

**CODE SWITCHING USED BY ENGLISH TEACHER
IN TEACHING LEARNING PROCESS AT THE TENTH GRADE
OF SMA NEGERI 1 WONOSEGORO, BOYOLALI
IN THE ACADEMIC YEAR OF 2023/2024**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My greatest and precious parent, Ibu Sutanti and Bp. Sobirun
2. The other supporting and highly supportive family members
3. The closest and dearest best friend
4. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“The good things flow as a water,
coming to us and then returning to other”

-Anonymous-

"What passes me by will never be my destiny,
and what is destined for me will never pass me by"

-Umar bin Khattab-

“Everyone acts in their own way.
But your God knows best whose way is rightly guided”

-Q.S. Al Isra:84-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Code Switching Used by English Teacher in Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024”** 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.

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

Sukoharjo,
The researcher



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ABSTRACT

Niken Aulia. 2024. *Code Switching Used by English Teacher in Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024*. Thesis. English Education Department, Cultures and Languages Faculty.

This research focuses on the use of code switching by English teacher during the teaching learning process within the classroom setting. The objectives of this research are (1) to find out the types of code switching used by English teacher in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali in the academic year of 2023/2024 and (2) to find out the teacher's attitude toward code switching used in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali in the academic year of 2023/2024.

This research is designed as a descriptive qualitative study. The subject comprises one English teacher who teaches the tenth grade students at SMA Negeri 1 Wonosegoro, Boyolali in the academic year of 2023/2024. The data collection for this study involved both observation and interview. The researcher used analytical techniques including data condensation, data display, and conclusion drawing. Then, to enhance the credibility of the findings, investigator triangulation was applied.

The result of this research revealed that there are three types of code switching used by English teacher from the total 183 utterances, inter-sentential switching was the most dominant type, occurring 151 times, representing 82.51% of the total. Intra-sentential switching was the second most common, transpiring 31 times, making up 16.94% of the total occurrences. Tag switching was the least frequent, observed only once, constituting 0.55% of the overall instances. While the teacher's attitude showed in an optimal and maximal position. The teacher recognized that some students had difficulty understanding English instructional materials due to limited proficiency in the language. Moreover, the teacher is in an optimal position to be aware that code switching can have both positive and negative effects for students who are learning English as the target language.

Keywords: *code switching, types of code switching, teacher's attitude*

CHAPTER I

INTRODUCTION

A. Background of the Study

Sociolinguistic explores the connection between language and society, aiming to understand how language serves social purposes and conveys social significance. By analyzing language usage in diverse social contexts, valuable insights are gained into the mechanics of language and the social dynamics within a community. This field also investigates how individuals express and shape their social identity through language. Likewise, sociolinguistic examines speech patterns and their implications for language usage within society. In summary, it focuses on the relationship between language use and societal norms. (Holmes, 2013; Wardhaugh & Fuller, 2015).

Code switching is a part of sociolinguistic field that refers to the practice of alternating between the target language (or a foreign language) and the first language (or mother tongue). In accordance with Wardhaugh and Fuller (2015), code switching happens when individuals typically have to make a language choice consciously every time they engage in conversation. A speaker has an option to switch from one language code to another, and sometimes, within sentences, they blend their language codes, resulting in the creation of a unique linguistic pattern. In the classroom setting, code switching is the use of two languages, which may involve a target language like English and the students' first language, or two different varieties of the target

language (Hornberger & McKay, 2010). This code switching occurs during classroom interactions and instructional exchanges

The phenomenon is also observed in Indonesia, where English is often acquired as a foreign language. Teaching English as a foreign language presents a challenging task, especially in regions where English has a limited presence (Songbatumis, 2017). In some schools, English is used minimally, both inside and outside the classroom. It places English teacher with an important role in assisting students grasp the language due to vocabulary limitations. As highlighted by Asrifan (2021) in his study, teacher faces the challenge of ensuring students understand English by modifying their language and using familiar words and sentences. This involves clear communication to enhance comprehension and promote effective teacher-student interaction in the learning process.

One of the important factors that can influence the process of teaching and learning is how the teacher uses communicative language during instruction (in Cowart, 2012). An effective teaching and learning rely on clear communication between the teacher and students and their interactions which holds a significance role. However, in reality, the students find obstacles when English serves as the medium of instruction, including difficulties in comprehending learning materials and the teacher's instruction, because English not being their native language (see in Putri, 2020). Moreover, the students may often experience tension and stress, especially if they haven't mastered it, which can reduce their interest in attending the class. Thus, the

teacher is required to switch between languages to improve both the comprehension of the subject matter and the learning of the English language.

Modupeola (as in Herawati & Fitriani, 2021) noted that in the context of teaching and learning, code switching is used to address communication gaps. This includes situations where students may struggle to comprehend specific explanations or instructions. In educational settings, code switching serves as a communication strategy, providing students with the opportunity to comprehend concepts comprehensively and ensuring the progress of classroom teaching learning. In alignment with the perspective put forth by Burden (in Rahmat, 2021), code switching can serve as a valuable tool in enhancing the process of teaching and learning the English language.

The result of pre-research conducted at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali on Thursday, October 12th 2023, revealed that the English teacher frequently switches from English to their native language during the teaching and learning process. The teacher stated that using code switching technique helps students to more understand material or instruction during teaching and learning in the classroom. In addition, the pre-observation found that when the teacher used the most English language in the classroom, students frequently showed a state of confusion and difficult when trying to respond to the teacher's instruction. Moreover, students face challenges in the reception and interpretation of knowledge and concepts conveyed by the teacher.

SMA Negeri 1 Wonosegoro is located in Village III, Repaking, Wonosamodro Subdistrict, Boyolali Regency, Central Java. It is situated in a unique geographical location, positioned at the convergence point of three different districts, Boyolali, Grobogan, and Semarang. The location is far from the urban crowd and often referred to as a border school. The teacher stated that students' English competence is still at a level that cannot be said to be developed. She added that the students' enthusiasm is actually quite good, but they difficult to understand what they mean when interacting and communicating in English. The time limited allocation of English subject also has impact on face-to-face teaching and learning activities and the achievement of learning objectives. Additionally, the English interaction just occurs in the classroom, outside of teaching and learning the students return to using their first language. So it's difficult to optimize how to achieve the goal of the target language. To solve those problems, the teacher used code switching within the classroom as a teaching strategy.

Drawing from the pre-observation conducted in the classroom, the researcher illustrates an instance of code switching implemented by the English teacher, as follow:

Can you describe?. *Bisa gak menggambarkan orang nak?*

From the example above, the teacher's utterance is a sign of the appearance of code switching because she switches from English to Indonesian language. Referring from a theory that the researcher relies upon as a point of reference, Poplack's theory about types of code switching, the utterance belongs to inter-

sentential code switching. It occurs when two languages switch or combine to another language between sentences.

To carry out this study, the researcher reviewed related studies in the field. One of the studies is the research conducted by Nurrohmah (2020). The study investigated the various types and functions of code switching used by the teacher at the junior high school level. The study revealed that the teacher typically used code switching when explaining subject matter, sentence structure or grammar, and when giving commands or instructions. The published study didn't show the teacher's perspective on code switching practice. Therefore, the present study attempts to fill in the gap by exploring the teacher's attitude toward code switching practice in the classroom.

In other studies, Putri (2020) highlighted the function and the attitude of teacher's code switching at the vocational School level. Her findings concluded that code switching plays a positive role in the classroom environment. Moreover, it is used for specific purposes, such as explaining vocabulary, providing grammar instruction, emphasizing key points, managing classroom dynamics, and demonstrating empathy or solidarity towards students.

Several studies have been carried out on the phenomenon of classroom code switching. Those studies have regarded code switching as an effective classroom strategy, considering it a valuable teaching tool in EFL (English as a Foreign Language) classrooms, which enhances the teaching and learning process. Then and Ting (Bonyadi et al., 2021) asserted that in situations where

students' proficiency in the language of instruction is insufficient, code switching becomes a necessary tool for teachers to effectively convey their messages to the students. The students' limited English proficiency has necessitated addressing the issue. Consequently, the teacher started employing code switching to provide students the chance to communicate in both the target language and their native language, with the aim of improving their comprehension.

In this study, the researcher emphasized on the code switching used by English teacher in teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali. The rationale behind choosing this educational institution as the research setting is motivated by the absence of prior studies that have investigated the phenomenon of code switching in this school, which in reality occurs frequently, both in intentionally or unintentionally. Furthermore, this study investigates code switching focusing on the types of code switching based on Poplack's theory and the teacher's attitude toward its use in the classroom refers to the Macaro's theory. Bonyadi et al., (2021) in his research stated that there is rarely comprehensive qualitative research conducted regarding to the teachers' attitude of code switching. Thus this aspect of the research engaged the researcher's interest and served as a motivation to carry out those topics.

Based on the description above, this study can provide valuable insights for confirming the functions of code switching that can be utilized as teaching and learning strategies by the teacher in classroom. Therefore, considering

those perspectives, the researcher formulated this study entitled **“Code Switching Used by English Teacher in Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024”**

B. Identification of the Problems

In accordance with the background of the study presented above, the researcher has identified the following research problems:

1. When English is used as the language of instruction, students often face challenges in comprehending, responding, and this can create a tense atmosphere in the classroom
2. The teacher, as an alternative approach, employs the students' native language to convey material or instructions during the teaching and learning process

C. Limitation of the Problems

This research emphasized on the analysis of teacher's utterances during the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali in the academic year of 2023/2024 with a particular focus on the use of code switching within the classroom. The researcher selected one English teacher who teaches tenth-grade students. Additionally, the primary focus of the analysis is to identify and explore the various types

(refers to Poplack's theory) and the teacher's attitude towards the use of code switching in the teaching learning process (Macaro's theory).

D. Formulation of the Problems

The formulation of problems can be classified in this research as follows:

1. What are the types of code switching used by English teacher in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali in the academic year of 2023/2024?
2. What are the teacher's attitude toward code switching used in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro in the academic year of 2023/2024?

E. Objectives of the Study

In line with the problem formulations mentioned above, the researcher has outlined the following objectives:

1. To find out the types of code switching used by English teacher in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali in the academic year of 2023/2024
2. To find out the teacher's attitude toward code switching used in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali in the academic year of 2023/2024

F. Benefits of the Study

The researcher expected this study to give some contribution, as follows:

1. Theoretical Benefit

This research is expected to make a contribution to the field of sociolinguistic research, particularly with regard to the phenomenon of code switching used by teachers in the teaching and learning process. Studying code switching in the classroom also can contribute to a deeper understanding of how students acquire and use language. It can help the teacher to identify areas where students may struggle or need additional support.

2. Practical Benefit

a. Teacher

This study highlights the importance of acknowledging that there are situations in which more than one language can and should be used in an English lesson. The decisions regarding language choice should be based on factors such as the students' backgrounds, proficiency levels, and the learning objective. Hence, code switching can be a valuable teaching strategy to facilitate and improve the teaching learning process and assist students in acquiring English competency

b. Researcher

Through an understanding of how code switching is used in the classroom, the researcher can identify the practices, strategies, and

investigate the impact of code switching on student learning outcomes, such as academic performance and language proficiency.

G. Definition of Key Terms

1. Sociolinguistic

As stated by Holmes (2013) sociolinguistics can be defined as the field of study that examines the relationship between language and society. It contributes to individuals' language selection in order to facilitate communication with others in a particular context. It is inherent in the process of communication. At this point, individuals tend to use the same language in order to facilitate communication.

2. Bilingualism

According to Hamers and Blanc (2000), the term bilingualism is used to investigate how two or more languages operate within a particular society. This phenomenon highlights how people in the same society and social networks use the same language for all purposes, but in different ways. It allows the simultaneous use of different codes in communication.

3. Code switching

Code switching is a linguistic phenomenon that involves the alternating use of two or more languages within a single utterance or discourse, as defined by Grosjean (1982). He observed that individuals who possess bilingual proficiency engage in code switching as a result of their constrained mastery of one language when discussing a certain topic.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Sociolinguistic

Sociolinguistic is a study about language and society. Holmes (2013) asserted that the focus of sociolinguists is on examining the connection between language and society. Therefore, it explains why individuals speak differently in various social contexts. Addressing on identification of the social functions of language and how it conveys social meaning, in addition to examine language use across different social settings into language mechanics and social relationships within a community. It also highlights how people convey and construct aspects of their social identity through language.

In line with Spolsky (1998) defined that sociolinguistics is the field that explores the connection between language and society, delving into how language is used within the social framework. One of the primary functions of language is to convey meaning, but it also serves the purpose of establishing and sustaining social connections. Language is a cause of social stratification due to the social prestige that is associated with its variants. Hence, this area of inquiry posits that human society consists of several interconnected patterns and behaviors.

In order with a comprehensive examination of the correlation between language and society, Wardhaugh (2006) commences essentially by providing a clear definition for each of these concepts. Society as a collective of individuals who are brought together with a certain set of objectives or aims. In contrast, the definition of language refers to the spoken communication system used by the individuals belonging to a certain community. It is essential to acknowledge that the definitions of language and society are interconnected since the definition of language inherently contains references to society.

The definition of language and society are interconnected, as they both refer to the spoken communication system used by individuals within a community. In essence, sociolinguistics is the study of how cultural norms influence linguistic practices. In order to facilitate effective communication, each group possesses a distinct language identity. Therefore, the study of sociolinguistics has the potential to broaden our understanding of the relationship between language and social phenomena.

Based on the expert above, it can be concluded that sociolinguistic is a study about language and society. Sociolinguistics is a field that examines the connection between language and society, focusing on the social functions of language and its role in conveying social meaning. It explores language use across different social settings, its mechanics, and social relationships within communities. Sociolinguistics posits that human society consists of interconnected patterns and behaviors, with language

serving as a primary function for conveying meaning and establishing social connections.

2. Definition of Bilingualism

According to Hamers & Blanc (2000), the term bilingualism is used to investigate how two or more languages operate within a particular society. It is used to describe the phenomenon that occurs when two languages interact within the same linguistic community, allowing for the simultaneous employment of two different sets of codes in communication. Along the lines with people in the same society and social networks use the same language for all purposes, though in different ways. This shows how the society is structured, when two or more languages come together, the function used is the most important thing.

Bloomfield (1933) in his book mentions bilingualism refers to the ability to exhibit native-like control over two or more languages. Moreover, the concept places emphasis on those who possess a high level of proficiency in two languages. He also pays close attention to those who learn the language to the point where they sound just like natives. Bloomfield emphasizes a requirement for achieving bilingualism: the learner must demonstrate a native-like command of the target language. He continues by saying that the level of proficiency beyond which a skilled speaker of a foreign language is considered bilingual, is subjective definition.

Baker (2001) makes a distinction and dimension to define bilingualism. The distinction refers to the concepts of bilingual ability and bilingual usage. Individuals may be fluent in two languages but rarely use them, or may be less fluent but use them regularly in different contexts. There are a multitude of alternative patterns. This differentiation naturally transitions into several dimensions, like listening, speaking, reading, and writing. Separate from bilingual ability is the individual's use of their two languages, considering when, where, and with whom they use them. This also highlights the importance of considering context and type, content, and style as bilinguals move between situations. Their languages are ever-changing and evolving over time and place.

Derived from the expert's explanation above, a conclusion can be drawn that bilingualism explores how two or more languages function within a society, enabling the simultaneous use of distinct codes in communication. It reflects the interaction of languages within a linguistic community and how people within the same social networks may use the same language for various purposes. Bilingualism involves native-like language control, high proficiency, and subjective proficiency levels. It's dynamic, evolving over time and place, influenced by context, type, content, and style.

3. Definition of Code

Wardhaugh's statement (2006) asserts that when two or more individuals engage in verbal communication, the method of

communication they use can be referred to as a code. Individuals frequently are confronted with the responsibility of selecting a suitable linguistic code during verbal communication. In a broad sense, individuals are required to select a specific language, dialect, style, register, or variation, sometimes referred to as a code, when engaging in verbal communication. It is inevitable that one must engage in the mentioned action. Furthermore, it is possible and inevitable that one will transition between different coding languages when the necessity arises. Within each code, there exists the potential for various options, each of which may not hold equal significance. This implies that certain choices will possess a greater level of importance or prominence compared to others.

According to Holmes (2013), code serves as a communicative mechanism used by individuals. A code functions as a symbol of identity, enabling individuals to engage in communication utilizing certain linguistic elements such as language, dialect, register, accent, or style, tailored to various contexts and objectives. Code refers to a language or a specific variant of language that is utilized in various contexts to facilitate communication between two or more individuals. Selecting a certain variety or code may facilitate communication about a given subject in any setting. It's possible that some issues, regardless of population or location, are more often discussed in a certain code.

Based on explanations provided by experts above, the term of code is used to describe any variation or system of languages used by

individuals or groups for communication. In order to engage in conversations with others, individuals are required to adopt a certain system of symbols and gestures to convey their thoughts, opinions, or any other kind of expression. Human language is also a code made up of words that stand for things, events, and thoughts. Furthermore, code is a way for people to connect with each other. It will help people talk to each other when it comes together in certain situations.

4. Code Switching

a. Definition of Code Switching

Wardhaugh (2006) explains that code switching can result from individual choice or serve as a marker of the main identity for a group of speakers who regularly engage with more than one language in their shared activities. This means that individuals can switch language on purpose in a conversation or a reflection of the linguistic practices of a community that routinely uses multiple languages in their interactions. Wardhaugh's statement emphasizes that a specific group of people may employ different forms of code switching for various purposes. In other words, the same community or group of speakers may engage in code switching for distinct reasons or in different situations. This variation in code switching can be influenced by factors such as social context, communication goals, and the need to express specific concepts or ideas more effectively in one language over another.

McKay & Hornberger (1996) stated that when there are two or more languages spoken in a community, people tend to switch back and forth between them rather often. This phenomenon is often known as code switching. In the context of code switching, situational code switching occurs as a result of a modification in the surrounding circumstances. This can appear when an entirely new person becomes involved in the interaction, or when there is a shift in the subject matter or environment. In metaphorical code switching involves the application of a switch that serves a functional or linguistic purpose. This switch may be used to indicate a quotation, emphasize certain elements, highlight the punch line of a joke, or signify a shift in tone from a serious to a comedic context. Code switching is therefore not arbitrary but rather driven by functional factors.

According to Grosjean (1982), code switching is defined as the alternating use of two or more languages within the same utterance or conversation. He noted that people who are bilingual engage in code switching due to their limited proficiency in one language while discussing a certain subject matter. The phenomenon observed is that individuals who are bilingual engage in code switching when they face difficulty in choosing an appropriate word or expression within the context of a discussion. Certain concepts are more effectively conveyed in one language than to another. It also refers to the phenomenon when multilingual individuals alternate between

different languages due to the absence of appropriate terminology in one of their languages.

Relying on the insights offered by some experts above, it leads to conclude that code switching is a phenomenon that exists in societies where people have the opportunity to use two or more languages to communicate. Furthermore, code switching often occurs when a speaker intentionally switches languages during a conversation. The speakers may switch languages strategically to achieve specific communicative goals or to adapt to the social context of the interaction.

b. Types of Code Switching

According to Poplack (1980) divided three types of code switching, tag switching, intersentential, and intrasentential switching.

1) Tag switching

Tag switching is a specific form of code switching where a speaker inserts a tag or a small phrase in one language into an utterance that is primarily in another language. This linguistic phenomenon is often used for emphasis, clarification, or to express certain nuances that the speaker feels are better conveyed in the other language, e.g. you know, I mean, etc.,

For example:

That couldn't possibly happen, *ya kan?*

This is the example of tag switching which inserts the word “**ya kan**” as a tag in the utterance.

Tags, being short and relatively flexible in terms of syntax and placement, can be inserted at various points within a monolingual utterance without necessarily violating syntactic rules. Holmes (2013) asserted that tag switching is sometimes referred to as emblematic switching, involves the use of interjections or sentence fillers from another language as markers of ethnic identity.

2) Inter-sentential switching

Inter-sentential switching is a form of code switching where language switches occur at the boundaries of clauses or sentences . In this type of code switching, each clause or sentence is primarily in one language, and switch between languages happen when transitioning from one clause or sentence to another.

For example:

Thank you for coming today. *Semoga harinya menyenangkan*

It occurs when two languages switch or combine to another language in a sentence. The utterance consists of two sentences, the first sentence is stated in English and then switch to Indonesia for the second sentence.

3) Intra-sentential switching

The last type of code switching explained by Poplack is known intra-sentential switching, it involves language switches within clauses or phrases. Typically, this switching takes the form of words, phrases, or clauses, where elements from different languages are integrated within a single sentence or clause. However, it's worth noting that intra-sentential switching can also include the insertion of clauses, lexical objects, and even individual morphemes from different languages within the same sentence or phrase.

For example:

She's always excited to go *liburan dan jalan – jalan*.

The utterance shows that there are two codes within a single sentence. The sentence starts in English, but the phrase "*liburan dan jalan – jalan*" is Indonesian, indicating a switch between languages within the sentence. Refers to the switching, it occurs inside the same clause or sentence which contains elements of both languages.

c. Teacher's Attitude toward Code Switching Used in The Classroom

In his 2014 study, Macaro presents a framework that categorizes teachers' attitudes toward code switching used in the classroom into three distinct stances, thus are:

1) Virtual position

Teachers avoid the use of the first language in the classroom, as it is seen as the outside world. The decision to minimize or prohibit the use of the first language often stems from a desire to create an immersive English environment, particularly in contexts where English proficiency is a primary learning objective. This approach is grounded in the belief that maximizing exposure and practice in the target language will accelerate language acquisition and fluency.

The prioritization of the English atmosphere is an indication to optimize students' involvement with the objective of facilitating swift language acquisition and proficiency. Furthermore, the frequency of exposure to the English language fosters cognitive processes, communication skills, and social engagement among students, thereby their linguistic advancement.

