the class by repeating in different languages.	Spoken Code Switching	✓	
81	81/M4/T1/ IN/Rep	Okay, anybody still outside in the classroom? <i>Ada yang masih di luar?</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher asked the students whether other students were still outside the class by repeating in different languages.	Spoken Code Switching	✓	
82	82/M4/T1/ IS/Int	<i>Ketua kelas kok tidak</i> give good example.	Intra-sentential	Interjection	It is an intra-sentential. The teacher responded to the students' answers by spontaneous expression of regret.	Spoken Code Switching	✓	
83	83/M4/T1/ TS/Int	Ok , <i>anak-anak di kelas tujuh F adakah yang</i> registered to OSIS?	Tag-switching	Interjection	It is a tag-switching. When she asked about school activities, the teacher showed a discourse marker at the beginning of her utterance by switching to different languages.	Spoken Code Switching	✓	

84	84/M4/T1/ IS/Top	<i>Ok, anak-anak di kelas tujuh F adakah yang registered to OSIS?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher asked about school activities by switching to a different language in a sentence.	Spoken Code Switching	✓	
85	85/M4/T1/ IS/Emp	One two three four five six seven eight nine ten <i>banyak juga ya, sudah di panggil?</i>	Intra-sentential	Being emphatic about something	It is an intra-sentential. The teacher got the number of students who registered in school activities by showing her attention.	Spoken Code Switching	✓	
86	86/M4/T1/ IS/Rep	What is your reason. <i>Alasanmu apa kok mau join OSIS gitu?</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher asked the students' reasons by repeating the info in different languages.	Spoken Code Switching	✓	
87	87/M4/T1/ TS/Int	Okay , I give you three minutes <i>tiga menit. Eee anak-anak yang pr nya belum dikerjakan berarti hari ini siap-siap dapat hukuman.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker at the beginning when she told students about time allocation and switched the topic about homework.	Spoken Code Switching	✓	

88	88/M4/T1/ IS/Top	Okay, I give you three minutes <i>tiga menit. Eee anak-anak yang pr nya belum dikerjakan berarti hari ini siap-siap dapat hukuman.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher told students about the time allocation and switched the topic about homework.	Spoken Code Switching	✓	
89	89/M4/T1/ TS/Int	Ok , ayo stay up yok kita cek.	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when asked students to focus by emphasizing in different languages.	Spoken Code Switching	✓	
90	90/M4/T1/ IS/Top	<i>Ok</i> , ayo stay up yok kita cek.	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher asked students to focus by switching the languages.	Spoken Code Switching	✓	
91	91/M4/T1/ IS/Top	I have two, little brother <i>memang tulisannya kayak gini ya</i> (while pointing to the student's writing on the whiteboard) <i>sejak kapan?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher criticized the students' work on the whiteboard by explaining in different languages.	Spoken Code Switching	✓	

92	92/M4/T1/ IS/Top	my mom <i>atau</i> my mother <i>boleh</i> have <i>ini kan butuh s apakah jadi seperti ini?</i> (while writing) <i>haves.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained the students' work on the whiteboard was wrong by explaining in different languages.	Spoken Code Switching	✓	
93	93/M4/T1/ IS/Rep	my mom <i>kan kalau di ganti menjadi</i> she <i>dia perempuan</i> she, <i>berarti dia butuh s jadi</i> has.	Intra-sentential	Repetition	It is an intra-sentential. The teacher corrected the students' work on the whiteboard by repeating the explanation in different languages.	Spoken Code Switching	✓	
94	94/M4/T1/ IS/Rep	I will check one by one <i>ya. Saya akan ngecek satu satu ya siapa yang belum membuat family tree pasti akan ketahuan.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher checked the results of student assignments by repeating the sentence in different languages.	Spoken Code Switching	✓	
95	95/M4/T1/ TS/Int	There are ten questions, <i>ya.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher gave information about several questions by emphasizing the tag in different languages.	Spoken Code Switching	✓	
96	96/M4/T1/ IS/Rep	<i>nomer satu.</i> Who are your parents? <i>siapa orang tuamu ya?</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained the questions on the	Spoken Code Switching	✓	