2) Maximal position

The classroom is considered a part of the outside world, however, the teacher uses students' first language due to their limited language skills. The teacher may encounter students with limited proficiency in the language of instruction, presenting a challenge in ensuring effective communication and comprehension. In response to this challenge, the teacher

strategically incorporates the students' first language into instruction and interaction.

Moreover, the use of first language serves as a scaffolding mechanism, providing support as students to develop proficiency in the target language. It allows them to access academic content more effectively, participate actively in classroom discussions, and build the skills necessary. In essence, although the classroom may be perceived as a part of the external environment, the strategic implementation of the students' native language highlights the flexibility and effectiveness of the teaching strategy.

3) Optimal position

The teacher saw both the value of code switching in terms of facilitating communication and learning as well as the dangers that code switching could bring if its use was unprincipled. Similarly, the teacher recognizes both the benefits and drawbacks of code switching, understanding that it can either support or impede students' English learning and usage.

Code switching, can be positive or negative for students' English learning. If implemented in an effective way, code switching can foster inclusivity and improve comprehension by establishing a connection with students' cultural backgrounds or explaining complex concepts. However, the excessive of code

switching may discourage students from actively interacting with the English language, thereby students' linguistic progress.

5. Code Switching in The Classroom

Ulfah & Tsuraya (2021) in their study, defined that in English Foreign Language (EFL) classrooms, the language being taught serves two roles, it functions both as the target language and as the medium of instruction. However, alongside the target language, there is typically another language present in the classroom, often the native language of both the teachers and students. The use of two languages within the classroom environment naturally gives rise to instances of code switching. Consequently, code switching is commonly recognized as an inherent and natural aspect of language classroom interactions.

Cook (2008) viewed that code switching in the classroom can be considered an inevitable phenomenon when both the teacher and pupils possess a shared language repertoire. The phenomenon is likely to occur over particular reasons and at certain points throughout class, she/he may switch languages. For instance, the teacher gives particular emphasis to code switching, as they view it as an indicator of their students' shortcomings or deficiencies in language proficiency. In accordance to what was found in a study by Yulandari et al., (2018), code switching can play a crucial role in a classroom context, particularly in language education, as it serves as a bridge between languages and helps facilitate effective teaching and learning.

To optimize teacher use of the first language, it is crucial to explore whether naturalistic codeswitching is similar to teacher codeswitching in 'broadly communicative' classrooms (Macaro, 2009). In these classrooms, teachers codewitches to convey message-oriented information to students, aiming for learners to focus on the content and act upon it. He emphasizes that the optimal use applies primarily in broadly communicative classrooms, where the primary emphasis is on conveying meaning through the effective application of the target language.

Based on the explanation above, it can be concluded that the combination of native language in English foreign language classroom is an unavoidable aspect. Code switching can be a crucial aspect of language education, serving as a bridge between languages and facilitating effective teaching and learning. It serves various functions within classroom: assisting in the development of students' understanding and facilitating more efficient classroom settings.

B. Previous Related Studies

To facilitate the execution of this research, the researcher has relied on a set of references. These references play a crucial role in streamlining the research process by providing valuable guidance and information. In this study, the researcher has chosen to draw similar studies as points of reference.

The first research about "An Analysis of Code Switching Used by Lecturer in Teaching Translation of The Sixth Semester in English Language

Education Of IAIN Surakarta (2020)” has been done by Sholikhatun Yusnaini Khasanah. In her study, she used descriptive qualitative method in which tries to find out the types of code switching and the reason of code switching used. During three meetings, 107 data was collected, with tag switching being the most frequently used form of code switching. Lecturers use discretion and experience to determine effective code switching, considering students' needs and preferences and the subject matter being taught.

The second, Nisrina Hanif Nurrohmah found out the types of code switching and its function which stated in 8th grade at SMP Muhammadiyah 4 Surakarta. The study used descriptive qualitative research to identify the most common types of code switching in teachers' utterances, with interjection being the most frequent. While Interjection was the most frequent function which observed three times (An analysis of code switching used by English teacher in the classroom at the 8th grade at SMP Muhammadiyah 4 Surakarta in the academic year of 2019/2020).

The third is a study by Rize Purma and Meristika Moetia about “An Analysis of Code Switching in Teaching Learning Process at SMPN 2 Manggeng (2023)”. This qualitative descriptive method investigates the use of code switching by teachers in teaching learning process. The study involved three types of code switching which the most frequent used by teachers is inter-sentential switching. The teacher uses code switching due to students' lack of English mastery, making the teaching process less efficient.

Additionally, the teachers believe code switching can improve students' vocabularies and pronunciations.

The fourth previous study dealing with code switching was conducted by Ismi Darlina and Indra Hartoyo entitled “Code Switching Used By English Teacher in Teaching English at The Second Grade of SMA Negeri 1 Aek Natas”. This study used a descriptive qualitative method in analyzing the types and the teacher’s reason of code switching. The data finding are 106 utterances which the most appear is intra-sentential switching. The teacher in the study used code switching in the English teaching process for specific reasons, which are quoting somebody else, interjection, repetition used for clarification, to ensure students’ understanding of the teacher’s explanation, and to facilitate the development of students’ English language skills.

In the fifth previous study according to Mohamed Adriosh and Ozge Razi (2019) entitled “Teacher’s code switching in EFL Undergraduated Classroom in Libya: Functions and Perceptions”. This study followed the ethnographic approach which aims to investigate how EFL teachers code-switch to facilitate the teaching/learning process. The findings of the study indicated that the first language (L1), Arabic, was intermittently utilized by participants in the classroom for various pedagogical and social purposes. These functions were categorized as follows clarification, repetition, and socialization.

The sixth previous research was by Dian Mega Putri in 2020 entitled “English Teacher’s Code Switching in The Classroom (A Case Study in Grade IX of SMK 10 Padang)”. This research used qualitative method to

analyze teacher's code switching to the Indonesian language, its function, and the teacher's attitude toward code switching. Based on the analysis, it can be concluded that the code switching used by the teacher in the classroom plays a positive role in the process of teaching and learning. Moreover, it serves several functions, including to explain vocabulary, grammar instruction, emphasize a certain point, classroom management, and indexing a stance of empathy or solidarity towards students.

Table 2. 1
Similarities and Differences with The Previous Studies

No	Researcher	Similarities	Differences
1	Sholikhatun Yusnaini (2020) An Analysis of Code Switching Used by Lecturer in Teaching Translation of The Sixth Semester in English Language Education of IAIN Surakarta	The similarities from this study is analyzing the types of code switching	The differences are in the subject of research, location, and trustworthiness data. The study is about lecturer at 6 th semester in English language education of IAIN Surakarta and using method triangulation. In contrast, this research refers to one English teacher who teach at tenth grade of SMA Negeri 1 Wonosegoro, Boyolali and using investigator triangulation.
2	Nisrina Hanif Nurrohmah (2020) An Analysis of Code Switching Used by English Teacher in The Classroom at	The similarities on analyzing the types of code switching.	The distinctions can be observed in the context and subject matter of this study. On the other hand, content analysis is a method employed to analyze the data. While this research applies the theory of Miles, Huberman, and Saldana (2014)

	the 8 th Grade at SMP Muhammadiyah 4 Surakarta in The Academic Year of 2019/2020		
3	Rize Purma and Meristika Moetia (2023) An Analysis of Code Switching in Teaching Learning Process at SMPN 2 Manggeng	Focus on analyzing the types of code switching using qualitative descriptive method	Situated within the junior high school (SMP) level which analyzed three English teacher, as opposed to this research is one English teacher in senior high school (SMA) level where this study will conduct.
4	Ismi Darlina and Indra Hartoyo (2021) Code Switching Used by English Teacher in Teaching English at The Second Grade of SMA Negeri 1 Aek Natas	The similarities on the topic analysis: types of code switching	Location in the study in second grade of SMA Negeri 1 Aek Natas. Compared with this research will conduct in SMA Negeri 1 Wonosegoro, Boyolali at tenth grade.
5	Mohamed Adriosh and Ozge Razi (2019) Teacher's code switching in EFL Undergraduated Classroom in Libya: Functions and Perceptions	Analyzing in term of code switching content.	The study using ethnographic approach and the data analysis used thematic analysis and matrix language frame. In comparison, this research using descriptive qualitative and using Miles, Huberman, and Saldana's theory of data analysis technique.

6	Dian Mega Putri (2020) English Teacher's Code Switching in The Classroom (A Case Study in Grade IX of SMK 10 Padang)	Identifying the types and teacher's attitude toward code switching	The previous study located in SMK 10 Padang focused on the Teacher who teach in eleventh level. But this research will conduct at tenth grade of SMA Negeri 1 Wonosegoro, Boyolali.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research methodology used in this study is qualitative. Creswell & Creswell (2018) defined that qualitative research is a methodological approach that aims to investigate and comprehend the significance that individuals or groups attribute to a social or human situation. Qualitative research is descriptive, the data collected takes the form of transcriptions and audio recordings. In alignment with Bogdan & Bilken (1982) defined that qualitative research as descriptive, collecting data from words or like transcripts, fieldnotes, and other official records.

As stated above, this research used descriptive qualitative concerning on a phenomenon that arises from the communication conducted by the teacher throughout the teaching and learning process. The practice is known as code switching, when a teacher switches between their target language and first language. The data found is in the form of transcription and recording that is transcribed descriptively into written form. Furthermore, the analysis focused on the code switching practice of the teacher, especially examining the various types and the teacher's attitude towards code switching.

B. Research Setting

1. Research Place

This research was conducted in SMA Negeri 1 Wonosegoro located in Repaking, Wonosamodro, Boyolali, Jawa Tengah. The rationale behind choosing this educational institution as the research setting is motivated by the absence of prior studies that have investigated the phenomenon of code switching in this school, which in reality occurs frequently, both in intentionally and unintentionally.

2. Research Time

This research was conducted from October until January to collect the necessary data. This research includes the pre-research phase, the research data collection phase, and continues until the researcher completes the writing of this thesis.

Table 3. 1
Time Schedule of Research

No	Activities	Month						
		Sept	Oct	Nov	Des	Jan	Feb	Mar
1	Submitting the tittle of thesis proposal	√						
2	Pre-observation		√					
3	Consulting and arranging the research proposal		√	√				
4	Conducting seminar proposal			√				
5	Revising the proposal				√			
6	Conducting the research					√		
7	Collecting and analyzing					√	√	

	the data							
8	Munagosa							√

C. Research Subject

The subject of this research is one English teacher who teaches the tenth grade students at SMA Negeri 1 Wonorejo, Boyolali in the academic year of 2023/2024. The pre-observation has revealed that the English teacher frequently uses code switching in her teaching and learning process.

D. Data and Source of the Data

Creswell & Creswell (2018) noted that qualitative data may be acquired from several sources, such as interviews and observations. Data refers to the information or facts that are utilized in the analysis and resolution of research problems. While the source of data refers to the individuals under investigation in a research study, from whom data can be collected in alignment with the study's objectives.

In this study, the data consists of audio recordings, field notes of observation, and interview transcripts. While the source of the data is one English teacher who teaches the tenth grade of SMA Negeri 1 Wonorejo, Boyolali in the academic year of 2023/2024. The main emphasis of the analysis is focused on the application of code switching in the teaching and learning process, specifically focusing on the types of code switching and the teacher's attitude towards code switching in the classroom.

E. Technique of Collecting the Data

Qualitative research involves a wide range of data sources and uses several ways to collect data. Sugiyono (2013) pointed out that concerning data collection methods or techniques, data can be gathered through observation, interviews, questionnaires, documentation, or a combination of these four approaches.

In this research, the researcher employed two different data collection techniques, as follows:

1. Observation

Observation aims to comprehend events, interactions, and practices that transpire within a particular setting through either direct involvement as a participant or passive observation as an outsider (Flick, 2014). Various starting points are utilized in observation in order to reconstruct a single case, including the activities of a particular individual, the events that transpire within a particular setting, or the tangible interactions among multiple individuals. In Flick's study, he identified five distinctive types of observations, including covert versus overt observation, non-participant versus participant observation, systematic versus unsystematic observation, observation in natural versus artificial situations, and self-observation versus observing others.

Considering the previously stated category, the researcher conducted an overt observation. In this instance, the researcher transparently notified the English teacher about the data collection process

and got her permission. The researcher attended the class and observed the teaching and learning process in a non-participatory manner, without actively engaged in the classroom activities. The researcher examined the teacher's teaching strategies during the learning process, paying attention to the languages utilized by the teacher and how she effectively conveyed the subject matter and provided guidance by transitioning between languages.

The researcher recorded the teacher's utterances throughout the learning process using a recorder tool. Subsequently, the researcher positioned the video recording device in the corner of the classroom to provide a comprehensive and unobstructed capture of the whole class. Following the procedure of observation and recording, the researcher transcribed the recorded utterances into written form. The data was analyzed using the framework of Poplack's theory to find out the types of code switching.

2. Interview

According to Kvale (1996), the interview can be viewed as a place where knowledge is constructed. An interview is essentially an inter view, an inter change of views between two individuals discussing a topic of their mutual interest, where they exchange their perspectives. It strives to comprehend the universe from the perspective of the subject, to reveal the significance of individuals' experiences, and to expose their experienced reality before scientific interpretation.

In this research, the researcher emphasized the use of semi-structured or open-ended interview. In semi-structured interview, follow-up questions, often referred to as probes, are crafted based on the responses interviewees have provided thus far (Roulston & Choi, 2018). The researcher arranged questions in a way that encouraged open and flexible discussions about research topics, guided by the input and insights shared by the interviewee.

The primary emphasis of the interview process was to gain a deeper understanding of the teacher's attitude regarding the use of code switching in the teaching and learning process. The interview was conducted with one English teacher who taught tenth-grade students. It took place in the school library. Before conducting the interview, the researcher formulated interview guidelines. The formulation of interview guides entailed generating questions and topics designed to elicit descriptions relevant to the research questions, specifically the teacher's attitude toward code switching.

During the course of conducting a process interview, a recorder was used to record audio. Prior to starting the interview, the researcher asked the teacher's permission to record the conversation. Following this, the audio recording was converted into a written transcript. Furthermore, the data was analyzed using the framework of Macaro's theory.

F. Research Instrument

In qualitative research, the primary instrument or tool used for investigation is the researcher themselves (Sugiyono, 2013). Furthermore, he mentioned that in qualitative research, researcher act as human instruments with the roles of focusing the research's direction, choosing informants as sources of data, gathering information, evaluating data quality, analyzing data, and drawing conclusions regarding their discoveries.

As instruments, qualitative researcher must be validated to determine their commitment to do research and enter the field. Due to their knowledge of qualitative research methodologies, insight into the investigated topic, and academic and logistical readiness to access the study object, researchers serve as instruments that have been validated. By assessing her understanding of qualitative methodologies, theory, field insight, readiness, and preparation for entering the field, the researcher verifies his own competence.

To collect data, the researcher carried out observation and interviews. The observation was conducted in the classroom while the English teacher was delivering the subject matter. The process involved taking field notes and recording audio, which were then transcribed for the analysis of the types of code switching used by the teacher. Instead, interviews were interactions between the researcher as an interviewer and the teacher as an interviewee, in which the researcher asked some questions for the teacher to answer. In this study, interview was used to gain insights into the teachers' attitudes toward the use of code switching in the learning process.

To facilitate the data collection process, the researcher prepared observation and interview guidelines, as follows:

Table 3. 2
Observation Checklist

Observation Pointer	Observation Subject		Note
	Yes	No	
Does the teacher lead students to practice their English?			
Does the teacher switch between languages during teaching learning process?			
Does the teacher use first language besides English in teaching learning process?			

Table 3. 3
Blueprint of Interview

Semi-structured Interview	
Teacher's name :	Researcher's name :
Date :	
<p>Questions</p> <ol style="list-style-type: none"> 1. Do you use mostly first language or English in the classroom for English teaching and learning? 2. Do you use first language at some points when teaching English to students in the classroom? 3. What language do you use when you : <ol style="list-style-type: none"> a. Introduce lessons to students b. Teach, or explain, or expand vocabulary c. Explain grammar rules d. Find difficult communicating with students e. Want to build relationships with students (e.g. expressing emotion, 	

- making students relaxed, encouraging students, expressing humour, building solidarity or gaining intimate relationship)
- f. Manage, or organize classroom
 - g. Make sure, or clarify students' understanding, or highlighting important information
4. What other situations do you use first language when teaching English to students in the classroom?
 5. What are the differences when teaching learning process conducted used most English and switch between languages?
 6. What are the advantages and disadvantages of using first language at some phases of English teaching in the classroom?
 7. Why do you use code switching? and what factors do you consider when using code switching in the classroom?
 8. What is your opinion about 'using English only' in English language teaching classroom?
 9. Are there any official policies or regulations that are used as guide to teachers' use of first language and target language in the classroom?
 10. What is your suggestions or aspirations regarding to the code switching practice in the classroom?

G. Trustworthiness of the Data

Denzin (1970) expanded on the concept of triangulation, proposing four types that qualitative researcher can employ to enhance objectivity, truth, and the validity (dependability and credibility) of social research. He identified four commonly types of triangulation:

1. Data Triangulation

The use of multiple data sources, such as individuals, locations, and time, constitutes data triangulation. The results' validity and dependability can be enhanced through the process of verification and the complementarity of any deficiencies in the data with the strengths of alternative data. Utilized across different fields, the method reduces the

possibility of incorrect interpretations and strengthens conclusions regarding findings.

2. Investigator Triangulation

Investigator triangulation refers to the use of multiple investigators, interviewers, observers, researchers, or data analysts in a single study. The capacity for investigators to verify findings can substantially strengthen the credibility of stated findings. Investigator triangulation is crucial for reducing bias in the collection, reporting, and/or analysis of research data. The presence of bias can be reduced through the participation of multiple investigators who independently examine the same data set, potentially leading to various interpretations.

3. Theory Triangulation

In theory triangulation, one applies different theories and alternative theories to the data set. The concept is to examine a given situation or phenomenon through various perspectives, with distinct inquiries in consideration, and thus gain multiple perspectives. It is not necessary for the various hypotheses or theories to be compatible or similar; in fact, their differences increase the probability that they will identify distinct issues and concerns.

4. Methodological Triangulation

Triangulation of methods is a study of an issue or phenomenon using various methods. The objective is to reduce the shortcomings and biases that may arise from a singular method. Alternatively stated, the

merits of one approach might offset the drawbacks of another. Furthermore, it represents a derivative of data triangulation wherein the utilization of data obtained through distinct methodologies is prioritized over data obtained for distinct programs, locations, populations, and so forth.

In this study, the researcher used investigator triangulation. The researcher collected the data from the transcription of the recordings. After collecting the data, the researcher proceeded with the initial analysis of the gathered data. The researcher analyzed all the data initially as preliminary results, which were then validated by an expert related to the sociolinguistic field.

Thus, the data provided to the validator comprises the outcomes of the researcher's preliminary analysis. Before the validation process was carried out, the validator, along with the researcher, aligned their conception regarding the data to be analyzed. The validator requested the researcher to explain the theory and framework of thinking used. The data validation process took about five days. Once complete, the researcher was requested to collect it. In addition, to provide validation results, the validator also offered explanations regarding further analysis.

H. Techniques of Analyzing the Data

The researcher conducted an analysis of the data acquired through observations and interviews. Qualitative data analysis is carried out interactively and continuously until the data is saturated (Miles et al., 2014).

The strength of qualitative data lies in the competence of performing analysis of that data. In this study, the researcher uses Miles, Huberman, and Saldana's theory of data analysis in which divided into three steps, as follow:

1. Data Condensation

Data condensation includes a set of operations including summarizing, coding, developing themes, generating categories, and transforming the data that appear in the written fieldnotes and transcriptions. In this section, the researcher employed the coding system and generated categories. Coding is a method of analyzing qualitative data in which a descriptive design is assigned to a particular aspect of the data. It entails the transformation of data into symbols that represent it. While generating categories is selecting data that align with the classification being used.

In order to facilitate the categorization of data analysis, the researcher assigned a distinct coding system to each data number. The information concerning on the types of code switching was represented by a number, symbol, or code. This is performed to ascertain the quantity of data as well. Furthermore, in analyzing the findings regarding the teacher's attitude, the researcher selected statements from the teacher's interview transcripts that correspond to the classification being used.

2. Data Display

Displaying data can be presented through several mediums such as textual representation, imagery, charts, or a table formats. The displays are

designed to provide organized information in a concise form, allowing analysis to quickly understand the situation, draw conclusions, or proceed to relevant analysis steps.

At this stage, the researcher presented the data in two formats, a table and textual representation. The table was utilized for displaying the data regarding code switching types, while textual representation was employed for transcribing the teacher's attitude data from interviews.

3. Conclusion drawing and verification

The last stage in the analysis of qualitative research involves the formulation of conclusions or the process of verification. The researcher derived conclusions based on the reduced and displayed data, supported by robust evidence in the data collecting process. In this part, the discussions and findings were divided into the types of code switching (refers to Poplack's theory) and the teacher's attitude toward code switching in teaching learning process (using Macaro's theory).

Furthermore, the researcher used Sudijono's formula (2009) to measure the number of code switching types. Transforming numerical data into percentages can be achieved by applying the subsequent formula:

$$p = \frac{f}{N} \times 100\%$$

p = percentage of code switching types.

f = frequency of code switching types.

N = total item of code switching types.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this section, the researcher presents the empirical findings derived from the teaching learning process observed within the tenth-grade students of SMA Negeri 1 Wonosegoro Boyolali. The data collection process involved observation and interview. Observations were carried out on three distinct dates, specifically on January 18th, 22nd, and 29th, 2024, across classes X6 (tenth-six), X2 (tenth-two), and X3 (tenth-three). The collected data comprises transcripts of the teacher's utterances and accompanying field notes, which serve as attachments. Meanwhile, the interview was conducted on January 29th, 2024, to gain a deeper about the teacher's attitude toward the use of code switching in classroom. The data obtained from this interview consists of audio transcripts for thorough analysis.

These findings are systematically organized in accordance with the research inquiries, namely, the identification of code switching types and the teacher's attitude toward the use of code switching. In analyzing the gathered data, the researcher employed two theoretical frameworks put forth by Poplack (1980) concerning on the code switching types: tag switching, intra-sentential switching, and inter-sentential switching. On the other hand, Macaro's (2014) theory addressing to the second research question, which includes virtual position, maximal position, and optimal position.

1. Types of Code Switching Used by English Teacher in Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024

The researcher systematically classified and analyzed the types of code switching used by the English teacher during the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro Boyolali across three observation sessions. The observation sessions lasted for 90 minutes each, in accordance with the allocated time for English learning.

Table 4. 1

Table of Calculating Data on The Types of Code Switching Used by English Teacher in The Classroom

No	Types of Code Switching	Frequency	Percentage
1	Tag Switching	1	0,55%
2	Inter-sentential Switching	151	82,51%
3	Intra-sentential Switching	31	16,94%
Total		183	100,00%

The table provided illustrates the various types of code switching used by the teacher within the classroom setting. The data revealed that out of 183 instances of code switching, tag switching accounted for one instance, constituting 0.55% of the total. Inter-sentential switching occurred one hundred and fifty one times, representing 82.51% of the total, while intra-sentential switching occurred thirty one times, making up 16.94% of the total instances. From the data findings, it can be concluded that the highest frequency of code switching usage by the teacher in

teaching learning process is intrer-sentential switching, followed by intra-sentential switching, with tag switching being the least frequent. The following are some examples of analysis on the type of code switching.

a. Tag Switching

Tag switching occurs when a tag from one language is inserted into an utterance that is otherwise entirely in another language. In a classroom setting, this refers to the practice where a teacher combines a different language within their utterances by using language tags. This phenomenon of tag switching may occur during the learning process, although it is infrequent during classroom activities. This linguistic phenomenon is commonly used to emphasize points, provide clarification, or convey nuances that the speaker believes are more effectively expressed in another language. Examples include phrases like "you know" or "I mean."

The research findings indicated that tag switching was the least prevalent form of code switching, comprising one instances, which accounted for 0.55% of the total data. Below is the example of tag switching:

1) 16/M1/Tag

*You can make something correctly, **gitu ya**. Now we come to the material.*

The data number is sixteen taken from the first meeting on January 18th, 2024, it was gathered from ten-sixth grade during an

English learning. The situation occurred during the opening activity. The teacher started the class by reviewing the material from the previous session because today's material is still related to the previous one. The students participated by answering and sharing their knowledge about the teacher's question. After the review session was finished, the teacher directed the students to return to today's learning material.

In light of the statement, the teacher used English language but inserted the phrase "*gitu ya*" in Indonesian, thereby resulting in the classification of tag Switching. The phrase said by the teacher implies an emphasis when confirming the students's opinion. Furthermore, the phrase chosen imposes minimal syntactic restrictions and does not violate grammatical rules.

b. Inter-sentential Switching

Inter-sentential code switching in a classroom setting refers to the practice where teachers switch between languages at the boundaries between sentences or utterances during instructional activities or discussions. Research findings indicate that code switching between sentences ranks as the most prevalent form of code switching, comprising one hundred and fifty one instances, which represents 82.51% of the total data. Here are some illustrative examples:

1) 09/M1/Inter

You can use sugar and tea. Setelah dimasukkan diapaian kemudian?.

The data number is nine taken from the first meeting on January 18th, 2024, it was gathered from ten-sixth grade during an English learning. The situation involves a teacher assisting students in gathering materials for creating a procedural text. The teacher ensures that all necessary materials aren't left behind. Following this, the teacher poses a prompting question concerning the subsequent actions once the ingredients are added to the boiling water.

The teacher's utterance pattern demonstrates inter-sentential switching, as she transitioned from English to Indonesian between clauses. Initially, she used English language by stating, "You can use sugar and tea," to explain the materials. Subsequently, she continued her explanation in Indonesian.

2) 87/M2/Inter

To inform the readers. Kemudian ada berapa bagian tadi?.

The data number is eighty seven taken from the second meeting on January 22nd, 2024, it was gathered from ten-two grade during an English learning. This situation occurs during a classroom session where the teacher is reviewing the purpose of procedure text with the students. Upon receiving answers to the

teacher's question, the teacher verifies their pronunciation by repeating it correctly. Following this, the teacher proceeds with the review, focusing on different parts of the procedure text.

In the case, it can be classified into inter-sentential switching because the teacher uses English language clause "To inform the readers" and then continues the sentence using Indonesian language "*Kemudian ada berapa bagian tadi?*". So, It involved switch from one language to the other between sentences.

3) 166/M3/Inter

Ingat tadi ibu sudah menyediakan kata kerja. You can use the words when you want to make to tell how to make something.

The data number is one hundred and sixty six taken from the third meeting on January 29th, 2024, it was gathered from ten-third grade during an English learning. The condition is when there is a class discussion and students are asked to participate in creating a procedure text orally. The teacher facilitates this process by supplying useful vocabulary for students to incorporate into the steps of the procedure text they are constructing.

The teacher's utterance can be classified as inter-sentential switching, where there is a shift between languages between sentences. Initially, the teacher concludes a clause in Indonesian, stating "*Ingat tadi ibu sudah menyediakan kata kerja*" then transitions to English, saying "You can use the words when you

want to make to tell how to make something". This demonstrates inter-sentential switching, facilitating a transition from one clause to another while using different languages.

4) 77/M1/Inter

Oke yang sudah silakan dikumpulkan. Submit the paper or your work, please.

The data number is seventy-seven taken from the first meeting on January 18th, 2024, it was gathered from ten-sixth grade during an English learning. The utterance occurred when the teacher asks the students to submit their assignments for those who have finished. Moreover, the command given by the teacher when the group discussion session has ended.

The sentence is classified as inter-sentential switching because it switches between languages within the same utterance. The first part of the clause, "*Oke yang sudah silakan dikumpulkan,*" is in Indonesian, while the latter part, "submit the paper or your work, please," is in English. This switching between languages within the same sentence is what characterized inter-sentential switching.

5) 96/M2/Inter

I wanna you to compare the two texts. Ibu ingin kalian membandingkan dua teks ini.

The data number is ninety-six taken from the second meeting on January 22nd, 2024, it was gathered from ten-two grade during an English learning. The sentence arises when the teacher provides guidance or directions to the students prior to assigning tasks. The directive involves having the students compare two procedure texts.

In this instance, the sentence is categorized as inter-sentential switching since it entails a transition distinct languages between two sentences level. The switch occurred between English clause "I wanna you to compare the two texts" and Indonesian clause "*Ibu ingin kalian membandingkan dua teks*".

c. **Intra-sentential Switching**

This form of code switching, occurring within a single sentence, is prevalent in the teaching learning process and is frequently employed by teachers. The data finding reveals that intra-sentential switching represents the second most frequently found type, accounting for thirty one instances, which comprises 16.94% of the total occurrences. Those few data are:

1) 24/M1/Intra

*Now pay attention the version of ice tea based on your friend from another school **dari sekolah yang lain.***

The data number is twenty four taken from the first meeting on January 18th, 2024, it was gathered from ten-sixth grade during

an English learning. The situation arises when the teacher is preparing to present learning material through video format. This video demonstrates the process of making ice tea, as executed by students from different school. Subsequently, the students are instructed to focus and pay attention.

As evident from the utterance, intra-sentential switching took place in the end of the sentence. It inserted with the Indonesian phrase "*dari sekolah yang lain,*" preceded by an insertion of an English clause "Now pay attention the version of ice tea based on your friend from another school". Therefore, the utterance exhibits two codes within a single sentence.

2) 83/M2/Intra

*Do you still remember **pertemuan terakhir kita kemarin** we talk about?*

The data number is eighty three taken from the second meeting on January 22nd, 2024, it was gathered from ten-two grade during an English learning. The situation occurs during the opening activity. As usual, the teacher initiates the session and proceeds to inquire about the material covered in the previous meeting, ensuring that students are adequately prepared for the day's learning activities. This questioning serves to establish continuity between the current lesson and the previous material.

The teacher's utterance shows a shift in language forms within a single sentence. Initially, the teacher speaks in English, saying "Do you still remember," then transitions into Indonesian phrase with "*pertemuan terakhir kita kemarin,*" and finally returns to English with "we talked about". This linguistic phenomenon can be categorized as intra-sentential switching, as it involves the use of two different languages within one sentence.

3) 52/M1/Intra

*To make sure **untuk menyakinkan** that you understand about the social function and the generic structure of procedure text.*

The data number is fifty two and taken from the first meeting on January 18th, 2024, it was gathered from ten-sixth grade grade during an English learning. In this case, the teacher takes steps to ensure that the students grasp the explained material, which includes understanding the social function and generic structure of the procedure text. To reinforce comprehension and instill confidence, the teacher offers a reiteration, emphasizing key points and confirming the students' understanding.

Based on the data findings, it's evident that the teacher used intra-sentential switching, as it occurred within a single sentence. The teacher used English, then inserted an Indonesian phrase "*untuk menyakinkan*" midway through the sentence, before reverting back to English. This intra-sentential switching was used

to ensure that students grasped the main point of the teacher's message. By incorporating both languages, the teacher aimed to prevent confusion and facilitate understanding among students.

4) 150/M3/Intra

Jadi tujuan dari teks dua to make a pencil box.

The data number is one hundred and fifty taken from the third meeting on January 29th, 2024, it was gathered from ten-third grade during an English learning. In this situation, the teacher confirms the answer provided by the students. The context occurred during a classroom discussion session where students are asked to give their opinions about the differences between the two texts that have been presented.

The sentence is categorized as intra-sentential switching because it involves a switch between two different languages within the same sentence. The Indonesian phrase “*Jadi tujuan dari teks dua*” and the English phrase “to make a pencil box” are integrated into a coherent sentence and communicated a clear message. It provided explanation about the purpose of second text is to make a pencil box.

5) 116/M2/Intra

Still in group masih dalam kelompok look at this one.

The data number is one hundred and sixteen taken from the second meeting on January 22nd, 2024, it was gathered from ten-

two grade during an English learning. The situation arised when the teacher is about to assign further tasks and instructs the students to remain in their groups, as the upcoming discussion will also take place within these same groups.

The phenomenon of intra-sentential switching is observed in the sentence, where there is a transition between two distinct languages within the same sentence. This transition takes place within the single sentence, where English and Indonesian phrases are integrated into a cohesive structure, effectively conveying a clear message. The message is to make the students stay in group because the upcoming assignment will also conduct within the group session.

2. Teacher's Attitude Toward Code Switching Used in The Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024

The analysis of the teacher's interview revealed some aspects of the teacher's perception of the code used in the classroom. The teacher reported that she often uses first language, either Indonesian or Java. However, she holds a positive attitude towards code switching for specific purposes and in accordance with the students' English language proficiency. She stated that using most English language instruction is actually beneficial as it aims to expose or facilitate students in learning English. Despite this, in light of the various capacities of the students, the

teacher further explains that code switching is implemented to accomplish the learning objectives, facilitate the delivery of the material to the students, and assist in their learning. Those are the classifications of teacher's attitude based on the interview session:

a. Maximal Position

In maximal position, the teacher encourages students to apply the target language, in this case, English. However, despite the desire to create an English environment, there are instances where the teacher may need to use the students' first language. This typically occurs when the students have limited proficiency in English and may struggle to understand complex concepts or instructions in English.

In line with the definition, the results of teacher's interview revealed the same thing, such as:

“Honestly mostly I use first language, Indonesian. Jadi Bu Wiji seringnya menggunakan bahasa pertama atau bahasa Indonesia kadang juga pakai bahasa Jawa. Dibandingkan dengan bahasa Inggris”

“Kalau Bu Wiji menggunakan most English in the classroom kemungkinan yang terjadi itu anak – anak akan mengalami kebingungan karena melihat dari latar belakang kemampuan awal anak – anak ... Intinya kalau di kelas sepuluh ini, jika menggunakan bahasa Inggris terlalu most full gitu ya, yang terjadi kemungkinan tujuan pembelajaran tidak akan tercapai. Sehingga Bu Wiji sering

mengcombine atau mentranslate bahasa Inggris ke bahasa Indonesia. Jadi keuntungannya kalau menggunakan bahasa Indonesia, anak – anak cepat menangkap apa yang harus dilakukan ...”

As indicated by the interview findings, the teachers frequently use their first language during the teaching learning process. In the tenth-grade class, the teacher stated there is a distinction between teaching predominantly in English and switching between languages. When primarily using English, students often become confused, potentially hindering the achievement of learning goals. Therefore, the use of code switching is conditional, adapting to the needs and abilities of the students.

Furthermore, reinforced by the statement provided by the teacher, such as:

“Saya melihat bahwa code switching membantu untuk pencapaian tujuan pembelajaran, membantu tersampainya materi kepada anak – anak, membantu anak – anak dalam berproses dalam rangka tujuan pembelajarannya. Jadi saya menggunakan code switching karena alasan seperti itu, ditambah lagi dengan mohon maaf diawal Bu Wiji mengatakan bahwa kemampuan awal dari anak – anak memang masih belum memungkinkan untuk menerima pembelajaran full menggunakan bahasa Inggris. Jadi faktor apa yang membuat saya mempertimbangkan ketika menggunakan code switching tentu saja ya faktor kebutuhan dan karakteristik anak di dalam kelas”

Code switching is implemented by the teacher for particular reasons, such as an awareness that it facilitates the attainment of learning objectives. The conditions and abilities of the students are taken into consideration when determining whether or not to implement code switching in the classroom. Moreover, her statement continues, that the students' initial proficiency levels remain insufficient for the need of comprehensive English language instruction.

b. Optimal Position

Optimal is a position that the teacher is aware of code switching comprehend that it has both positive and negative implications for students who are acquiring English as a target language. On the positive side, transitioning between languages can assist students in better comprehension. In contrast, the negative side could hinder their progress in acquiring the target language.

As the explanation provided earlier, interviews with the teacher indicated that:

“... Intinya kalau di kelas sepuluh ini, jika menggunakan bahasa Inggris terlalu most full gitu ya, yang terjadi kemungkinan tujuan pembelajaran tidak akan tercapai. Sehingga Bu Wiji sering mengcombine atau mentranslate bahasa Inggris ke bahasa Indonesia. Jadi keuntungannya kalau menggunakan bahasa Indonesia, anak – anak cepat menangkap apa yang harus dilakukan. Tentu saja kalau

menggunakan bahasa Indonesia terus ada kerugiannya, anak – anak kurang familiar, kemudian mereka jadi ketergantungan, gitu.”

The teacher is aware of the positive and negative sides of using code switching in the classroom learning process. When the learning is conducted mostly in English, there is a possibility that the learning objectives may not be achieved, and students may become less familiar. Conversely, when using code switching into Indonesian, the learning objectives will be achieved, and students will be able to understand what is being conveyed.

She also added in her interview that:

“Kalau menggunakan bahasa Indonesia terus, anak – anak sebenarnya bisa memahami apa tujuan pembelajaran dan apa yang harus dilakukan, mereka bisa mengikuti step by step apa yang sudah dirancang oleh saya terutama di RPP. Tetapi kerugiannya anak – anak jadi tidak familiar tidak terexposure Englishnya, mereka tidak mendapatkan lingkungan belajar yang memang nuansa Inggris full gitu, dan menjadi ketergantungan akan oh ini nanti akan ditranslate ke dalam bahasa Indonesia ...”

Another drawback is that the students become less familiar with English learning nuances, which indirectly causes dependence on the teacher's language switching.

“Kalau menurut pendapat saya pribadi using English only itu sebenarnya bagus, karena memang tujuannya membuat anak

terexposure terfasilitasi untuk pembelajaran dalam bahasa Inggris. Tetapi sekali lagi bahwasanya English itu kan bahasa, jadi kalau misalnya hanya dalam pembelajaran kelas saja itu nanti akan membuat anak – anak jadi ketakutan, karena mereka mungkin menganggap bahasa Inggris susah gitu ya, banyak yang beranggapan seperti itu karena memang takut diminta untuk ngomong pakai bahasa Inggris. Jadi menurut saya using English only itu bagus kalau memang untuk diterapkan pada anak – anak yang memang sudah memiliki bekal atau kemampuan dasar yang sudah baik

The conclusion from the teacher's statement indicated that using English only in delivering learning materials is good if it is indeed to be applied to students who already have a good foundation or basic skills. However, those who do not have sufficient abilities, they are not sufficiently capable if English only is implemented.

B. Discussions

In exploring code switching within classroom settings, this study focuses on the various types of code switching used by the teacher, while also the attitudes held by the teacher towards code switching. Code switching, the alternation between two or more languages within a single conversation, has emerged as a prevalent communicative tool, particularly in teaching learning process. Furthermore, the teacher's attitude refers to perspective that the teacher holds regarding the practice of code switching during teaching

learning process. This involves her opinions on when, how, and why code switching should be used, as well as their overall disposition towards the use of multiple languages within the teaching learning process context.

1. Types of Code Switching Used by English Teacher in Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024

The researcher's first objective was to identify the types of code switching used by teacher in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro Boyolali during the academic year 2023/2024. The data findings are relevant to the categorization of theories on code switching in accordance with Poplack's (1980) framework, which categorizes code switching into tag switching, inter-sentential switching, and intra-sentential switching. Through observations conducted on January 18, 22, and 29, 2024, the researcher documented a total of 183 instances of code switching. The data revealed that out of these instances, tag switching accounted for one instance, constituting 0.55% of the total. Inter-sentential switching occurred 151 times, representing 82.51% of the total, while intra-sentential switching occurred 31 times, making up 16.94% of the total instances.

Based on the data findings, it is evident that the most frequent type of code switching used by the teacher in the teaching learning process is inter-sentential switching, wherein the teacher transitions to another language between clauses or sentences. This approach is used to enhance

clarity and precision in classroom communication, particularly when transitioning between learning materials or instructions that are more effectively conveyed in different languages. Moreover, inter-sentential switching is used to facilitate students' comprehension and engagement in the learning process. Additionally, the teacher mentioned that code switching is used to facilitate students with low English proficiency, indicating a pedagogical strategy aimed at supporting diverse student needs.

The second most common type of code switching used by the English teacher was intra-sentential switching, where language shifts occur within a single sentence. This technique is often used in classrooms with students of varying language proficiency levels. The teacher may initiate a sentence in one language and transition to another language to clarify a concept, offer additional explanations, or accommodate students who may be more comfortable with a different language. Additionally, intra-sentential switching is used for vocabulary support, when introducing new vocabulary or words, the teacher may use intra-sentential switching to provide translations or synonyms in another language, thereby assisting comprehension.

The least frequent type of code switching used by the English teacher is tag switching. Although its occurrence is less frequent compared to the other types mentioned earlier, tag switching is employed by the teacher to emphasize a particular point. The insertion of tags in the

teacher's utterance does not disrupt the sentence structure and characterized by minimal syntactic restrictions, aligns with the assertions made by Poplack (1980). This form of code switching serves pragmatic purposes, such as expressing emotions and conveying a specific tone.

2. Teacher's Attitude Toward Code Switching Used in The Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024

According to Macaro (2014), the teacher's attitude toward code switching in classroom identified into three position, virtual, maximal, and optimal position. The findings of this study revealed that the teachers' attitude tend to have positive attitude toward code switching used in classroom. In alignment with the study conducted by Adriosh & Razi (2019), Putri (2020), and Yulandari et al., (2018). Regarding to the students' English language proficiency, the teacher mentioned that code switching is used for particular purposes. Furthermore, she stated that when English is the predominant language used, the students frequently experience confusion, which could hinder their progress toward achieving learning objectives, similar findings were observed in the research conducted by (Putri, 2020). Likewise, as she continued, the initial proficiency levels of the students continued to be insufficient compared with the expectations for comprehensive English language instruction.

Despite the positive attitude and significant rationale behind the teacher's implementation of code switching, the teacher is aware of both

the positive and negative aspects associated with its use in the classroom. The use of English as the primary language of instruction may potentially hinder the achievement of learning objectives and caused students to develop a lower level of familiarity. In contrast, students will be able to comprehend what is being communicated and the learning objectives will be achieved through the use of code switching into Indonesian. In conclusion, the teacher suggested that using English exclusively in teaching learning process is beneficial for students with strong foundational skills, but not for those lacking sufficient abilities.

All attitudes were confirmed by the teacher in her report on the interview session, except the attitude of virtual position. The analysis of teachers' interviews did not reveal such position. This implies that the teacher holds the view that the use of first language, whether it be Indonesian or Javanese, affects the achievement of learning objectives of English lessons. Furthermore, it provided evidence to support the claim that the students have limited English proficiency and may find it difficult to comprehend complex concepts or instructions presented in English. However, on the other hand, the teacher also holds views regarding the positive and negative aspects of implementing code switching in the classroom. These findings are consistent with Macaro's (2014) theoretical framework concerning teacher attitudes toward code switching, specifically the concepts of optimal and maximal position.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the objective of this study, which aimed to identify the types of code switching and the teacher's attitude toward code switching in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro, Boyolali during the academic year of 2023/2024, several key findings emerged. The teacher used three types of code switching, namely inter-sentential switching, intra-sentential switching, and tag switching. Additionally, the teacher's attitude toward code switching reflected both optimal and maximal positions.

In line with the first objective of this study, which aimed to identify the types of code switching used by the English teacher in the teaching learning process at the tenth grade of SMA Negeri 1 Wonosegoro Boyolali in the academic year of 2023/2024, three types of code switching were observed. These include inter-sentential switching, which was the most frequently used to improve the clarity and accuracy of communication in the classroom, particularly when transitioning between learning materials or instructions that are more effectively conveyed in different languages. Followed by intra-sentential switching as the second most common, which used to clarify concepts, offer additional explanations, introduce new vocabulary, and provide translations or synonyms to aid comprehension. The least frequently used type is tag switching, where a language tag is inserted to emphasize a

particular point, provide clarification, or convey expressions that are more effectively expressed in another language.