		Parents <i>berarti orang tua nama ayah dan ibumu.</i>			whiteboard by repeating them in different languages.			
97	97/M4/T1/ IS/Top	<i>Oh iya anybody absent hari ini?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher asked students who were absent by asking directly.	Spoken Code Switching	✓	
98	98/M4/T1/ IS/Rep	For students who haven't finished yet <i>ya, yang belum selesai tugasnya</i> please finish at home, <i>tolong di selesaikan di rumah</i> and submit the next meeting.	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained the instruction by repeating it in different languages.	Spoken Code Switching	✓	
99	99/M1/T2/ IS/Int	<i>Lah, kok I dunno good afternoon. Pelajaran kelas tujuh loh.</i>	Intra-sentential	Interjection	It is an intra-sentential. The teacher reminded students about greeting material by switching the languages.	Spoken Code Switching	✓	
100	100/M1/ T2/IN/Rep	Have you got a book? <i>udah dapat bukunya belum?</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher confirmed the students whether they had received the textbook or not by	Spoken Code Switching	✓	

					repeating the information in different languages.			
101	101/M1/ T2/IS/Top	Miss Endah <i>akan baca dulu</i> and then you are going to listen to me.	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher instructed to read the reading in the textbook by switching the languages.	Spoken Code Switching	✓	
102	102/M1/ T2/IS/Top	Proboscis <i>itu artinya belalai atau hidung besar. Coba kita lihat dibacaan di sini menyebutkan dia mempunyai long nose, artinya long nose itu apanya yang panjang?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher answered students' questions about the meaning of the word proboscis by switching in different languages.	Spoken Code Switching	✓	
103	103/M1/ T2/TS /Int	<i>Iya</i> , berarti proboscis mokey <i>itu monyet yang punya hidung panjang.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker when explained the meaning of the phrase proboscis monkey by repeating in different languages.	Spoken Code Switching	✓	

104	104/M1/ T2/IS/Rep	<i>Iya, berarti proboscis mokey itu monyet yang punya hidung panjang.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained the meaning of the phrase proboscis monkey by repeating it in different languages.	Spoken Code Switching	✓	
105	105/M1/ T2/IS/Rep	Quite big <i>cukup besar, kalau hanya quiet itu tenang.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained almost similar words to students by repeating the explanation.	Spoken Code Switching	✓	
106	106/M1/ T2/IS/Top	<i>Kalau ngga ada selanjutnya, please open your book pages twenty-eight about the habitat.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher asked students to open their books' specific pages by switching the topic.	Spoken Code Switching	✓	
107	107/M1/ T2/IS/Top	<i>Pokoknya make it as good as possible. Semakin bagus I will give you a higher score ya.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher informed students about the assignment criteria by switching the languages.	Spoken Code Switching	✓	
108	108/M1/ T2/TS/Int	Okay, <i>nanti setelah selesai recording kalian balik ke kelas ya.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher asked the students to return to class after the assignment was completed by tagging them.	Spoken Code Switching	✓	

109	109/M2/ T2/IN/Rep	Can you hear my voice? <i>Suaranya kedengeran ngga?</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher asked the students if they could hear her voice by repeating in different languages.	Spoken Code Switching	✓	
110	110/M2/ T2/IS/Top	<i>Ayo mau pair or small group?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher gave options to students about assignments in groups or pairs by switching in different languages.	Spoken Code Switching	✓	
111	111/M2/ T2/IN/Top	<i>Ingat ini bukan merangkum ya,</i> but I want you to do research about fauna in indonesia.	Inter-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained students about the assignments that had to be done by switching in different languages.	Spoken Code Switching	✓	
112	112/M2/ T2/IS/Rep	<i>Ya kalian gambar nanti di right corner pojok kanan atas ya.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher instructed students about the location of the picture by repeating in different languages.	Spoken Code Switching	✓	
113	113/M2/ T2/IS/Top	<i>Yok sudah yook time is over udah bel tuh.</i>	Intra-sentential	Talking about a	It is an intra-sentential. The teacher told the students that time was up by switching the language.	Spoken Code Switching	✓	