The finding of teacher's attitudes toward code switching showed in a maximal and optimal position. The teacher's usage of first language was in maximal position, as she was conscious of the fact that some students struggled to comprehend instructional or materials presented in English due to their limited proficiency in the language. Moreover, the teacher is in an optimal position to be aware that code switching can have both positive and negative consequences for students who are learning English as the target language. In conclusion, the teaching and learning process relies on classroom communication, code switching is a natural element of that communication that is used depending on the situations and abilities of the students.

It can be concluded that code switching used in the classroom is a conditional practice that adjusts in accordance with the student's abilities and needs. The first language is used with purposes and awareness for particular functions, it facilitates to achieve learning objectives. In essence, the teacher acknowledged code switching as a valuable tool for effective communication and instruction in the classroom. Applying the first language strategically to enhance learning outcomes, she modifies their language usage depending on the students' condition and proficiency.

B. Suggestion

Based on the findings of the research and considering the previous conclusions, the researcher proposes the following suggestions:

1. The teacher

This study is expected to put insight into the various types of code switching and the attitudes of teachers towards code switching in the classroom, according to the research. By strategically using code switching, among can enhance language development, clarify concepts, and provide a framework. In order to maximize students' comprehension, accomplish learning goals, and improve English proficiency, it is suggested to maintain a balance between incorporating the target language and the first language. In addition, rather than regarding code switching as a beneficial teaching strategy, the teacher should prioritize enhancing students' familiarity with the English language.

2. The other researchers

Further research with a broader scope of sociolinguistics, particularly code switching, is recommended for future researchers who are intrigued by the subject matter, in light of the study's limitations. Additional experimental research is necessary to determine the efficacy of teacher's code switching for a variety of context-specific reasons in order to fully investigate the potential of code switching. To the same degree, additional research is required to determine whether the objectives that the teacher had for their lessons regarding code switching have been realized.

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APPENDICES

Appendix 1 Coding of Data Condensation

a. The data number

The numeral 01, 02, 03, ... are used for data number. Such as: 01 is used for the data number one, 02 for the data number two, and so on.

b. The code for the class meeting

M1 : for the first meeting

M2 : for the second meeting

M3 : for the third meeting

And so on

c. The code of the code switching types

Tag : tag switching

Inter : inter-sentential switching

Intra : intra-sentential switching

Those code were put together, for example the data analysis is written: 01/M2/intra means that the data contains code switching from the second meeting, the types of code switching is intra-sentential switching. By giving code to each data, it simplified and ease to classify, analyze, and display the data.

Appendix 2 Field Note of First Observation

Title : Observation
Class : X 6
Day, date : Thursday, January 18th 2024
Time : 12.30 – 14.00

The observation was conducted on Thursday, January 18th 2024 at 12.30 – 14.00 WIB. The class began, all the students were prepared and seated in their chairs. Before opening the meeting, the teacher is assisted by students in preparing the LCD projector to display power point slides of learning materials and sound system as loudspeakers of learning video. After everything was prepared, the teacher open the meeting with salam, checking students' condition with "how are you doing?" and the students answered by "good, super fantastic". To build the class atmosphere, the teacher voiced a slogan with tagline "tenth sixth grader". Subsequently, the teacher took attendance for the students.

As the initial activity, the teacher inquired about the atmospheric conditions for the day. As the day appears to be quite warm, the students recommend consuming an iced tea. The students appear intrigued by the subject because it is related to their lives. The teacher constructs a triggering question that pertains to the procedure texts covered in today's learning materials. The teacher then continued inquires as to who has ever prepared ice tea independently, providing specifics regarding the ingredients and procedure. Moving to the following topic, the teacher asked whose students carried a charger and instructed them to engage in a practical exercise on charger usage. As part of the two activities conducted, the teacher explained today's learning objective, the procedure text which include social function, generic structure, and language features.

In following activity, the teacher displayed a video featuring a demonstration by students from a different Indonesian school on the process of making iced tea. While the video was playing, the teacher instructed the students

to focus their attention on the ingredients and its steps. The students actively engage by responding to the teacher's instructions and continued by discussing social function, generic structure, and language features. Subsequently, the teacher continued the activity by dividing the students into groups. It was formed by students who counted from one to eight, so that each group consisted of four to five students. Throughout the discussion, the teacher circulates among each group to verify and assess their comprehension.

In the end of group discussion, the concluding activity involves presentations, where each group has the chance to share the outcomes of their discussions. The teacher then proceeds to offer explanations and verifies the discussion results. To conclude the lesson, the teacher reflects on today's class and elicits feedback from students regarding their feelings about the lesson. It is important to point out in the context of continuous learning that the teacher consistently corrects students' pronunciation, creates tagline such as "tenth sixth grader, good smart fantastic" and "class class, yes yes," and conducts ice-breaking activities when the class atmosphere being an ineffective.

Appendix 3 Field Note of Second Observation

Title : Observation
Class : X 2
Day, date : Monday, January 20th 2024
Time : 10.35 – 11.45

The observation was conducted on Monday, January 20th 2024 at 10.35 – 11.45 WIB. The class began, all the students were prepared and seated in their chairs. Before opening the meeting, the teacher is assisted by students in preparing the LCD projector to display power point slides of learning materials. After everything was prepared, the teacher open the meeting with salam, voiced the tagline class “good, smart, and fantastic”, check students’ attendance and condition.

As the first activity to foster a conducive learning environment, the teacher initiates a review session by inquiring about the material covered in the previous meeting. The teacher constructs a triggering question that pertains to the procedure texts covered in today's learning materials. Students participate by responding to questions given by the teacher. Furthermore the teacher helps students remember the material they have studied in the previous meeting, regarding social functions and the generic structure of the procedure text. After the students' learning conception is formed, the teacher explains today's learning objective, emphasizing the creation of procedure texts orally with a particular focus on developing speaking skills.

The learning will be based on group discussions, so the teacher asks the students to form groups consisting of four members each. Then, the students are also requested to sit according to their groups to facilitate the discussion process. As an initial exercise or warm-up, the teacher presents two different procedure texts which showed in the power point slides, then the students are asked to analyze the differences between them. The differences can be observed in the goals, ingredients or material, and the steps used in both texts. The allocated time

for the discussion is ten minutes. The students discuss in groups, and the outcomes will be presented in front of the class. During the presentation time, many students are hesitant to participate or tend to lack confidence in presenting the discussion results. Therefore, the teacher creates a game where students who are not focused or make mistakes will become representatives to present in front of the class.

Similar to the previous activity, the students are expected to have an idea to work on the next task that the teacher will present. The teacher presents a series of pictures to the students. They are tasked with orally creating a procedure text based on these images. Subsequently, the results will be presented to the class. The discussion lasts for ten minute, during which students are allotted time to practice their presentations for improvement compared to previous attempts.

In the end of group discussion, The teacher proceeds to offer explanations and verifies the discussion results. In addition, the teacher also commended students who actively participated. To conclude the lesson, the teacher reflects on today's class and elicits feedback from students regarding their feelings about the lesson. Furthermore it is important to point out in the context of continuous learning that the teacher consistently corrects students' pronunciation, actively walking around the class to assist students who are struggling during the discussion, voiced class tagline, and conducts ice-breaking activities when the class atmosphere being an ineffective.

Appendix 4 Field Note of Third Observation

Title : Observation
Class : X 3
Day, date : Monday, January 29th 2024
Time : 13.50 – 15.10

The observation was conducted on Monday, January 29th 2024 at 13.50 – 15.10 WIB. The class began, all the students were prepared and seated in their chairs. Before opening the meeting, the teacher is assisted by students in preparing the LCD projector to display power point slides of learning materials. After everything was prepared, the teacher open the meeting with salam, checking attendance with “who is absent today?”, and voicing the class tag line “Tenth three graders: super, good, fantastic”.

As the initial activity to build a learning atmosphere, the teacher asks about material that has been studied in the previous meeting. Students participate by responding to questions given by the teacher. The teacher helps students remember the material they have studied in the previous meeting, regarding social functions, the generic structure, and language features of the procedure text. After the learning atmosphere starts to build up, the teacher explains today's learning objective, which is to create procedure texts orally, emphasizing speaking skills.

In following activity, the teacher shows a power point slide which contain the material of today's material. The students are asked to differentiate between the first and second texts from the two procedure texts presented by the teacher. Throughout the discussion, the teacher guides the direction of students' thoughts, while also consistently correcting any mispronounced words, repeating them until they are correctly understood. Following that, the teacher displays an image featuring ingredients or materials along with several action verbs or imperative sentences containing a verb base.

As part of an exercise, the students are instructed to engage in group discussions to orally formulate procedure text based on a sequence of pictures

provided by the teacher. Subsequently, the results of the discussion are used to create a procedure text, which is then presented orally. However, in reality, some students may feel embarrassed to come to the front of the class. To overcome this, the teacher employs ice-breaking games to encourage class participation in presenting procedure texts in front of the class. The rule is when teacher says good morning it followed by one clap, good afternoon followed by two claps, and good night just keep silent there is no clap.

From the previous exercise, students are expected to have an idea to work on the next task that the teacher will present. The instructions are the same as before, students are asked to create and explain procedural texts orally based on a series of pictures that the teacher will provide. This time, they will have twice the amount of time, ten minutes. The final activity is the presentation, aligned with today's learning objective where students create procedure texts communicated orally.

In the end of group discussion, the teacher then proceeds to offer explanations and verifies the discussion results. To conclude the lesson, the teacher reflects on today's class, elicits feedback from students regarding their feelings about the lesson, and give an information for the next meeting. It is important to point out in the context of continuous learning that the teacher consistently corrects students' pronunciation, voiced class tagline, and conducts ice-breaking activities when the class atmosphere being an ineffective.

Appendix 5 Transcript of Audio Recording in First Observation

Day, Date : Thursday, 18th 2024

Time : 12.30 – 14.00

Class : X 6

Teacher : Wiji Kurniasih, S.Pd.

Material : Procedure text

T : Teacher

S : Student

(Description)

T : *Assalamualaikum warahmatullahi wabarakatuh*

S : *Walaikumsalam warahmatullahi wabarakatuh*

T : Good day, class

S : Good day, ma'am

T : How are you doing?

S : I'm good, super, fantastic

T : Tenth sixth grader

S : Good, super, fantastic

T : Okay, give applause for us

S : *(Students clap hands)*

T : *Alhamdulillah*, before we are going to talk about the material. I want to ask who is absent today?

S : *(students mention the person who are not come in the class)*

T : Only X? the leader of the class?

S : Yes

T : Why?

S : Sick

T : Okay, lets pray to X hoped get will be better soon. *Aamiin aamiin ya rabbal alamin*

S : *Aamiin aamiin ya rabbal alamin*

- T : Class!
- S : Yes
- T : First of all, Mrs Wiji want to say sorry *Bu Wiji mohon maaf nggih* last meeting couldn't come to this class yeah. Because I have a duty from the headmaster. So that's okay, *gapapa ya nak?*
- S : *Nggih*
- T : But have you read the material that Mrs. Wiji shared in grub?
- S : No
- T : Why? *Kenapa tidak membaca?* So busy ma'am
- S : *(no respond)*
- T : *Ada yang sudah baca materinya? Okay belum ada yang membaca materinya gapapa. Class!*
- S : Yes
- T : It's very hot day, right?
- S : Yes
- T : Hot *gak nak?*
- S : Hot
- T : It's very hot, right. *Kalau hot seperti ini enaknya* what do you want?
- S : Ice breaking
- T : Ice breaking? not ice breaking *dulu ya*. Okay first of all, *kalau hot seperti ini* what do you want?
- S : Es
- T : Ice *apa?*
- S : Es teh
- T : Pengennya es teh. I don't know why *Bu Wiji gak tahu kenapa*, but actually when I came to the class, maybe at least two *akan ada* a cup of ice tea. *Tapi kok ini tadi bersih sekali gitu ya kelas ini*, I don't know why, *gitu nggih*. Okay, do you like ice tea?
- S : Yes
- T : Do you like ice tea?
- S : Yes

- T : Okay, how many times you drink an ice tea in a day?
- S : Three
- T : *Tiga kali, iya?* Buy or make it?
- S : Buy and make it
- T : Have you ever made? *Pernah membuat?*
- S : *Pernah*
- T : Who ever made an ice tea? *siapa yang pernah membuat an ice tea?*
- S : -
- T : *Coba*, can you mention the materials or ingredients you need to make an ice tea?
- S : Ice, sugar, water, glass, spoon, ...
- T : okay, *itu tadi materinya*. Once again, the first *ada* tea, sugar, water, ice, glass, ... How to make an ice tea the version of you? *Siapa yang mau mencoba, ayok* to make an ice tea your version, *versi kalian*. *Kira – kira cara membuat es the itu gimana menurut versi kalian*
- S : *rebus air dulu, masukkan gula dan teh ...*
- T : Can you use in English, okay?
- S : *Masukkan gula dan teh*
- T : You can use sugar and tea, and then ... *Setelah dimasukkan diapaian kemudian?*
- S : *Diaduk*
- T : *Setelah diaduk?*
- S : *Kasir air dingin*
- T : *Air dingin atau air panas dulu?*
- S : *Air panas*
- T : The last one, *yang terakhir berarti apa?*
- S : *Kasih es*
- T : Okay, you can add an ice. Okay, good! *Nah itu tadi* the version of you *cara membuat apa tadi?*
- S : *Ice tea*

- T : How about, *sekarang kita tidak bicara tentang es*, okay. Some of you, do you bring a charger? Who bring a charger, please? *Ada yang membawa charger? Siapa yang membawa charger?*
- S : Type C
- T : *Gapapa, Bu Wiji pinjam dulu ya*. Can I borrow your charger, please? *Boleh ya, pinjam ya (teacher shows the charger in front of class)*. Can you tell me how to you use this charger, please?
- S : *Dicolok di stop kontak*
- T : And then? *Kemudian setelah dicolok gimana?* Okay, bisa diulang kembali tadi gimana caranya?
- S : *(student participate to show how to use charger in front of class)*
- T : *Sudah selesai?* Okay, thank you. Class!
- S : Yess
- T : *Kira – kira what we will learn today? Apa yang akan kita pelajari? Teks apa?*
- S : *Prosedur?*
- T : Procedure text. So, today we will talk about procedure text, procedure text. What's text?
- (teacher correct student's pronunciation)*
- S : Procedure text
- T : What is procedure text, *ada yang tahu?*
- S : *(students's participate to answer) 08.55*
- T : *Ada langkah – langkah. Langkah – langkah untuk apa?*
- S : *Melakukan sesuatu*
- T : Okay, doing something or *melakukan sesuatu ?*
- S : Making something
- T : Okay, doing something or making something. *Apa sih manfaatnya belajar ini, nak? Kira – kira ada manfaatnya gak? In our daily life?*
- S : *Ada*
- T : What is the function?
- S : *(Students answer)*

T : *Jadi manfaatnya adalah untuk menginformasikan to inform how to do or to make something. When we know the information kalau kita sudah tahu informasinya berarti manfaatnya untuk apa nak?*

S : *Untuk mengetahui*

T : *Setelah mengetahui? You can do*

S : *Melakukan*

T : *You can make something correctly. Gitu ya, now we come to the material. Bu Wiji pernah share ya nak dan kalian belum sempat untuk membaca, saking busynya.*

Class!

S : *Yes*

(Teacher displays power point slide contain the material related to the procedure text)

T : *What is this?*

S : *Lemon tea*

T : *Next, what is this? What picture is this? Apa nak?*

S : *Fried rice*

T : *Fried rice in Indonesian namanya apa tadi?*

S : *Nasi goreng*

T : *And then, next*

S : *Bakso*

T : *Yup, meatball. So yummy, right?*

S : *-*

T : *From these three foods, mana tadi yang pernah kalian buat?*

S : *(Some students said lemon tea and fried rice)*

T : *Okay, next picture. There are four picture here. What is this? apa nak number one?*

S : *Rice cooker*

T : *Rice cooker. Siapa yang pernah menggunakan this thing? Who ever operated this thing? Rise your hand!*

S : *(Students make an interaction with the teacher)*

- T : Two, *sebut apa nak?*
- S : Blender
- T : Okay, number three?
- S : Printer
- T : And the last one?
- S : Charger
- T : *Yang paling sering kalian pake which one?*
- S : Charger
- T : *Tadi sudah diexplain, how to use the charger. But actually semuanya bisa ya nak ya menggunakan charger?*
- S : Bisa
- T : *Hari ini kita akan belajar apa nak?*
- S : Procedure text
- T : *Hopefully harapannya setelah belajar procedure text kalian nanti bisa memahami you can comprehend you can understand the social functions fungsi sosial, the generic structure, and also the language features unsur – unsur kebahasaan.*
- S : *(Students repeat the teacher's utterances)*
- T : Class!
- S : Yess!
- T : Tenth sixth grader!
- S : Good super fantastic
- T : Now pay attention to this video. I want you to see the video how to make something the version of the other students from another part of Indonesia, *gitu ya. Kalau tadi kan versi es tehnya siapa tadi?*
- S : *Sepuluh enam*
- T : Okay, now pay attention the version of ice tea based on your friend from another school *dari sekolah yang lain*
- (Teacher plays a video and the students pay attention to the video)*
- T : Okay, Class!
- S : Yes

- T : When you watch this video, please pay attention to the steps of how to make this one. And please tell me how many steps are there. Do you understand?
- S : Yes
- T : Okay, enjoy this video and then find how many steps.
(The teacher replays the video, instructing students to pay attention to the number of steps featured in the video)
- T : *Coba* how many steps *sudah menemukan berapa langkah tadi?*
- S : *Lima*
- T : How many?
- S : *(Mostly students thought there is a five, six, and seven steps)*
- T : Let's check together *kita cek sama – sama coba ada berapa langkah*
(During discussion, the teacher replays the video step by step and trying to make a discussion to find the answer)
- T : *Ini masuk steps berapa nak?*
- S : *Satu*
- T : Okay one, put some water. Next ...
- S : *Kedua*
- T : *Apa yang kedua tadi?*
- S : *Masukan teh ke dalam air*
- T : *Masuk steps gak ini nak? Then ...*
- S : *Masuk*
- T : *Berarti wait, kamu diminta untuk apa nak? Wait dulu until, until apa tadi? The colour is brown red*
- S : The colour is brown red
- T : *apa itu brown red?*
- S : *cokelat kemerahan*
- T : Okay, next. *masuk ke berapa ini?*
- S : Four
- T : *Apa yang keempat tadi?*
- S : *Masukkan gula ke dalam gelas*

- T : *Masukkan gula into the glass. Yang keberapa tadi?*
- S : Four
- T : *Masuk lagi gak nak? Next step ga ini?*
- S : *Masuk*
- T : *Apa next stepnya tadi?*
- S : Mix well
- T : *Apa mix well?*
- S : *Aduk*
- T : *Aduk dengan apa?*
- S : *Dengan baik bu*
- T : *Aduk dengan baik atau dengan rata. Sudah berapa tadi nak?*
- S : Five
- T : *Next step ga ini? Berarti step keberapa ini?*
- S : Six
- T : Okay step keenam.
- T : *Masuk step ga ini nak?*
- S : *Masuk*
- T : *Finally, itu berarti artinya apa?*
- S : Akhirnya
- T : So, how many steps are there?
- S : Seven
- T : *Seven steps. Sampai sini paham dulu ya nak ya? Any question?*
- S : No ma'am
- T : We back to the material. Class!
- S : Yes
- T : So, what is the social function? *Apa sih fungsinya dari procedure text? Fungsinya apa kira – kira?*
- S : *(Some students try to respond the teacher's question)*
- T : In English, apa fungsinya?
- S : To inform the readers or listener how to make or how to do something

- T : Okay, would you like to help me to read this one? *Ada yang mau membacakan?*
- S : *(No respond)*
- T : *Yok dibacakan. Di depan loh ya. Siapa yang mau membacakan? Tidak ada? No one?*
- S : *(No respond)*
- T : Class!
- S : Yes
- T : Who want to read it? *Siapa yang mau membacakan? Gamau? Bu Wiji tunjuk ya, Okay.*
- T : *Biasanya kalian aktif – aktif yak ok jadi pasif – pasif kenapa ya? What’s wrong with you?*
- T : *(Teacher asks students)*
- S : The social function is to inform the readers or listener how to make or how to do something
- T : Okay. To inform the readers or l’istener how to make or to do something. Social function *funksinya*. *Nah dari kata how to make or how to do something nanti bisa disesuaikan you can replace it by the topic or the goal of the text you read kamu bisa menyesuaikan dengan tujuan dari teks yang kamu baca tadi. Misalnya video tadi, itu kira – kira judul yang tepat apa nak?*
- S : How to make an ice tea
- T : If Mrs Wiji ask you *jika Bu Wiji tanya*, what is the social function of the video?
- S : To inform the readers or listener how to make an ice tea
- T : Okay, *ada yang punya pendapat lain?*
- S : No
- T : *Setuju ya?*
- S : *Setuju*
- T : *Sekarang*, next. We talk about the generic structure. Class!
- S : Yes

- T : How many part of the generic structure of the procedure text?
- S : Three
- T : One?
- S : Goals
- T : Two?
- S : Ingredients
- T : Three?
- S : Steps
- T : What is the meaning of the goals?
- S : *Tujuan*
- T : *Tujuan biasanya terletak di mana nak?*
- S : *Di awal*
- T : *Atau biasanya dalam bentuk? Di awal sendiri, huruf besar semuanya, itu kita sebut bagian apa?*
- S : *Judul*
- T : In English
- S : Tittle
- T : Good! Tittle. Goal or aim or purpose
- S : Goal or aim or purpose
- T : Okay, Next. *Kemudian bagian yang kedua?*
- S : Ingredients
- T : What is the meaning of ingredients?
- S : *Bahan – bahan*
- T : And then the last one?
- S : Steps
- T : Class!
- S : Yes
- T : *Setelah kalian paham the social function kemudian the generic structure. Yang ketiga kita akan bahas tentang apa nak?*
- S : *(No respond)*
- T : The language features

- S : *ciri – ciri kebahasaan*
- T : *Apa sih ciri – ciri dari teks prosedur itu. Yang pertama the first adalah penggunaan imperative sentence. Imperative itu apa sih?*
Class!
- S : Yes
- T : *(Teacher ask student to read the example of imperative sentence) Tolong dibaca contoh dari imperative sentence, example ada apa saja?*
- S : Cut, boil, stir, plug in
- T : *Kalau kita artikan what is the meaning of cut?*
- S : *Memotong*
- T : What is the meaning of boil?
- S : *Merebus*
- T : Stir?
- S : *Mengaduk*
- T : Plug in?
- S : Mencolok
- T : *Okay atau menghubungkan. Kalau ini dalam in the first sentence, open the door*
- S : *Buka pintu*
- T : *Jadi Imperative itu kalimat apa nak?*
- S : *Kalimat perintah*
- T : *Gitu ya. Jadi ciri khas pertama adalah imperative sentence, kalimat perintah*
- S : *Kalimat perintah*
- T : *Kemudian action verb. Ini mirip dengan imperative. When you use imperative biasanya diawali dengan verb satu atau verb dasar. Kalau action verb bisa verb one verb two atau verb three.*
Connective dari contohnya kira – kira apa arti dari kata connective?
- S : Waktu
- T : First apa artinya?
- S : Pertama

- T : Second?
- S : *Kedua*
- T : Then?
- S : *Selanjutnya*
- T : *Nah itu disebut dengan apa nak kira – kira? Connective connect?*
- S : *Hubung*
- T : *Kata sambung atau kata hubung. You can find kamu bisa menemukan the first sentence ini dibagian goals, ingredients, atau steps? Dibagian apa?*
- S : *Steps*
- T : *Good! And the last one adverb. Apa itu adverb nak?*
- S : *Kata keterangan*
- T : *Biasanya yang sering muncul kata keterangan apa?*
- S : *Waktu*
- T : *Kok bisa tahu ada keterangan waktu contohnya di situ apa?*
- S : *Two minutes*
- T : *Selama dua menit. Stir well for two minutes, aduk dengan rata selama dua menit*
- S : *Selama dua menit*
- T : *Kemudian, boil in thirty minutes. Boil artinya apa?*
- S : *Rebus*
- T : *Rebuslah selama tiga puluh menit. Okay, any question?*
- S : *Not yet*
- T : *Class*
- S : *Yes*
- T : *Any question?*
- S : *Kalau di teks prosedur itu dikasih kesimpulan gak?*
- T : *Maksudnya dikasih kesimpulan?*
- S : *Biasanya kan kalau teks – teks itu pembukaan isi penutup*

- T : It's up to you, *kalau procedure text itu kan macem – macem nanti bentuknya ya nak*. You can find in the form of recipe *resep masakan, apalagi selain resep? Bentuknya apa saja selain resep nak?*
- S : *(No respond)*
- T : When you find an electronic tools, you can find manual book. *Jadi seperti itu, kalau misalnya dalam tips, you can include the summary or the conclusion there. Kamu bisa memberikan conclusion di sana. But biasanya conclusion itu termasuk dalam steps. Okay, any question? Clear?*
- S : No, clear
- T : So, how many parts of the procedure text *ada berapa bagian tadi nak?*
- S : Three
- T : *Apa saja?*
- S : Goals, ingredients, and steps
- T : *Ulangi*
- S : Goals, ingredients, and steps
- T : Class!
- S : Yes
- T : *Paham?*
- S : *Paham*
- T : To make sure *untuk menyakinkan* that you understand about the social function and the generic structure of procedure text, I want you to make a grub. *Untuk saat ini Bu Wiji kesampingkan dulu yang gaya belajarnya ya nak. Grubnya please count one to eight satu sampai delapan nanti kembali lagi satu sampai delapan. Okay?*
- S : Okay
- T : *Kita mulai dari one two three four sampai eight*
(*Students count from one until eight to make a grub*)
- T : Okay, Class!
- S : Yes

T : Who is one? *Siapa saja?* Who is one, raise your hand!. Two, where is two?. Three, four, five, six, seven, eight. *(Students ensure each member of group)*

Okay, Class!

S : Yes

T : Bring your book and pen, then gather with your friends who has the same number one, two, three, four, five, six, seven, and eight. Okay, go!

(Teacher asks student to gather with each group that has been determined)

T : *Yok*, hurry up please

(The students change seats to align with their respective groups)

T : Okay, Class!

S : Yes

T : Where is one? Two? Three? Four? Five? Six? Seven? Eight?. So, each groups please choose one of the group member to become the leader of your group.

Class!

S : Yes

T : *Biar tidak ada kecemburuan*, everybody please raise your hand like this one *semuanya*, *tunjuk jari seperti Bu Wiji* and then *tanpa berpikir silakan langsung point tunjuk satu teman yang kamu anggap bisa memimpin kelompok kalian*. One two three, go!

S : *(From the teacher's instruction, each students in group point one person to become the leader)*

T : Okay, please *yang ditunjuk* stand up and come to *berdiri ke depan*

S : *(The leader of group take the materials given by the teacher)*

T : Okay, Class!

S : Yes

T : *Nanti* your leader will take an envelope *ini bukan untuk sumbangan ya*. In this envelope there some pieces of paper, it is a jumble procedure text. Then *nanti* Mrs Wiji will give you five minutes to rearrange this one into good procedure text based on *berdasarkan pada* generic structure.

Okay, sudah?

S : Sudah

T : Dicek dulu di dalamnya harus berisi sepuluh lembar

S : *(The leader checks the envelope given by the teacher before start to discuss with their own groups)*

T : Sudah sepuluh lembar? Kalau sudah masukan lagi

T : Okay, you bring three things from Mrs Wiji; the glue, the envelope, and the paper. And then your job is back to your group and then ask your friend to write the group's result. Don't open the envelope first. Mrs Wiji will give you the instruction to open this one. You already know. Okay, clear?

S : Clear

T : So, back to your group and then ask your group to write the group's name

S : *(The leader go back to the seat's groups and retell what Mrs Wiji instructed early)*

T : Remember, don't open the envelope. Just write the group's member on the paper Mrs Wiji given. That will be the time for you to open the envelope but not now. Focus on writing the member's name.

S : *(Students write down the member's name in the paper given by the teacher)*

T : Okay, finish? Class!

S : Yes

T : Have you finished?

S : Not yet, *belum bu*

T : Class, class

S : Yes, yes

T : Do you know what will you do with the envelope? *Tahu ya tadi ya, diminta untuk apa tadi?*

S : *mengurutkan*

T : So, in the paper you can find the goal, materials, and steps. And then your job is to stick each pieces of sentences in the right place. Wheter the place is in materials, in the steps, or in the goals. *Silakan nanti strateginya masing – masing kelompok ya*, but Mrs Wiji can give you suggestion make sure you are sure enough before stick the paper using the glue. *Jadi pastikan dulu urutan yang betul sebelum menempelkan dengan lem.*

Okay! Class?

S : Yes

T : Mrs Wiji will turn on the stopwatch, so you only have five minutes to make the good arrangement of procedure text.

Class class!

S : Yes yes

T : Tenth sixth grader!

S : Good, super, fantastic

T : Class, go!

(The group discussion has begun)

T : Be carefull on the steps!

(The teacher strolling around group by group to make sure the group's discussion)

T : If you are sure with your answer, please stick by using the glue

T : Two minutes

T : Three minutes

T : Steps to be in good order

T : Class!

S : Yes

T : Five minutes runs so fast. So, who's group *kelompok mana yang finished?*

S : *(Some group have finished and other not finished yet)*

T : Okay? Finish? Are you sure? *(teacher checks the groups' paper)*

T : *Kelompok berapa?*

S : Four

- T : *Kelompok lain? Baru satu kelompok? Do you need some additional time? Berapa menit?*
- S : *Dua menit*
- T : *Okay, Dua menit. Nah, Bu Wiji kasih additional time dua menit. Yang sudah boleh dicek dulu, sudah yakin atau belum oke.*
- Class!
- S : *Yes*
- T : *Additional time two minutes from now*
- (Students continue to discuss in group to finish the task)*
- T : *Okay, Class!*
- S : *Yes*
- T : *Tenth sixth grader*
- S : *Good, super, fantastic*
- T : *Ups sorry, the time is up waktunya sudah habis anak – anak. Sudah two minutes for second. Okay, class beri tepuk tangan untuk sepuluh enam*
- S : *(Clap hands together)*
- T : *Ada yang sudah selesai ada yang belum tapi tidak boleh ada yang nempel – nempel. Siapa yang belum have finished to arrange? Siapa yang belum selesai? Sudah selesai semua?*
- S : *Belum (there are some groups who not finished yet)*
- T : *Okay, kelompok satu ya. Sekarang kelompok satu stop dulu ya, that's okay. Tapi Bu Wiji sudah lihat kamu arrange tadi ya nak ya, kamu kesulitan sudah disarrange meskipun ada yang belum tertempel gitu ya. Okay, kelompok yang sudah tadi. Bu Wiji mau beri kesempatan volunteer kelompok mana yang mau mendiskusikan atau share your group result to your friends? Siapa yang mau mengshare hasilnya dengan kelompok lain? Yang mau ke depan untuk membacakan susunannya? Silakan*
- S : *(No respond)*
- T : *Gaada? Are you sure? Kalau gaada Bu Wiji tunjuk lagi loh ya*
- S : *Yang pertama selesai dulu*

T : *Ada yang mau mencoba maju ke depan? Kalau volunteernya gaada nanti yang maju kepada saving packet. Masuk ke saving paket. Kan kita sudah kesepakatan ya nak ya setiap pertemuan ada kantong bantuan, yok yang mau mencoba? Terlepas dari betul salahnya yang mau mencoba untuk mengshare berbagi dengan temannya.*

Kelompok berapa?

S : *Pakai bahasa indo bu?*

T : *Ya? Up to you terserah kamu, bagusnya pakai bahasa inggris, gado – gado gapapa, gitu ya*

So, kelompok siapa yang mau mencoba ke depan?

S : *Satu kelompok bu?*

T : *Satu kelompok of course, itu kan kerja kelompok*

T : *So, kelompok siapa yang mau mencoba ke depan? Yuk beri tepuk tangan dulu untuk kelompok tiga group three*

S : *(Preparing to present the discussion result in front of class)*

T : *Class, yang lainnya coba perhatikan. Semuanya lihat ke depan, perhatikan dulu*

(The group three start to present their result)

T : *Yang lainnya mohon bisa diperhatikan, nanti kalau ada yang tidak sesuai baik itu dalam ingredientsnya ataupun stepsnya kamu bisa menyampaikan pendapat kelompok kalian, gitu ya*

(The group three finished their presentation)

T : *Class!*

S : *Yes*

T : *Group one, sama tidak atau ada yang berbeda tidak dengan yang di depan?*

S : *(No respond)*

T : *Okay, kalau group one belum berarti group yang pertama kali selesai tadi. Sama?*

S : *Sama*

T : *Dari urutan ingredientsnya juga sama?*

- S : *Sama*
- T : *Stepsnya juga sama ingredientsnya?*
- S : *Sama*
- T : *How about group seven?*
- S : *Ada yang beda satu*
- T : *Yang mana?*
- S : *Stepsnya harusnya material, punya kita bu yang salah*
- T : *Menurut kalian keliru, harusnya dibagian ingredients malah ke slip dibagian stepsnya. Dibagian apa tadi?*
- S : *15 ml water*
- T : *Tapi yang betul yang mana nak? Masuk distep atau ingredients?*
- S : *Ingredients*
- T : *Termasuk pada bahan – bahannya. Ada lagi? The other group? Group six agree or not?*
- S : *Ada yang beda*
- T : *Yang beda apalagi, group six?*
- S : *Stepsnya, nomor satu lebih duluan dibanding yang nomor dua*
- T : *Coba dibaca, yang lain perhatikan dulu. Kelompok enam di situ gapapa. Louder yang keras*
- S : *(The student reads the different part of arrangement)*
- T : *Menurut kelompok enam group six itu steps yang keempat, combine water and ice cube kemudian blender for about three minutes. Itu tadi kelompokmu berapa? (the teacher ask to the group who present in the front of class)*
- S : *Lima, empat, tiga, dua, satu, enam*
- T : *Lima, empat, tiga, dua, satu, enam. Kalau dalam kelompok enam itu five, four, three, one, two, six. Kira – kira one dulu atau two dulu*
- S : *One*
- T : *One atau two?*
- S : *One*
- T : *One itu apa artinya tadi?*

- S : *Kombinasi air*
- T : *Campur*
- S : *Campur air dan es batu*
- T : *Kemudian two apa disitu?*
- S : *Blender*
- T : *Blender dulu atau campur dulu?*
- S : *Blender*
- T : *Blender apa campur?*
- S : *Campur*
- T : *Jadi kira – kira one dulu atau two dulu?*
- S : *One*
- T : *One atau two?*
- S : *One*
- T : *Siapa yang setuju dengan one?*
- S : *(Students raise their hands up)*
- T : *Okay good, paham salahnya ya? That’s okay. Sudah, any question?*
- S : *No*
- T : *Thank you very much untuk semua kelompok. Bisa kembali ke tempat*
(The group who has presented in the front of class are asked to return to their
place)
- T : *Okay, class!*
- S : *Yes*
- T : *So far, any question? Sampai sejauh ini ada pertanyaan?*
- S : *No*
- T : *Gaada ya, okay. Sekarang masih dalam kelompok, Bu Wiji minta*
disebaliknya behind the paper, tolong ditulis the social function apa toh
social function tadi?
- S : *Fungsi sosial*
- T : *Nanti ditulis di situ jawabannya. Kemudian yang kedua the second, what*
is the benefit, benefit itu apa sih?
- S : *Manfaat*

T : Good! What is the benefit of reading this text? *Apa manfaat membaca teks ini?* Please find the answer *tolong nanti diskusikan dengan kelompokmu*. The first about the social function *kemudian* the benefitnya. *Silahkan*, your time is only three minutes to find the answer.

(The students start discussing)

T : Okay, class!

S : Yes

T : Time is up *waktunya habis*.

Class class

S : Yes yes

T : *Kemarin yang jatah ice breaking siapa ya? Kelompoknya siapa ya?*

Class

S : Yes

T : Okay, *tidak usah ke depan Bu Wiji tanya aja siapa yang mau mencoba untuk menjawab number one, social function of the text? Text yang tadi kalian baca social functionnya apa nak?*

Yang lainnya perhatikan (Teacher ask student to answer)

S : To inform the readers or listeners how to make an orange juice

T : To inform the readers or listeners how to make an orange juice. Other group do you agree? Group one agree?

S : Yes

T : Group two agree?

S : Yes

T : Group three?

S : Yes

T : *Setuju? Gimana?*

S : *Itu harusnya* to inform the readers how to make an orange juice. *Jadi ini kan dari teks*

T : *Bedanya* Group three *mengatakan bahwa ini lebih tepat* the readers *saja tidak ada listenersnya, karena teksnya dalam bentuk written tertulis. kalau begitu lebih tepat mana nak? Listeners atau readers saja?*

- S : Readers
- T : *Berarti lebih cenderung gimana?*
- S : *Kita juga kan menjelaskan tadi ada disuruh maju menjelaskan. Jadi pendengar juga bisa*
- T : *Oke, pendengar bisa mengetahui. Sekarang, dalam bentuk apa teksnya? Yang kamu diskusikan dalam bentuk apa teksnya?*
- S : *Tertulis*
- T : *Written text. When you are discussing you read the text, right? You read the text. Because this is the words from the written text and then you discuss it in your group. Beda lagi kalau misalnya in the spoken text, gitu ya. Kalau tadi kan spoken ya, tapi kalau disini ketika diskusi sudah dalam bentuk apa tadi? Written text*
- S : *Written text*
- T : *Jadi lebih cenderung apa tadi? Readersnya. Tapi sebenarnya itu tidak begitu urgent ya nak ya. Tapi yang paling penting adalah kamu mengetahui the social functionnya. Fungsinya berarti apa nak manfaatnya?*
- S : *Memberitahukan cara membuat orange juice*
- T : *Fungsinya you get information*
Class!
- S : *Yes*
- T : *How do you feel bagaimana perasaanmu tadi selama diskusi?*
- S : *Senang*
- T : *Class!*
- S : *Yes*
- T : *Sekarang before you are going to submit your group works sebelum mengembalikan, tolong Bu Wiji diberi the pict of emoji or emoticon yang related to your feeling today yang berhubungan dengan pembelajaran hari ini. Apakah biasa saja bu, gambarnya biasa, apakah smile, apakah crying, apakah question mark, gitu ya, yang related dengan perasaan kalian ketika belajar hari ini.*

Oke silakan dibuat di situ, jadi ada empat atau lima emoji ya nak ya. Kan masing – masing beda. Silakan

S : *(Students create an emoticon based on today's learning)*

T : *Each member setiap anggota menggambar masing – masing. Tidak usah kasih nama ya nak ya*

T : *Oke yang sudah silakan dikumpulkan. Submit the paper or your work, please.*

The leader please submit the paper

S : *(Each group submit the paper to the teacher)*

T : *Okay, thank you. Sit down, please*

Class!

S : *Yes*

T : *So, tadi kita belajar jenis teks apa nak?*

S : *Procedure text*

T : *Fungsinya untuk apa tadi? The social functionnya untuk apa?*

S : *(Students answer)*

T : *How many parts of procedure text?*

S : *Three*

T : *Can you mention from the last one? Yang terakhir apa? Bagian terakhir apa?*

S : *Steps, ingredients or materials, and goals*

T : *Any question, so far? Gaada?*

S : *Gaada*

T : *Pertemuan berikutnya kita masih dalam procedure text. But you focus on the writing activities*

Class!

S : *Yes*

T : *Tenth sixth grader!*

S : *Good, super, fantastic*

T : *Give applause for all of us. Thank you very much for this day terima kasih untuk hari ini ya nak ya. See you next week*

S : See you ma'am

T : *Wassalamualaikum warahmatullahi wabarakatuh*

S : *Walaikumsalam warahmatullahi wabarakatuh*, thank you ma'am

T : Your welcome

Appendix 6 Transcript of Audio Recording in Second Observation

Day, Date : Monday, January 20th 2024

Time : 10.35 – 11.45

Class : X 2

Teacher : Wiji Kurniasih, S.Pd.

Material : Procedure text

T : Teacher

S : Student

(Description)

T : *Assalamualaikum warahmatullahi wabarakatuh*

S : *Waalaiikumsalam warahmatullahi wabarakatuh*

T : Good morning, class

S : Good morning, ma'am

T : How are you today?

S : I'm good, smart, and fantastic

T : *Luar biasa*. Who is absent today? *Yang tidak masuk hari ini siapa?*

S : *Nihil*

T : *Alhamdulillah*. Give a applause *untuk kalian*. Class

S : Yes

T : How do you feel now? *Bagaimana perasaannya hari ini?*

S : *(Some students said sad, happy, and other)*

T : Why *kenapa sedihnya?*

S : *Saya ada gelisah*

T : *Kenapa gelisah? Why?*

S : *Gatau bu*

T : Because, I was punished this morning ma'am, *ya? Tadi dihukum?*

S : *Mboten*

T : Oo *Mboten*, good okay.

T : Okay, *seneng tadi?*

- S : Yes
- T : Okay, class!
- S : Yes
- T : Do you still remember *pertemuan terakhir kita kemarin* we talk about?
- S : Procedure text
- T : *Masih ingat* procedure text? (*teacher point one student to answer*)
procedure text *funksinya apa?* what is the function of procedure text?
- S :
- T : *Yak apa fungsinya? Kemarin kita sudah membahas fungsinya, membahas apalagi nak?*
- S : *Fungsinya untuk mengetahui langkah – langkah*
- T : *Fungsinya untuk memberi*
- S : *Informasi*
- T : In English *gimana?*
- S : To inform the readers
- T : Or listeners how to make or how to do something. *Jadi the key word kata kuncinya apa? How to make?*
- S : How to make or how to do something
- T : How many parts *ada berapa bagian?*
- S ; *Tiga*
- T : How many parts ? *Ada berapa bagian? (Teacher point one student to answer)*
- S : *Tiga bu*
- T : Okay, what are they? One? *Bagian pertama apa?*
- S : The goals
- T : The goals *atau?*
- S : Aims
- T : The second?
- S : Ingredients
- T : The last one *yang terakhir?*
- S : Steps

- T : Okay, *masih ingat berarti ya nak ya. Tujuan dari procedure text adalah apa?*
- S : To inform
- T : To inform the readers. *Kemudian ada berapa bagian tadi?*
- S : Three
- T : Three parts, *apa dan apa?*
- S : The goals, ingredients, and steps
- T : So, how many students in this class?
- S : *Tiga puluh enam*
- T : So we will make a grub *kita akan membuat kelompok* to make sure *untuk menyakinkan bahwa kalian sudah paham belum tentang procedure text.* Have you understood *sudah paham atau belum tentang procedure text.* One group consist of four students *satu kelompok terdiri dari four students.* You can make a group with your partners or your friends which sit behind or beside you. *Silakan dibuat kelompoknya.*
Langsung saja yang paling dekat, the students which is the closest seat.
- S : *(students make a group consists of four members)*
- T : Okay, how many groups, class?
- S : Nine groups
- T : *Silakan duduknya face to face berhadap – hadapan* with your group.
Okay , class!
- S : Yes
- T : The learning objective today *tujuan pembelajaran kita hari ini fokus pada* speaking, speaking activity. It means that *artinya nanti setelah pembelajaran, kalian bisa menghasilkan* you can produce a spoken text about procedure text and then you communicate it *kemudian mengkomunikasikan. Hasilkan teks secara lisan kemudian mengkomunikasikan, gitu ya.*
- S : Yes ma'am
- T : So before going that *sebelum kesana, Mrs Wiji* have two examples of procedure text. Any question *dulu, ada pertanyaan?*

- S : No ma'am
- T : Any objection about the groups? *Ada yang keberatan tentang kelompoknya?*
- S : *(Some students said no and yes)*
- T : Class!
- S : Yes
- T : One group one paper, there are two texts *ada dua teks disini* *(The teacher distributes paper to each group)* *Silakan dibaca dulu* you can read two examples of procedure text. Okay, *sudah?*
- S : *Sudah bu*
- T : Class, your job is, in tenth minutes *dalam waktu sepuluh menit, Bu Wiji akan memberikan waktu sepuluh menit* I wanna you to compare the two texts, *Bu Wiji ingin kalian membandingkan dua teks ini.* Please find and write *silakan temukan* and then write the goals, the materials, the steps, and also the social function. *Silakan tulis disini nanti hasil diskusi kelompok baik tentang tujuannya, materinya, the steps, dan social function dari setiap teks.*
- Okay, *gitu ya.* One group one work *satu kelompok satu pekerjaan.*
- Class!
- S : Yes
- T : The steps *yang bagian steps, tolong perhatikan dulu* pay attention to the rule of the steps *baris untuk the stepsnya* and also the column *dan juga kolomnya tolong diperhatikan.* You don't need to write all the steps *kamu tidak perlu* write all the steps *menulis semua stepsnya, cukup* the key word *saja.* Jadi nanti misalnya text one *ada* five steps ma'am, *gitu nggih.* Tulis five *saja.* and then text two *misalnya kamu menemukan* three steps *tiga langkah saja, tulis jumlahnya saja.* Okay, clear?
- S : Clear
- T : Any question?
- S : No

T : So, your time is only tenth minutes. Started from now *mulai dari sekarang, silakan*

(Discussion was started in each groups)

T : Class!