				particular topic				
114	114/M3/ T2/IN/Rep	Can we start the lesson? <i>Bisa kita mulai?</i>	Inter-sentential	Repetition	It is an inter-sentential. The teacher asked if she could start learning by repeating in different languages.	Spoken Code Switching	✓	
115	115/M3/ T2/TS/Int	Okay , there are three students absent today <i>ya</i> .	Tag-switching	Interjection	It is a tag-switching. The teacher confirmed the absence of students by showing a discourse marker.	Spoken Code Switching	✓	
116	116/M3/ T2/IS/Top	<i>Apa itu</i> recount text? <i>Siapa yang tau apa itu</i> recount text?	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher asked students about the material to be studied by switching in different languages.	Spoken Code Switching	✓	
117	117/M3/ T2/IS/Rep	<i>Ok seperti yang dikatakan Calista. Recount text adalah menceritakan kembali peristiwa di masa lampau, contohnya seperti kalian menceritakan kembali tentang holiday kalian atau kegiatan</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained material about recount text by repeating in different languages.	Spoken Code Switching	✓	

		<i>yang menurut kalian itu berkesan.</i>						
118	118/M3/ T2/TS/Int	Nah , in recount text there are three characteristics.	Tag-switching	Interjection	It is a tag-switching. The teacher told the characteristics of recount text by tagging the sentence.	Spoken Code Switching	✓	
119	119/M3/ T2/IS/Rep	<i>Terus yang kedua</i> using part of speech adverb and adverbial <i>untuk menunjukkan waktu dan tempatnya.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher explained the various characteristics of recount text by repeating the information in different languages.	Spoken Code Switching	✓	
120	120/M3/ T2/IS/Top	<i>Contohnya</i> after, before, then, after that <i>dan yang lainnya.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained the various characteristics of recount text by switching in different languages.	Spoken Code Switching	✓	
121	121/M3/ T2/IN/Top	<i>Yoo satria cah ganteng</i> , what is recount text?	Inter-sentential	Talking about a particular topic	It is an inter-sentential. The teacher asked student to explain the material by switching in different languages.	Spoken Code Switching	✓	

122	122/M3/ T2/IS/Rep	<i>Kalau masih bingung contohnya ada di buku pages one hundred sixteen, atau juga bisa contohnya di halaman one hundred seventeen.</i>	Intra-sentential	Repetition	It is an intra-sentential. The teacher showed students to understand the material on a specific page by repeating it.	Spoken Code Switching	✓	
123	123/M3/ T2/TS/Int	Vito, please help me put on my desk <i>ya</i> .	Tag-switching	Interjection	It is a tag-switching. The teacher asked one of the students for help by tagging him directly.	Spoken Code Switching	✓	
124	124/M4/ T2/IS/Top	<i>Yok anak-anak</i> before we start our lesson, please look around you <i>ya</i> if there is trash, please <i>di ambil</i> .	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher instructed the students to clean the classroom by switching the info in different languages.	Spoken Code Switching	✓	
125	125/M4/ T2/TS/Int	Yok hurry up hurry up.	Tag-switching	Interjection	It is a tag-switching. The teacher asked students to do it quickly by tagging them.	Spoken Code Switching	✓	
126	126/M4/ T2/IS/Top	Simple past tense <i>itu lebih simpel, ok</i> .	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher repeated the answer from one of the students by switching in different languages.	Spoken Code Switching	✓	