S : Yes

T : You can't use your handphone, but you can using dictionary. Please keep your handphone in your bag. So, no handphone outside the bag

(Continue the discussion in each groups)

T : Class!

S : Yes

T : There is a question *ada pertanyaan (Student asks to the teacher) Bu itu goalsnya maksudnya apa gitu nggih. Kemarin sudah kita ketahui goals itu tujuan dari teks itu* or in directly lead you to find the tittle *menemukan judulnya. Mencari judul yang tepat, seperti itu*

(Continue the discussion in each groups)

T : You can make mark in this paper *boleh buat coret – coretan di kertas ini.* The paper is become yours *kertasnya nanti jadi milikmu.*

(Continue the discussion in each groups)

T : Okay, two minutes left

T : Okay, class!

S : Yes

T : Sorry, the time is up *waktunya sudah habis.* Give applause *dulu untuk semuanya*

S :

T : *Tadi Bu Wiji lihat diskusinya ada yang bingung, ada yang berpendapat berpendapat, but overall tapi semuanya Mrs Wiji can see you all discuss with your friends, gitu ya. Class!*

S : Yes

T : *Ada kelompok yang want to share your group discussion your group result? Ada yang mau share? Di depan mungkin. Ada yang mau mencoba*

membacakan hasil dikusi kelompoknya? Yok. Kelompok a kayanya sudah siap?

S : *Belum bu*

T : *Oo belum siap*

T : *Ada yang sudah siap? Kelompok mana? Tidak ada?*

Class!

S : Yes

T : *Stand up please semuanya berdiri dulu. Biar gak begitu tegang ya nak ya*

S : *(Studenst follow the teacher's instruction)*

T : *When Mrs Wiji say morning ketika Bu Wiji mengatakan morning, please clap one. When Mrs Wiji say afternoon, clap twice. And then when Mrs Wiji say night, like this one but don't clap (Teacher practice it). Understand?*

S : Yes

T : *Class, focus. Nanti kelompok yang anggotanya tidak focus, biar lebih fokus share the group discussion result.*

Clas, class

S : Yes yes

T : *Let's check first kita cek dulu*

(The game simulation)

(There is one students who not success followed the teacher's instruction, so he becomes the one who present the group discussion result)

T : *Okay, give applause dulu untuk kelompoknya. Silakan yang lainnya duduk biar fokus*

(The students present their group discussion result in front of class)

T : *Perkenalan dulu and please stand up. Apapun hasilnya dibacakan nanti saling melengkapi*

T : Class!

S : Yes

T : Please pay attention to your friends that stand up in front of the class.
Silakan dari kelompok five

(Group presentation)

(Present the goals of two texts)

T : So, class. *Kelompok lain ada pendapat?*

S : No

T : Do you agree?

S : Yes

T : Okay, next *lanjut*

(Present the materials of two texts)

T : Others? *Kelompok lain ada yang mau menambahkan?*

S : Blender

T : Okay blender *itu sendiri, masuk ke dalam materials atau tools ya*

T : The other group?

S : Paper, glue, and paint

T : *Setuju?*

S : Setuju

(Present the steps of two texts)

T : How many steps *ada berapa langkah?*

S : *Belum bu*

T : *Oo belum, beri tepuk tangan dulu untuk kelompok lima. Okay, thank you*

(The fifth group finished their presentation)

T : *Mungkin sudah ada yang mencair nih. Masih ada dua bagian, steps dan social function. Kelompok mana? Who wants to try? Ayok siapa yang mau mencoba*

S :

T : Class

S : Yes

T : *Jangan lupa saving packet. Kan setiap pertemuan yang aktif masuk ke saving packet. Oke, siapa?*

S : *(There is group member raised hand)*

T : *Yap kelompoknya siapa? Beri semangat dulu semuanya. Disitu aja, please stand up semuanya*

T : Class

S : Yes

T : Pay attention to your friends *silakan perhatikan temannya*

(Second group presentation and class discussion)

T : Okay, *ada delapan steps. Yang teks dua five step. Good, next the last question*

S : To inform the readers or listener how to do or to make something

T : Maybe the others? *Kelompok lain ada yang mau melengkapi?*

S : To inform the reader how to use a blender

T : *Kira – kira mana yang betul? Yang lebih tepat mana nak? How to do something or how to use something*

S : To use

T : How to use something *atau how to use a blender atau how to do something*

S : How to use blender

T : *Karena lebih spesifik, Good*

T : Text two *bagaimana?*

S : *Sama*

T : How to do something? *Bagaimana menurut kelompok lain? Ada yang mau menanggapi?*

S : How to make a pencil box

T : How to make a pencil box, *jadi lebih spesifik, tahu ya?*

S : *Iya*

T : Good job *untuk kelompok lima, thank you*

T : Class

S : Yes

(The second group finished their presentation)

T : Any question, so far?

S : No

- T : So you have a clear explanation a clear description about procedure text
- T : Class
- S : Yes
- T : Still in group *masih dalam kelompok*. Look at this one (*The teacher shows a ppt slide*)
- T : Do you like fruit?
- S : Yes
- T : When Mrs Wiji come to your class, I see that on you table some of you drink an orange juice. *Jadi Bu Wiji lihat beberapa di meja ada orange juice*
- (*The teacher shows a materials in ppt slide*)
- T : What kind of fruit this one?
- S : Strawberry, mango, dragon fruit, guava, avocado
- T : *Mana yang kalian lebih suka? Which one do you like the most?*
- S : ..
- T : All of the fruits are good for our healthy *bagus untuk kesehatan kita*. *Oke ini tadi sekilas tentang procedure text, social function, generic structure we discussed it kita sudah mendiskusikannya*. Now, let's try *yuk kita sama – sama coba buat tutorial how to make a fruit juice*. *Buah apa kira – kira yang mau kita buat untuk jus hari ini?*
- S : Strawberry
- T : So, from this picture we can see *kita bisa melihat* how many pictures are they?
- S : Seven
- T : Picture one, how do you call this one?
- S : Ice cube
- T : Next, picture two
- S : Strawberry
- T : And three?
- S : Sugar
- T : Four

- S : Water
- T : Five
- S : Blender
- T : Six
- S : Glass
- T : The last one
- S : *Pisau*
- T : *Apa tadi pisau?*
- S : Knife
- T : *Jadi if you see this picture jika melihat gambar ini, ini termasuk bagian dalam procedure text yang mana nak? Goals, materials, or steps?*
- S : Materials
- T : Okay, materials
- S : Okay
- T : Nice, next *kira – kira bagaimana cara membuatnya. You can use these words. kita nanti bisa menggunakan kata – kata yang Bu Wiji tulis di depan ini. Ada kata apa saja nak?*
- S : Cut
- T : Cut *apa cute?*
- S : Cut
- T : *Apa artinya cut?*
- S : *Memotong*
- T : Good, then add. *Apa artinya add?*
- S : *Menambahkan*
- T : Blend *apa?*
- S : *Mencampur*
- T : And then number four *bacanya apa?*
- S : Pour
- T : Pour, *apa artinya pour?*
- S : *Menuangkan*
- T : Number five

- S : Put
- T : What is the meaning?
- S : *Menaruh*
- T : *Menaruh boleh, meletakkan boleh.* Okay, next
- S : Serve
- T : Serve, *apa artinya* serve?
- S : *Menyajikan*
- T : *Oke, tadi yang tajam – tajam apa ?*
- S : *Pisau*
- T : *In Englishnya*
- S : Knife
- T : Knife, the last one *tadi apa?*
- S : Ice cube
- T : Ice cube
- T : *Apa tadi memotong?*
- S : Cut
- T : *Apa tadi meletakkan?*
- S : Put
- T : *Mencampur?*
- S : Blend
- T : *Menuang?*
- S : Pour
- T : *Tambahkan?*
- S : Add
- T : *Pisau?*
- S : Knife
- T : Knife
- T : Okay, you can use these words *kalian bisa menggunakan kata – kata ini* when you want to make an instruction how to make something or how to do something. Okay steps of making strawberry juice.
- S : making strawberry juice

- T : *Nah yuk kita sama – sama membuat apa nak?*
- S : Strawberry juice
- T : This is the steps. First *kira – kira apa nak?*
- S : *(Some students give their opinion)*
- T : First, put *tadi kan sudah belajar kata – kata yang bisa dipakai*. Put
- S : Put the strawberry
- T : Put the strawberry in a blender. Ya, first step ya *langkah pertama*. Then *kemudian apa?*
- S : Add sugar
- T : Add sugar, only sugar *tok?*
- S : No
- T : Add sugar, water
- S : Ice cube
- T : Add sugar, water, and ice cube. Okay *berarti ini langkah ke berapa?*
- S : *Kedua*
- T : *Kemudian?*
- S : Mix
- T : Mix? Using *apa?*
- S : Mix well
- T : Mix well using
- S : Blender
- T : Okay, then
- S : *Tuangkan*
- T : *Tuangkn tadi apa?*
- S : Pour
- T : Pour the juice into
- S : A glass
- T : Okay and
- S : Serve
- T : So, how many steps?
- S : Five

T : Okay, let's check together (*The teacher show the material in the ppt slide*). First put the strawberry into the blender. *Kemudian apa nak?*

S : Add two spoon of sugar, a glass of water, and ice cube

T : Okay, *sesuai tadi ya nak*

T : Blend them well *kalau tadi kalian menggunakan*

S : Mix

T : Mix by using blender. That's okay *gapapa, jadi kata – katanya bebas aja*
And then?

S : Pour the juice into a cup or glass

T : The last one?

S :

T : Class!

S : Yes

T : Any question?

S : No

T : *Nanti setelah ini masih dalam kelompok Mrs Wiji will give the series of picture Bu Wiji akan memberikan kamu serangkaian gambar and then please discuss with your group diskusikan dengan kelompokmu how to make them berdasarkan pada gambarnya. Tetapi nanti tidak dalam written form ya tidak dalam teks tertulis, you have to convey it orally nanti menyampaikannya secara orally, lisan. Step by step yang simple aja deh gitu ya. Any question?*

S : No

T : Okay, you can use those words *kamu bisa menggunakan kata – kata yang sudah kita pelajari tadi ya*

(The teacher distribute the series of picture to each groups)

T : Your time to discuss is only ten minutes *waktu kalian diskusi selama sepuluh menit ya*

(The group discussion session is begin)

T : Don't forget to set the goals first *tujuannya apa. Kalau seperti tadi kan how to make strawberry juice. Kemudian ada materialnya apa*

T : Okay, class

S : Yes

T : In the steps *dalam langkah – langkah itu kan kita menggunakan imperative sentence. Apa imperative sentence?*

S :

T : *Kalimat perintah. Jadi diawali dengan verb one verb dasar. Jadi gak ada kok potong jadi cutting misalnya yang benar yaitu cut. Oke kemudian tuan, tidak ada pouring adanya pour. Jadi verb one atau verb dasar, gitu ya*

S :

(The group continue to discuss)

T : *Ya, sudah separuh jalan five minutes left lima menit lagi*

T : *Oke, kalau sudah practice with your friend silakan praktek dengan temanmu mempraktekan saling menjelaskan berdasarkan kesepakatan dengan kelompoknya. Silakan please practice how to make something based on the picture with your version group. Masih dua menit untuk praktek sebelum nanti ke depan*

(Each group practice by their own)

T : Okay, class

S : Yes

T : *The time is up waktunya habis. Sebelumnya Bu Wiji ucapkan terima kasih some of the students some of group beberapa kelompok yang sudah selesai dan sudah ada yang pembagian tugas bahkan praktek tadi, meskipun ada beberapa yang masih proses. Okay, yang mau mencoba dulu siapa? Who's want to try? Kelompok siapa?*

S :

T : *Tadi ada yang niat sekali loh ya Bu Wiji lihat. Kelompok siapa yang mau mecoba?*

(Student participation)

T : Class!

S : Yes

T : *Bu Wiji tadi lihat diskusinya luar biasa semangatnya. Jadi kita lihat bersama hasilnya, yup*

T : One, two three, go

(First group presentation)

T : Okay how many steps *berarti ada berapa langkah?*

S : *Lima*

T : Five steps, *beri applause dulu*

T : *Kita betulkan dulu yuk pronouncenya, tadi masih sleek of the tonge yang masih keliru bacanya apa tadi*

S : *Mango*

T : *harusnya apa mango (teacher correct students' pronounciation). Ada lagi yang mau ditambahkan?*

S : *Gak ada*

T : *Tidak ada. Atau ada pertanyaan nak? (Teacher ask to other groups) Any question?*

S : *No*

T : *Oke, beri tepuk tangan lagi. Terima kasih*

Kelompok lain ada yang mau mencoba? One more? One more group? Yuk waktunya hampir habis, satu kelompok lagi.

S : *(There is one group more want to present their discussion result)*

T : *Oke beri tepuk tangan dulu*

(Second group presentation)

T : *Oke beri applause dulu. Yok ada yang mau dibenahi dari kelompok yang di depan*

S : *Digambarnya ada mix fruit bu*

T : *Digambarnya ada mix fruit bu, boleh gak ditambkan mix fruit? Boleh tadi ya. Oke, ada lagi? Strukturnya? Bu Wiji tanya dulu nak, jus jeruk bahasa Inggrisnya apa?*

S : *Orange juice*

T : *Jus manga?*

S : *Mango juice*

- T : *Tadi apa?*
- S : *Juice mango*
- T : *Sama dengan yang tadi ya. Harusnya apa tadi?*
- S : *Mango juice*
- T : *Oke, dalam steps itu kalimatnya kalimat perintah. Kalau perintah diawali dengan apa? Kata kerja?*
- S : *One*
- T : *Atau Bu Wiji menyebutnya kata kerja dasar. Coba dibaca step one*
- S : *First, to peel mango*
- T : *To peel mango, betul gak? Harusnya apa?*
- S : *First, peel mango*
- T : *First, peel mango tanpa to. Bisa dipahami?*
- S : *Bisa*
- (The presentation session was closed)*
- T : *Over all good. Sekali lagi luar biasa partisipasinya*
- T : *Class class*
- S : *Yes yes*
- T : *Any question?*
- S : *No*
- T : *Bagaimana hari ini tadi perasaannya?*
- S : *Happy*
- T : *Ada masukan mungkin? Atau sudah? Ada pertanyaan mungkin?*
- S : *No*
- T : *Jadi hari ini tadi kita belajar*
- S : *Procedure text*
- T : *Bagaimana membuat teks secara lisan. Okay thank you very much for your attention untuk minggu depan kita masih dalam procedure text tapi focus kita pada writing. Okay class!*
- S : *Yes*
- T : *Tenth two graders!*
- S : *I'm good, smart, and fantastic*

- T : Okay, thank you very much and see you next time
S : see you ma'am
T : *Wassalamualaikum warahmatullahi wabarakatuh*
S : *Walaikumsalam warahmatullahi wabarakatuh*

Appendix 7 Transcript of Audio Recording in Third Observation

Day, Date : Monday, January 29th 2024

Time : 13.50 – 15.10

Class : X 3

Teacher : Wiji Kurniasih, S.Pd.

Material : Procedure text

T : Teacher

S : Student

(Description)

T : *Assalamualaikum warahmatullahi wabarakatuh*

S : *Walaikum salam warahmatullahi wabarakatuh*

T : Good day, class

S : Good day, ma'am

T : How are you today?

S : Super, good, and fantastic

T : Tenth three graders!

S : Super, good, and fantastic

T : *Oke, jargonnya tidak lupa ya nak ya. Ada yang tidak masuk hari ini? Who is absent today? Yang tidak masuk siapa?*

S : Salwa

T : Salwa, why?

S : *Salwa bangun kesiangan*

T : Next, *siapa lagi?*

S : Soleh

T : Why?

S : *Sakit*

T : Next? *Sudah two students?*

S : *Ada yang dispen popda*

- T : *Oke, yang lainnya sehat ya oke. Bu Wiji mengharapkan anak – anak selalu take care your health jaga kesehatannya, because it is rainy season musim hujan ya nak*
- S : *Nggih*
- T : *Don't forget to bring your raincoat. Apa raincoat?*
- S : *Jas hujan*
- T : *Class!*
- S : *Yes*
- T : *Do you still remember the material of last meeting? Masih ingat gak materi pertemuan kemarin membahas tentang apa?*
- S : *Procedure text*
- T : *Apanya procedure yang kita bahas kemarin? Social function*
- S : *Definition*
- T : *Okay, definition, social function, and then*
- S : *Generic structure*
- T : *Kemudian apa lagi*
- S : *Steps*
- T : *Steps itu termasuk pada bagian?*
- S : *Strukturnya*
- T : *Oke, ada yang mau ditanyakan materi kemarin?*
- S : *No*
- T : *Okay, class. How many steps of procedure text?. How many artinya apa nak?*
- S : *:*
- T : *Kalau how sendiri artinya apa?*
- S : *Apa*
- T : *How?*
- S : *Bagaimana*
- T : *Kalau how many?*
- S : *Berapa*
- T : *Berapa banyak. How many artinya apa tadi?*

- S : *Berapa banyak*
- T : How many steps?
- S : *Berapa banyak langkah*
- T : How many parts? *Ada berapa banyak parts bagiannya? Bagian – bagian dari teks prosedur?*
- S : *Tiga*
- T : *Yang pertama?*
- S : Goals
- T : Then?
- S : Ingredients or materials
- T : *Kemudian*
- S : Steps
- T : *Ada berapa berarti nak?*
- S : *Tiga*
- T : *Nah, coba. Kemarin kita sudah membentuk kelompok ya. Masih ingat kelompoknya?*
- S : *Masih*
- T : Do you still remember the groups? *Masih ingat kelompoknya?*
- S : *Masih*
- T : *Nah, sebelum ke kelompok Bu Wiji tanya dulu, dalam dunia sehari – hari kita procedure text itu ditemukan dalam bentuk apa nak? Contoh – contoh procedure text?*
- S : Video
- T : *Video apa nak?*
- S : *Masak – masak tutorial*
- T : Okay, good. Next *selain tutorial*
- S :
- T : *Ketika kamu beli something maybe an electronic device and then you receive menerima apa itu, yang cowok biasanya kalau beli barang – barang elektronik kemudian dapat apa?*
- S : *Nota*

- T : *Apa?*
- S : *Langkah – langkah*
- T : *Itu namanya apa nak?*
- S : *Buku panduan*
- T : *Apa bahasa Inggrisnya buku panduan? Manual book. Oke, jadi buku apa tadi nak?*
- S : *Manual book*
- T : *Class!*
- S : *Yes*
- T : *Coba perhatikan kemarin sudah membuat kelompok , coba buat kelompok dulu duduknya sesuai dengan kelompok yang sudah kita buat kemarin ya. How many groups? Ada berapa kelompok kemarin?*
- S : *Delapan kelompok*
- T : *Ada delapan ya, ya silakan*
- (Students sit with their groups)*
- T : *Every students please sit down, please. Silakan duduk sit with your group members duduk bersama dengan anggota kelompoknya yup sit down please*
- T : *Class!*
- S : *Yes*
- T : *The learning objective today jadi tujuan pembelajaran kita hari ini adalah anak – anak nanti mampu menyusun teks prosedur secara lisan dan nanti mengkomunikasikan. Jadi hari ini kita fokusnya pada speaking. Any problem ada masalah?*
- S : *Enggak bu*
- T : *Okay, clear? Group berapa ini tadi?*
- S : *Group five*
- T : *Jadi nanti tujuan pembelajaran kita anak – anak belajar apa hari ini? Menghasilkan teks prosedur secara*
- S : *Lisan*

T : *Nah, oke. Before you are going to produce sebelum kalian nanti akan membuat Bu Wiji tampilkan dulu di sini*

(The teacher shows ppt slide in the lcd projector)

T : Class!

S : Yes

T : Everybody *semuanya lihat ke depan ya. Tidak berhadap – hadapan dengan kelompoknya dulu.*

T : I have two texts here *Bu Wiji punya dua teks disini. Text one and text two. Jika Bu Wiji tanya the goals of these two texts. Goal itu apa sih nak?*

S : *Judul*

T : *Selain judul apa kira – kira?*

S : *Tujuan*

T : *Tujuannya. Di sana ada berapa teks nak?*

S : *Dua*

T : *Dua teks. Coba diperhatikan dulu dipahami dulu the content and find temukan the goal of the text. Teks satu tujuannya apa teks dua tujuannya apa. Kira – kira sama apa beda nak?*

S : *Beda*

T : *Berbeda. Ada yang mengatakan berbeda. Siapa yang mengatakan berbeda? Yak bedanya dimana? Ada yang mau menyampaikan?*

S : *Teks satu membuat jus*

T : Okay, in English

S :

T : *Teks satu tujuannya membuat jus, in English to make?*

S : Juice

T : *Oke, mungkin yang lain mau memberikan masukan teks one tujuannya apa? Setuju dengan jawaban yang tadi?*

S : No

T : *Apa kira – kira?*

S : How to use a blender

T : *Kok bisa menjawab how to use a blender alasannya apa?*

- S : *Di dalam teks menunjukkan tata cara menggunakan blender*
- T : *Informasinya ada di paragraf berapa? Kata kuncinya ada di paragraf berapa?*
- S : *Pertama*
- T : *Paragraf pertama, how to use a blender. The first paragraph last sentence. Oke kira – kira mana yang lebih tepat? Membuat jus atau using a blender?*
- S : *Using a blender*
- T : *Blender atau juice?*
- S : *Blender*
- T : *How about text two bagaimana dengan teks dua? Tujuannya apa teks dua?*
- S : *How to make*
- T : *Yang mau mencoba raise your hand, please*
- S : *How to make a pencil box*
- T : *Jadi tujuan dari teks dua to make a pencil box. Ada yang mau menyempurnakan? Digabungkan dengan tujuan procedure text. Tujuannya apa? Tujuan dari procedure text*
- S : *Memberi informasi*
- T : *Berarti to give information how, nah baru dicombine digabungkan dengan how to make a pencil box*
- T : *Okay, class*
- S : *Yes*
- T : *Sampai disini punya gambaran dulu?*
- S : *Punya*
- T : *Jadi teks satu focus pada how to do something or to use something, kalau teks dua how to make something. Okay, ada pertanyaan dulu any question?*
- S : *No*
- T : *Belum? Belum. Okay, Mrs Wiji have some pictures here, the first is how do you call this one?*

- S : Strawberry
- T : Louder *yang keras nak apa jawabnya*
- S : Strawberry
- T : Next the second
- S : Mangga
- T : In English
- S : Mango
- T : Mango, mengo, mango (*The teacher confirms the student's pronunciation*)
- T : And then next
- S : Dragon fruit
- T : Dragon frut *apa dragon fruit (The teacher confirms the student's pronunciation)*
- S : Dragon fruit
- T : Good, okay next
- S : Guava
- T : Yup, guava. *Terus terakhir*
- S : Avocado
- T : How do you consume these fruits? *Suka dengan buah – buahan ini nak?*
- S : Yes
- T : How do you consume these fruits? *Bagaimana kamu mengkonsumsinya? Diapain?*
- S : *Jus*
- T : How do you make a juice from these fruits? *Gimana caranya membuat jus nak?*
- S : *Dikupas*
- T : *Dikupas dulu kemudian diapain?*
- S : *Dicuci*
- T : Now next *selanjutnya. Class!*
- S : Yes
- T : Picture one *disebut dengan apa nak?*

- S : Ice
- T : Ice? Ice cup?
- S : Ice cube
- T : Yes, that's right. *Tiga kali*
- S : Ice cube Ice cube Ice cube (*The teacher confirms the student's pronunciation*)
- T : Okay, next. *Gambar apa yang kedua?*
- S : Strawberry
- T : Then?
- S : Sugar
- T : *Lanjut ada?*
- S : Water
- T : Next?
- S : Blender
- T : Then
- S : Glass
- T : *Terakhir? Terakhir apa itu?*
- S : *Pisau*
- T : *Pisau apa itu? Knife*
- T : Now I have some words here *Bu Wiji punya beberapa kata disini ya. Ada apa saja nak di sana?*
- S : Cut
- T : Cut. *Ada kata apa?*
- S : Cut
- T : Then *tiga kali ya cut cut cut (The teacher confirms the student's pronunciation)*
- S : Cut cut cut
- T : Please pay attention to these words, it is very helpful for you to make a procedure text orally *nanti akan membantu kata – kata ini ketika kamu membuat teks prosedur. Oke tiga kali tadi yang pertama apa?*
- S : Cut cut cut

- T : Add
- S : Add add add
- T : Next *apa kira – kira?*
- S : Blend blend blend
- T : Then
- S : Pour pour pour
- T : Pour, three times
- S : Pour pour pour
- T : Then, put not pat ya
- S : Put put put
- T : *Apa kira – kira artinya put nak?*
- S : *Menaruh*
- T : *Ya? Meletakkan bagus, menaruh betul. Kalo yang ini apa tadi bacanya?*
- S : Cut
- T : Cut, *artinya?*
- S : *Memotong*
- T : Good. *Ini artinya?*
- S : Add
- T : *Artinya apa?*
- S : *Menambahkan*
- T : Good, next
- S : Blend
- T : *Artinya*
- S : *Mencampur*
- T : *Kemudian*
- S : Pour
- T : Pour *artinya*
- S : *Menuangkan*
- T : Good. *Ini tadi bacanya apa?*
- S : Put
- T : *Artinya*

- S : *Meletakkan*
- T : *Meletakkan atau menaruh. Terus lanjut*
- S : *Serve*
- T : *Serve, three times*
- S : *Serve serve serve*
- T : *Artinya*
- S : *Melayani*
- T : *Selain melayani*
- S : *Melakukan*
- T : *Biasanya di langkah – langkah terakhir di last step biasanya*
- S : *Menyajikan*
- T : *Good, next ini bacanya apa tadi?*
- S : *Knife*
- T : *Kn nya gausah dibaca*
- S : *Knife*
- T : *Knife, three times*
- S : *Knife knife knife*
- T : *Apa artinya knife*
- S : *Pisau, good*
- T : *Oke, terakhir*
- S : *Ice cube*
- T : *Apa nak? Ice cube*
- S : *Ice cube*
- T : *Apa itu ice cube?*
- S : *Es batu*
- T : *Oke, Bu Wiji ulang dalam bahasa Indonesia and you answer in English*
- T : *Meletakkan*
- S : *Put*
- T : *Memotong*
- S : *Cut*
- T : *Menambahkan*

- S : Add
- T : *Mencampur*
- S : Blend
- T : *Menuang*
- S : Pour
- T : *Menyajikan*
- S : Serve
- T : *Pisau*
- S : Knife
- T : *Es batu*
- S : Ice cube
- T : *Oke yuk kita sama – sama mencoba tell the steps of making strawberry juice latihan menjelaskan how to make a strawberry juice bagaimana cara membuat jus strawberry. Kira – kira ada yang mau menyampaikan? Berdasarkan gambar yang Bu Wiji berikan*
- T : *Observe first, silakan diskusikan dengan kelompok sebentar saja. Ini baru latihan dulu silakan coba buat maybe you can arrange five steps bisa membuat mungkin lima langkah dari gambar ini. Lima menit saja five minutes karena nanti ada aktivitas yang kedua*
- (The students discuss in their own groups)*
- T : You can use the words in the slide to make the presentation *untuk membuat presentasi yang bagus*
- T : *Nanti produknya orally ya, secara lisan*
- T : Okay, this is the pictures *ini gambarnya (The teacher show the picture of steps)*
- T : Okay, class
- S : Yes
- T : Let Mrs Wiji help you for the first *nah Bu Wiji bantu dulu untuk langkah pertamanya and then you continue the next steps, okay? coba nanti dilanjutkan next steps langkah berikutnya*

- T : First step based on the picture, it should be prepare the fresh strawberries. This is just for an example. Next *yang mau mencoba silakan langsung ke depan, tulis dulu*. The second *langkah kedua apa kira – kira?*
- T : You can use *kamu bisa menggunakan kata cut tadi*, add *tambahkan mungkin, bisa juga blend gitu ya*. *Itu kan sudah menggunakan kata – kata yang Bu Wiji berikan tadi. Yak silakan*
(*The students participate by stepping forward and write their answers on the whiteboard - adding the next steps in the procedure text on how to make strawberry juice*)
- T : Okay, next steps
- T : *Ingat tadi Bu Wiji sudah menyediakan kata kerja* you can use the words when you want to make to tell how to make something
- T : *Yang lain boleh menambahkan kalau ada yang kurang biar lebih jelas lagi stepsnya*
- T : *Siapa yang mau melengkapi? Sudah yakin?Ada yang mau menambahkan?*
- T : Finish?
- S : Yes
- T : *Yuk kita baca sama – sama step one*
- S : Prepare the fresh strawberries
- T : Second
- S : Add sugar
- T : Third
- S : Add water and ice cube
- T : Fourth
- S : Blend the ingredients
- T : Fifth
- S : Pour the juice into a glass
- T : The last one
- S : Serve

T : *Nah ini tadi kan steps dari your product sepuluh tiga. Bagaimana nanti kalau misalnya diminta untuk menjelaskan ma'am. Bu Wiji kasih dulu just to remind you nanti when you have to present ketika nanti harus mempresentasikan your menu mungkin menu kalian nanti, don't forget to open by greeting first. Dengan cara apa nak?*

S : *Beri sapaan*

T : *Beri sapaan beri salam. Kemudian second stepsnya nanti apa introducing dulu perkenalan dulu, gitu ya. Kemudian tujuannya apa we want to tell you how to make. Good morning good day my name is bla bla I want to tell you how to make blab la. Kemudian nanti setelah selesai kan you explained the steps kalian nanti menjelaskan stepsnya kemudian setelah itu ada any question tanya jawab*

T : *Class*

S : *Yes*

T : *Jadi nanti greetings dulu ya, setelah greeting introducing, setelah introducing baru I want to tell you how to make. Kalau ini tadi how to make apa?*

S : *Strawberry juice*

T : *Coba sekarang dibuat dari buatan kalian ini tadi. Ada berapa langkah tadi nak?*

S : *Six*

T : *There are six steps. Ada yang mau mencoba menjelaskan seperti tadi langkah – langkahnya, good day class my name is blabla I want to tell you how to make a strawberry juice, first prepare second apa dan seterusnya. Ada yang mau mencoba? Gaada? Semuanya berdiri. Biar yang gak focus nanti Bu Wiji minta maju*

(The teacher conducts a game to engage student participation in learning by having them present procedure texts in front of the class)

(The rule is when teacher says good morning it followed by one clap, good afternoon followed by two claps, and good night just keep silent there is no clap)

T : *Everybody please stand up*

T : Class

S : Yes

T : When Mrs Wiji said good morning one clap, good afternoon two claps, and good night soundless no clap. Do you understand?

S : Yes

T : Let's try it first *dicoba dulu ya*

S : Ya

(Trial session)

T : *Nanti yang tidak focus atau konsentrasi berarti menjelaskan how to make strawberry juice*

T : Are you ready?

S : Ready

(The game is played until a student loses focus or makes a mistake)

T : *Oke, siapa tadi? Beri semangat dulu. Mas Afi akan menjelaskan bagaimana cara membuat jus stroberi. Oke perkenalan dulu, salam kan opening dulu ya. Gapapa ayo Mas Afi sebisanya*

S : *Gak bisa bu*

T : *Bisa. My name siapa gitu dulu.*

S :

T : *Oke berarti cari teman satu lagi. Please stand up*

T : Afi, help Mrs Wiji to watch your friend

S : *Nggih*

(The game is played once more until a student loses focus or makes a mistake)

T : *Oke beri tepuk tangan dulu kasih semangat. Difa dari opening dulu nanti dijelaskan*

T : *Oke opening dulu, introduce your name kemudian tujuannya apa gitu. Silakan Difa dan Afi*

(Two of the selected students learn to present the procedure text they have created together in class discussion)

T : Class

S : Yes

- T : *Jadi di akhir nanti setelah ini kalian akan berunding dalam kelompok. Nah jangan lupa nanti latihannya dimulai dari opening dulu seperti tadi kemudian sampaikan your purpose tujuan kalian how to make or how to do something. Okay?*
- S : *Oke*
- T : *Coba Bu Wiji ulang dulu tadi kata – katanya karena masih ada yang sleek of tongue. Memotong tadi apa?*
- S : *Cut*
- T : *Memotong*
- S : *Cut*
- T : *Meletakkan*
- S : *Put*
- T : *Menyiapkan*
- S : *Serve*
- T : *Serve menyajikan kalau menyiapkan apa?*
- S : *Prepare*
- T : *Menyiapkan*
- S : *Prepare*
- T : *Menyajikan*
- S : *Serve*
- T : *Menambahkan*
- S : *Add*
- T : *Es batu*
- S : *Ice cube*
- T : *Class class*
- S : *Yes yes*
- T : *Any question?*
- S : *No*
- T : *Sudah punya gambaran?*
- S : *Yes*

T : *Jadi setelah ini silakan satu anggota kelompok ke depan untuk mengambil gambar yang Bu Wiji berikan and then discuss with your friends the steps langkah – langkahnya seperti apa kemudian nanti Bu Wiji minta presentasi maju di depan berkelompok. Oke silakan ke depan*
(The group representatives take a series of pictures containing the steps of procedure text)

T : Your time to discuss is only ten minutes *waktu diskusinya hanya sepuluh menit*

T : Class

S : Yes

T : There is a question *ada pertanyaan disitu* in picture number three there are not only one fruit ma'am, but also another fruits how we explain *bagaimana menjelaskannya*. It's up to you *mau* one fruit *atau* mix fruit *gak masalah, gitu ya*

(The students initiate discussions in accordance with the provided instructions)

T : Class

S : Yes

T : Don't forget to convey it by opening first *jangan lupa nanti dengan opening dulu*

T : Two minutes left *dua menit lagi*

T : Ma'am *boleh gak nanti disampaikan ingredientsnya dulu bahan – bahannya? Off course tentu saja boleh*

T : Okay, class

S : Yes

T : Sorry the time is up *waktunya sudah habis*. Whatever the result *apapun hasilnya*

T : Who's want to share? No one? *Bu Wiji tadi lihat beberapa kelompok sudah ready banget, sangat amat disayangkan jika tidak disajikan di depan*

T : *Yok, Who's want to try? One two three four five? Gaada?*

T : *Sekali lagi Bu Wiji beri kesempatan*

(The fourth group try to present their result in front of class)

T : Class class

S : Yes yes

T : Pay attention to your friend, please

T : Class, please pay attention *nanti kalau ada yang mau diluruskan jika memang presentasinya ada yang perlu dibetulkan silakan dibetulkan. Oke?*

S : *Oke bu*

(Presentation begins)

T : Okay give applause *dulu untuk kelompoknya. Luar biasa sudah mau mencoba ya nak ya. Sudah membedakan yang duduk dan yang berdiri gimana sensasinya berbicara tadi?*

S : *Deg – degan bu*

T : *Rasanya dredeg bu, sampai ngomong manga jadi mengo gitu ya*

T : *Ada yang mau meralat mungkin pengucapannya? Ada kata apa tadi?*

S : *Mengo*

T : *Harusnya apa? Mango*

S : *Mango*

T : *Meskipun ketika diskusi Bu Wiji lihat sudah betul tadi, tapi karena grogi jadinya mengo*

T : *So how many steps ada berapa langkah tadi nak?*

S : *Five*

T : *Okay, sekali lagi beri tepuk tangan. Thank you*

T : *Next, siapa mau mencoba lagi? Group berapa? Apakah harus five steps ma'am? Enggak boleh lebih boleh kurang ya. Yak silakan one more group satu kelompok lagi. Gaada? One two three*

(The sixth group try to present their result in front of class)

T : *Oke group berapa ini?*

S : *Six*

T : *Okay give applause dulu untuk group six*

(Second group presentation begins)

- T : So, how many steps? *Tadi group four ada berapa langkah?*
- S : *Lima*
- T : Five steps and then group sixth how many steps?
- S : Five
- T : The same *ya, tapi awalnya berbeda. Prepare dulu tadi ya*
- S : *Iya*
- T : Okay, good job *untuk kelompok empat dan enam*
- T : Okay, class any question?
- S : No
- T : Last chance *kesempatan terakhir*. Because I see some faces want to share *Bu Wiji melihat beberapa wajah sudah mau maju mau mundur*. Now I give you the last chance *kesempatan terakhir*. *Yok sebelum Bu Wiji close* and then you will regret *nanti nyesel*. One two three four, no one?
- T : *Nanti yang kelompok empat sama enam tolong write your group members in the whatsapp group gitu ya, kan masuknya ke saving packet*
- T : Okay, last chance? One two three four five (*The teacher counts down*). Time is up give applause *untuk semuanya*
- S : (*Claps hand*)
- T : *Coba hari ini tadi kita belajar apa? What we learned today?*
- S : Procedure text
- T : And then? *Kita fokusnya pada apa? How to make tetapi secara orally secara*
- S : *Lisan*
- T : *Ada pertanyaan dulu?*
- S : No
- T : Any question?
- S : No
- T : How do you feel *bagaimana tadi rasanya pembelajaran hari ini?*
- S : *Deg – degan*
- T : *Kenapa deg – degan?*
- S : *Malu*

- T : *Kenapa malu? Pasti ada alasannya. Bagaimana rasanya pembelajaran hari ini?*
- S : Happy
- T : *Deg – degan tapi happy gitu ya. Kenapa happy? Seru – serunya dibagian mana tadi?*
- S : Ice breaking
- T : *Terus apa lagi? Pas presentasi gimana rasanya? Nerveous bu, panas dingin bu, blank, gitu ya nak? Oke tetapi kalian belajar banyak hal dari apa yang kalian lakukan hari ini*
- T : Class
- S : Yes
- T : *Minggu depan kita masih procedure text, tapi nanti tolong cari you can find any recipe resep or you can find manual book. Boleh mencari manual book atau receipe.*
- T : *Kelas lain ada yang mengatakan bu kalau misalnya itu seasoning bagaimana? Buku – buku kaya penyedap gitu belakangnya ada receipenya boleh gak? that's okay besok dibawa next meeting you will analyze it kita akan menganalisa bersama, oke?*
- S : *Oke*
- T : Any question?
- S : No
- T : *Kalau tidak ada kita tutup pertemuan hari ini dengan yel yel kelasnya*
- T : Class
- S : Yes
- T : Tenth three graders
- S : Super, good, fantastic
- T : Tenth three graders
- S : Super, good, fantastic
- T : See you next week, *wassalamualaikum warahmatullahi wabarakatuh*
- S : *Waalaiikumsalam warahmatullahi wabarakatuh*

Appendix 8 Observation Checklist

Observation Pointer	Observation Subject		Note
	Yes	No	
Does the teacher lead students to practice their English?	√		The teacher does lead students to practice their English. This means that the teacher takes an active role in guiding and facilitating activities or exercises aimed at improving the students' English language skills. It involved various activities such as conversation practice, vocabulary drills, grammar exercises, role-playing scenarios, or other interactive activities designed to enhance language proficiency. By leading students in these practices, the teacher helps them develop their speaking, listening, reading, and writing skills in English.
Does the teacher switch between languages during teaching learning process?	√		The teacher does switch between languages during the teaching learning process. This means that the teacher alternates between different languages as a part of their instructional approach. This could occur for particular reason which explain further in this study. By switching between languages strategically, the teacher aims to facilitate better understanding and engagement among students, making the learning process more accessible and inclusive.
Does the teacher use first language besides English in teaching learning process?	√		The teacher does use the first language besides English in the teaching learning process. This indicates that the teacher incorporates the students' native or primary language into instruction alongside English. Conditions and abilities of the students are taken into consideration when determining whether or not to implement code switching in the classroom. Moreover, the students' initial proficiency levels remain insufficient for the need of comprehensive English language instruction. By integrating the first language into the teaching learning process, the teacher aims to enhance understanding, engagement, and overall learning outcomes for all students.

Appendix 9 Transcript of Teacher's Interview

Teacher/Interviewee : Wiji Kurniasih, S.Pd.
 Researcher/Interviewer : Niken Aulia
 Day, Date : Monday, 29th January 2023

- R : *Assalamualaikum warahmatullahi wabarakatuh*
 T : *Walaikumsalam warahmatullahi wabarakatuh*
 R : Good afternoon, Miss Wiji
 T : Good afternoon, Mbak Niken
 R : Thank you for your time and willingness to conduct this interview session today
 T : Your welcome
 R : Let me ask you some question related to my research question about code switching used by english teacher in teaching learning process at tenth grade in this school
 T : Yaa
 R : Okay, the question is in the form of English but you can answer both in English or Indonesian
 T : Okay
 R : For the first question, do you use mostly first language or English in the classroom for English teaching and learning?
 T : For the first question, honestly mostly I use first language, Indonesian. *Jadi Bu Wiji seringnya menggunakan bahasa pertama atau bahasa Indonesia kadang juga pakai bahasa Jawa. Dibandingkan dengan bahasa Inggris*
 R : Second question, do you use first language at some points when teaching English to students in the classroom?
 T : Yes, of course *tentu saja. Bu Wiji menggunakan first language at some points, especially when giving some instruction memberi petunjuk.*

Biasanya Bu Wiji menggunakan petunjuk atau alur pembelajaran biasanya menggunakan bahasa Indonesia atau bahasa pertama

R : In which situation or part or phases, do you use first language when teaching English to students in classroom?