127	127/M4/ T2/TS/Int	Simple past tense <i>itu lebih simpel, ok.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher repeated the answer from one of the students by showing a discourse marker.	Spoken Code Switching	✓	
128	128/M4/ T2/IS/Top	<i>Loh ngga usah pakai last night karena ini adalah past continues ya.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher responded to the words of one of the students by switching the info in different languages.	Spoken Code Switching	✓	
129	129/M4/ T2/IS/Top	When <i>sama?</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher asked the students by switching in different languages.	Spoken Code Switching	✓	
130	130/M4/ T2/IS/Int	<i>Nah, saat dia berenang semakin ke dalam terus tiba-tiba ada turtle yang muncul.</i>	Intra-sentential	Interjection	It is an intra-sentential. The teacher explained the material in the textbook by talking about swimming with a turtle.	Spoken Code Switching	✓	
131	131/M4/ T2/IS/Top	While <i>kalau ada</i> while <i>itu pasti dia</i> followed by	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explains the material in the textbook by switching in different languages.	Spoken Code Switching	✓	

132	132/M4/ T2/IS/Top	Fill in the blank with the past continuous or the past simple. <i>Berarti kalian itu di suruh menulis kata kerja yang ada di dalam kurung itu dengan kata kerja past continuous atau simple past tense, okay.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained the questions that the students will work on by repeating in different languages.	Spoken Code Switching	✓	
133	133/M4/ T2/TS /Int	Fill in the blank with the past continuous or the past simple. <i>Berarti kalian itu di suruh menulis kata kerja yang ada di dalam kurung itu dengan kata kerja past continuous atau simple past tense, okay.</i>	Tag-switching	Interjection	It is a tag-switching. The teacher showed a discourse marker at the end of her utterance when explaining the questions, the students will work on by repeating in different languages.	Spoken Code Switching	✓	
134	134/M4/ T2/TS/Int	<i>Nah, driving itu e nya diganti dulu jadi i ya, gitu kan. Berarti kalau udah pakai past continuous otomatis setelahnya</i>	Tag-switching	Interjection	It is a tag-switching. The teacher explained an example question by showing discourse markers.	Spoken Code Switching	✓	

		<i>dia memakai dengan simple past tense.</i>						
135	135/M4/ T2/IS/Top	<i>Nah, driving itu e nya diganti dulu jadi i ya, gitu kan. Berarti kalau udah pakai past continuous otomatis setelahnya dia memakai dengan simple past tense.</i>	Intra-sentential	Talking about a particular topic	It is an intra-sentential. The teacher explained an example question by switching in different languages.	Spoken Code Switching	✓	
136	136/M4/ T2/IS/Int	<i>Yaudah because time is over di lanjutkan minggu depan ya, ingat harus dikerjakan awas kalau ngga dikerjakan.</i>	Intra-sentential	Interjection	It is an intra-sentential. Teachers created notices for students so they could remind students about the assignment by showing her expression.	Spoken Code Switching	✓	



YAYASAN PENDIDIKAN BATIK SURAKARTA
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Pada Tanggal : 24 Juli 2023 Dengan Judul
" CODE SWITCHINGS FOUND IN ENGLISH TEACHERS'
UTTERANCES AT SMP BATIK SURAKARTA
ACADEMIC YEAR 2022/2023 "

Demikian surat keterangan ini dibuat dan kepada yang berkepentingan harap maklum.



Surakarta, 4 Agustus 2023

Kepala Sekolah

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VALIDATOR SHEET


This thesis data titled Code Switching Found in English Teachers' Utterances at SMP Batik Surakarta Academic Years 2022/2023 had been checked and validated by Dwi Cahyono, M Pd., in:

Day : Thursday

Date : November 23rd, 2023

Sukoharjo, ~~November~~ November 23rd, 2023

Validator,

A handwritten signature in black ink, appearing to be 'Dwi Cahyono', is written over a large, hand-drawn oval shape that encircles the signature and extends upwards towards the text 'Validator,'.

Dwi Cahyono, M.Pd.