T : *Ketika introducing Bu Wiji menggunakan bahasa English. Biasanya saya menggunakan bahasa Indonesia itu kalau expanding vocabulary diulang – ulang penekanan karena anak – anak sering sekali salah dalam pengucapan atau pronunciationnya, gitu. Kemudian ketika merasa kesulitan berkomunikasi, ketika melihat anak – anak kok belum paham terhadap apa yang harus dilakukan atau intruksi pembelajaran, Bu Wiji menggunakan bahasa Inggris dulu tentunya tetapi kemudian saya juga menggunakan atau translate kedalam bahasa Indonesia, gitu. Kemudian ketika dibeberapa bagian anak – anak kok kelihatan jenuh mungkin, itu diselingi dengan humor – humor itu juga diselipi juga dengan bahasa Indonesia. Tetapi seringnya itu ketika saya merasa bahwa komunikasi dengan anak – anak ada kesulitan, seperti tadi mengenai instruksi pembelajaran dan vocab, gitu mbak Niken.*

R : What are the differences when teaching learning process conducted used most English and switch between languages?

T : *Kalau pertanyaannya diarahkan ke saya dan pembelajaran di kelas yang Bu Wiji ajar tentu saja ada perbedaannya, Mbak Niken. Kalau Bu Wiji menggunakan most English in the classroom kemungkinan yang terjadi itu anak – anak akan mengalami kebingungan karena melihat dari latar belakang kemampuan awal anak – anak. Dari sekolah setiap awal tahun pelajaran membuat assessment awal pembelajaran, nah disitu kita bisa melihat kemampuan awal anak. Itu menjadi dasar untuk pembelajaran di dalam kelas. Intinya kalau di kelas sepuluh ini, jika menggunakan bahasa Inggris terlalu most full gitu ya, yang terjadi kemungkinan tujuan pembelajaran tidak akan tercapai. Sehingga Bu Wiji sering mengcombine atau mentranslate bahasa Inggris ke bahasa Indonesia. Jadi keuntungannya kalau menggunakan bahasa Indonesia, anak – anak cepat menangkap apa*

yang harus dilakukan. Tentu saja kalau menggunakan bahasa Indonesia terus ada kerugiannya, anak – anak kurang familiar, kemudian mereka jadi ketergantungan, gitu.

R : It related to next question, what are the advantages and disadvantages of using first language at some phases of English teaching in the classroom?

T : *Seperti yang Bu Wiji sampaikan sebelumnya ya mbak. Kalau ada perbedaannya bisa ditarik keuntungan dan kerugiannya. Kalau menggunakan bahasa Indonesia terus, anak – anak sebenarnya bisa memahami apa tujuan pembelajaran dan apa yang harus dilakukan, mereka bisa mengikuti step by step apa yang sudah dirancang oleh saya terutama di RPP. Tetapi kerugiannya anak – anak jadi tidak familiar tidak terexposure Englishnya, mereka tidak mendapatkan lingkungan belajar yang memang nuansa Inggris full gitu, dan menjadi ketergantungan akan oh ini nanti akan ditranslate ke dalam bahasa Indonesia, gitu Mbak.*

R : So, why do you use code switching? and what factors do you consider when using code switching in the classroom?

T : *Mengapa saya menggunakan code switching, karena saya melihat bahwa code switching membantu untuk pencapaian tujuan pembelajaran, membantu tersampainya materi kepada anak – anak, membantu anak – anak dalam berproses dalam rangka tujuan pembelajarannya, Mbak Niken. Jadi saya menggunakan code switching karena alasan seperti itu, ditambah lagi dengan mohon maaf diawal Bu Wiji mengatakan bahwa kemampuan awal dari anak – anak memang masih belum memungkinkan untuk menerima pembelajaran full menggunakan bahasa Inggris. Jadi faktor apa yang membuat saya mempertimbangkan ketika menggunakan code switching tentu saja ya faktor kebutuhan dan karakteristik anak di dalam kelas. Karakter anaknya seperti apa gitu, tidak bisa saya menyamaratakan semuanya gitu, jadi tergantung kepada karakter anak dan kemampuan anak di kelas.*

R : What is your opinion about ‘using English only’ in English language teaching classroom?

- T : *Kalau menurut pendapat saya pribadi using English only itu sebenarnya bagus, karena memang tujuannya membuat anak terexposure terfasilitasi untuk pembelajaran dalam bahasa Inggris. Tetapi sekali lagi bahwasanya English itu kan bahasa, jadi kalau misalnya hanya dalam pembelajaran kelas saja itu nanti akan membuat anak – anak jadi ketakutan, karena mereka mungkin menganggap bahasa Inggris susah gitu ya, banyak yang beranggapan seperti itu karena memang takut diminta untuk ngomong pakai bahasa Inggris. Jadi menurut saya using English only itu bagus kalau memang untuk diterapkan pada anak – anak yang memang sudah memiliki bekal atau kemampuan dasar yang sudah baik.*
- R : Are there any official policies or regulations that are used as guide to teachers' use of first language and target language in the classroom?
- T : *Sampai sejauh ini yang Bu Wiji pahami tidak ada regulasi apalagi ini kurikulum merdeka ya. Sekali lagi semua guru dan juga guru bahasa Inggris itu tentunya di dalam kelas menyesuaikan dengan kemampuan anak, gaya belajar anak juga gitu, artinya tidak ada regulasi atau aturan ini harus nih menggunakan target language semuanya atau 50% 50% tidak ada. Jadi lebih*
- R : Conditional ya bu?
- T : *Jadi lebih ke conditional, melihat situasi, kemampuan, dan karakteristik anak.*
- R : So the last question, What is your suggestions or aspirations regarding to the code switching practice in the classroom?
- T : *Saran saya penggunaan code switching di dalam kelas, untuk situasi tertentu membantu tetapi tidak bisa dijadikan sebagai kewajiban, tidak. Tetapi itu hanya sebagai sarana untuk membantu proses pembelajaran agar anak bisa memahami apa yang kita sampaikan , gitu Mbak Niken.*
- R : Okay, that's all of the research question. Thank you for your answer and explanation it's quite clear, miss. Hopefully it can complete my research question.
- T : Your welcome. Aamiin

R : That's enough, miss. See you in the next occasion

T : Your welcome

R : *Wassalamualaikum warahmatullahi wabarakatuh*

T : *Walaikumsalam warahmatullahi wabarakatuh. Kalau misalnya ada yang kurang apa bisa hubungi Bu Wiji lagi ya*

R : *Siap bu, terima kasih kesediannya*

Appendix 10 Table of Code Switching Types Used by English Teacher in Teaching Learning Process at The Tenth Grade of SMA Negeri 1 Wonosegoro Boyolali in The Academic Year of 2023/2024

No	Code	Utterances	Types of CS
1	01/M1/Inter	Mrs Wiji want to say sorry. <i>Bu Wiji mohon maaf nggih</i> last meeting couldn't come to this class yeah.	Inter-sentential switching
2	02/M1/Inter	So, that's okay. <i>Gapapa ya nak?</i>	Inter-sentential switching
3	03/M1/Inter	Why. <i>Kenapa tidak membaca?</i>	Inter-sentential switching
4	04/M1/Inter	<i>Ada yang sudah baca materinya?</i> . Okay <i>belum ada yang membaca materinya gapapa.</i>	Inter-sentential switching
5	05/M1/Inter	I don't know why. <i>Bu Wiji gak tahu kenapa.</i>	Inter-sentential switching
6	06/M1/Inter	Have you ever made?. <i>Pernah membuat?</i>	Inter-sentential switching
7	07/M1/Inter	Who ever made an ice tea. <i>Siapa yang pernah membuat an ice tea?</i>	Inter-sentential switching
8	08/M1/Inter	How to make an ice tea the version of you?. <i>Siapa yang mau mencoba, ayok</i> to make an ice tea your version.	Inter-sentential switching
9	09/M1/Inter	You can use sugar and tea. <i>Setelah dimasukkan diapaian kemudian?</i>	Inter-sentential switching
10	10/M1/Inter	The last one. <i>Yang terakhir berarti apa?</i>	Inter-sentential switching
11	11/M1/Inter	Do you bring a charger?. Who bring a charger, please?. <i>Ada yang membawa charger?. Siapa yang membawa charger?</i>	Inter-sentential switching
12	12/M1/Inter	What we will learn today?. <i>Apa yang akan kita pelajari?</i>	Inter-sentential switching
13	13/M1/Inter	What is procedure text?. <i>Ada yang tahu?</i>	Inter-sentential switching
14	14/M1/Inter	<i>Jadi, manfaatnya adalah untuk</i>	Inter-sentential

		<i>menginformasikan</i> . To inform how to do or to make something.	switching
15	15/M1/Inter	When we know the information. <i>Kalau kita sudah tahu informasinya berarti manfaatnya untuk apa nak?</i>	Inter-sentential switching
16	16/M1/Tag	You can make something correctly. <i>Gitu ya, now we come to the material.</i>	Tag switching
17	17/M1/Inter	<i>Bu Wiji pernah share ya nak. Dan kalian belum sempat untuk membaca.</i>	Inter-sentential switching
18	18/M1/Inter	Fried rice in Indonesian, <i>namanya apa tadi?</i>	Inter-sentential switching
19	19/M1/Inter	From these three foods, <i>mana tadi yang pernah kalian buat?</i>	Inter-sentential switching
20	20/M1/Inter	<i>Siapa yang pernah menggunakan this thing, who ever operated this thing.</i>	Inter-sentential switching
21	21/M1/Inter	<i>Yang paling sering kalian pake, which one?</i>	Inter-sentential switching
22	22/M1/Inter	Hopefully, <i>harapannya setelah belajar procedure text.</i>	Inter-sentential switching
23	23/M1/Inter	<i>Kalian nanti bisa memahami. You can comprehend you can understand the social functions.</i>	Inter-sentential switching
24	24/M1/Intra	Now, pay attention the version of ice tea based on your friend from another school, <i>dari sekolah yang lain.</i>	Intra-sentential switching
25	25/M1/Inter	How many steps?. <i>Sudah menemukan berapa langkah tadi?</i>	Inter-sentential switching
26	26/M1/Inter	Let's check together. <i>Kita cek sama – sama coba ada berapa langkah.</i>	Inter-sentential switching
27	27/M1/Intra	<i>Ini masuk steps berapa nak?</i>	Intra-sentential switching
28	28/M1/Inter	<i>Berarti wait. Kamu diminta untuk apa nak?</i>	Inter-sentential switching
29	29/M1/Inter	<i>Masukkan gula into the glass. Yang</i>	Inter-sentential switching

		<i>keberapa tadi?</i>	
30	30/M1/Intra	<i>Apa next stepnya tadi?</i>	Intra-sentential switching
31	31/M1/Inter	Finally, <i>itu berarti artinya apa?</i>	Inter-sentential switching
32	32/M1/Inter	<i>Sampai sini paham dulu ya nak ya?</i> . Any question?.	Inter-sentential switching
33	33/M1/Inter	What is the social function?. <i>Apa sih fungsinya dari procedure text?</i> .	Inter-sentential switching
34	34/M1/Inter	Okay, would you like to help me to read this one?. <i>Ada yang mau membacakan?</i> .	Inter-sentential switching
35	35/M1/Inter	<i>Dari kata how to make or how to do something, nanti bisa disesuaikan</i> you can replace it by the topic or the goal of the text you read.	Inter-sentential switching
36	36/M1/Inter	Okay, <i>ada yang punya pendapat lain?</i> .	Inter-sentential switching
37	37/M1/Intra	<i>Sekarang, we talk about the generic structure.</i>	Intra-sentential switching
38	38/M1/Inter	Next, <i>kemudian bagian yang kedua?</i> .	Inter-sentential switching
39	39/M1/Inter	<i>Setelah kalian paham the social function, then the generic structure. Yang ketiga kita akan bahas tentang apa nak?</i> .	Inter-sentential switching
40	40/M1/Intra	<i>Apa sih ciri – ciri dari teks prosedur?. Yang pertama the first adalah penggunaan imperative sentence.</i>	Intra-sentential switching
41	41/M1/Inter	<i>Tolong dibaca contoh dari imperative sentence, example ada apa saja?</i> .	Inter-sentential switching
42	42/M1/Inter	<i>Kalau kita artikan, what is the meaning of cut?</i> .	Inter-sentential switching
43	43/M1/Inter	<i>Kalau dalam in the first sentence, jadi Imperative itu kalimat apa nak?</i> .	Inter-sentential switching
44	44/M1/Inter	When you use imperative, <i>biasanya diawali dengan verb satu atau verb dasar.</i>	Inter-sentential switching
45	45/M1/Inter	First, <i>apa artinya?</i> .	Inter-sentential switching

46	46/M1/Inter	You can find. <i>Kamu bisa menemukan</i> the first sentence <i>ini dibagian</i> goal, ingredients, or steps?.	Inter-sentential switching
47	47/M1/Inter	Stir well for two minutes. <i>Aduk dengan rata selama dua menit.</i>	Inter-sentential switching
48	48/M1/Inter	<i>Kalau teks prosedur itu kan macem – macem nanti bentuknya ya nak.</i> You can find in the form of recipe.	Inter-sentential switching
49	49/M1/Inter	<i>Kalau misalnya dalam tips,</i> you can include the summary or the conclusion there.	Inter-sentential switching
50	50/M1/Inter	<i>Kamu bisa memberikan</i> the conclusion there, but usually conclusion <i>itu termasuk dalam</i> steps.	Inter-sentential switching
51	51/M1/Inter	How many parts of the procedure text?. <i>Ada berapa bagian tadi nak?.</i>	Inter-sentential switching
52	52/M1/Intra	To make sure. <i>Untuk menyakinkan</i> that you understand about the social function and the generic structure of procedure text.	Intra-sentential switching
53	53/M1/Inter	Please count one to eight. <i>satu sampai delapan nanti kembali lagi satu sampai delapan.</i>	Inter-sentential switching
54	54/M1/Intra	Okay, please <i>yang ditunjuk</i> stand up.	Intra-sentential switching
55	55/M1/Inter	Your leader will take an envelope, <i>ini bukan untuk sumbangan ya.</i> In this envelope there some pieces of paper, it is a jumble of procedure text.	Inter-sentential switching
56	56/M1/Inter	Do you know what will you do with the envelope?. <i>Tahu ya tadi ya, diminta untuk apa tadi?.</i>	Inter-sentential switching
57	57/M1/Inter	<i>Silakan nanti strateginya masing – masing kelompok ya.</i> But Mrs Wiji can give you suggestion make sure you are sure enough before stick the paper using the glue.	Inter-sentential switching
58	58/M1/Inter	Do you need some additional time?.	Inter-sentential switching

		<i>Berapa menit?</i>	
59	59/M1/Inter	Ups sorry, the time is up. <i>Waktunya sudah habis anak – anak.</i>	Inter-sentential switching
60	60/M1/Intra	<i>Siapa yang belum have finished to arrange?</i>	Intra-sentential switching
61	61/M1/Intra	<i>Kelompok satu ya, sekarang kelompok satu stop dulu ya, that's okay.</i>	Intra-sentential switching
62	62/M1/Inter	<i>Bu Wiji mau beri kesempatan volunteer, kelompok mana yang mau mendiskusikan atau share your group result to your friends?</i>	Inter-sentential switching
63	63/M1/Inter	Up to you <i>terserah kamu, bagusnya pakai bahasa inggris gado – gado gapapa, gitu ya.</i>	Inter-sentential switching
64	64/M1/Inter	<i>Satu kelompok, of course. Itu kan kerja kelompok.</i>	Inter-sentential switching
65	65/M1/Inter	Group yang <i>pertama kali selesai, sama?. Dari urutan ingredientsnya juga sama?</i>	Inter-sentential switching
66	66/M1/Inter	<i>Kelompok enam di situ gapapa. Louder, yang keras.</i>	Inter-sentential switching
67	67/M1/Inter	Okay good, <i>paham salahnya ya? That's okay.</i>	Inter-sentential switching
68	68/M1/Intra	Thank you very much <i>untuk semua kelompok.</i>	Intra-sentential switching
69	69/M1/Inter	So far, any question <i>sampai sejauh ini ada pertanyaan?</i>	Inter-sentential switching
70	70/M1/Inter	What is the benefit of reading this text?. <i>Apa manfaat membaca teks ini?</i>	Inter-sentential switching
71	71/M1/Inter	Please find the answer!. <i>Tolong nanti diskusikan dengan kelompokmu.</i>	Inter-sentential switching
72	72/M1/Inter	Time is up. <i>Waktunya habis.</i>	Inter-sentential switching
73	73/M1/Inter	<i>Bedanya Group three mengatakan bahwa ini lebih tepat the readers saja, tidak ada listenersnya, karena teksnya dalam bentuk written tertulis.</i>	Inter-sentential switching

74	74/M1/Inter	Because these the words from the written text and then you discuss it in your group. <i>Beda lagi kalau misalnya in the spoken text, gitu ya.</i>	Inter-sentential switching
75	75/M1/Inter	<i>Tapi yang paling penting adalah, kamu mengetahui the social functionnya.</i>	Inter-sentential switching
76	76/M1/Inter	How do you feel?. <i>Bagaimana perasaanmu tadi selama diskusi?</i>	Inter-sentential switching
77	77/M1/Inter	<i>Oke yang sudah silakan dikumpulkan.</i> Submit the paper or your work, please.	Inter-sentential switching
78	78/M1/Intra	Can you mention from the last one?. <i>Yang terakhir bagian terakhir.</i>	Intra-sentential switching
79	79/M1/Inter	<i>Pertemuan berikutnya kita masih dalam procedure text, but you are focus on the writing activities.</i>	Inter-sentential switching
80	80/M1/Inter	Thank you very much for this day. <i>Terima kasih untuk hari ini ya nak.</i>	Inter-sentential switching
81	81/M2/Inter	Who is absent today?. <i>Yang tidak masuk hari ini siapa?</i>	Inter-sentential switching
82	82/M2/Inter	How do you feel now?. <i>Bagaimana perasaannya hari ini?</i>	Inter-sentential switching
83	83/M2/Intra	Do you still remember <i>pertemuan terakhir kita kemarin</i> we talk about?.	Intra-sentential switching
84	84/M2/Inter	How many parts?. <i>Ada berapa bagian?</i>	Inter-sentential switching
85	85/M2/Intra	The last one <i>yang terakhir?</i>	Intra-sentential switching
86	86/M2/Inter	<i>Masih ingat berarti ya. Tujuan dari procedure text adalah apa?</i>	Inter-sentential switching
87	87/M2/Inter	To inform the readers. <i>Kemudian ada berapa bagian tadi?</i>	Inter-sentential switching
88	88/M2/Inter	So we will make a grub. <i>Kita akan membuat kelompok to make sure, untuk menyakinkan bahwa kalian sudah paham belum tentang procedure text.</i>	Inter-sentential switching

89	89/M2/Inter	One group consist of four students. <i>Satu kelompok terdiri dari four students.</i>	Inter-sentential switching
90	90/M2/Inter	You can make a group with your partners or your friends. Which sit behind or beside you. <i>Silakan dibuat kelompoknya.</i>	Inter-sentential switching
91	91/M2/Inter	<i>Silakan duduknya face to face. Berhadapan – hadapan with your group.</i>	Inter-sentential switching
92	92/M2/Inter	The learning objective today. <i>Tujuan pembelajaran kita hari ini fokus pada speaking activity.</i>	Inter-sentential switching
93	93/M2/Inter	<i>Kalian bisa menghasilkan, you can produce a spoken text about procedure text. And then you communicate it, kemudian mengkomunikasikan.</i>	Inter-sentential switching
94	94/M2/Intra	So before going that. <i>Sebelum kesana, I have two examples of procedure texts.</i>	Intra-sentential switching
95	95/M2/Inter	There are two texts. <i>ada dua teks disini. Silakan dibaca dulu, you can read two examples of procedure texts.</i>	Inter-sentential switching
96	96/M2/Inter	I wanna you to compare the two texts. <i>Ibu ingin kalian membandingkan dua teks ini.</i>	Inter-sentential switching
97	97/M2/Inter	Please find and write. <i>Silakan temukan and then write the goals, the materials, the steps, and also the social function.</i>	Inter-sentential switching
98	98/M2/Inter	<i>Tolong perhatikan dulu. Pay attention to the rule of the steps. Baris untuk the stepsnya and also the column dan juga kolomnya tolong diperhatikan.</i>	Inter-sentential switching
99	99/M2/Inter	You don't need to write all the steps. <i>Kamu tidak perlu write all the steps.</i>	Inter-sentential switching
100	100/M2/Intra	Started from now <i>mulai dari sekarang silakan.</i>	Intra-sentential switching
101	101/M2/Inter	You can make mark in this paper. <i>Boleh buat coret – coretan di kertas ini.</i>	Inter-sentential switching
102	102/M2/Inter	The paper is become yours <i>kertasnya nanti jadi milikmu.</i>	Inter-sentential switching
103	103/M2/Inter	Sorry, the time is up. <i>Waktunya sudah habis.</i>	Inter-sentential switching

104	104/M2/Intra	Give applause <i>dulu untuk semuanya.</i>	Intra-sentential switching
105	105/M2/Intra	Ada kelompok yang want to share your group discussion your group result?.	Intra-sentential switching
106	106/M2/Inter	Stand up please. <i>Semuanya berdiri dulu.</i>	Inter-sentential switching
107	107/M2/Inter	Let's check first. <i>Kita cek dulu.</i>	Inter-sentential switching
108	108/M2/Inter	Others, <i>kelompok lain. Ada yang mau menambahkan?.</i>	Inter-sentential switching
109	109/M2/Inter	Who wants to try?. <i>Ayo siapa yang mau mencoba?.</i>	Inter-sentential switching
110	110/M2/Inter	Jangan lupa saving paket. <i>Kan setiap pertemuan yang aktif masuk ke saving paket.</i>	Inter-sentential switching
111	111/M2/Inter	Pay attention to your friends. <i>Silakan perhatikan temannya.</i>	Inter-sentential switching
112	112/M2/Inter	Maybe the others?. <i>Kelompok lain ada yang mau melengkapi?.</i>	Inter-sentential switching
113	113/M2/Inter	Yang lebih tepat mana nak?. How to do something or how to use something?.	Inter-sentential switching
114	114/M2/Intra	Karena lebih spesifik, good.	Intra-sentential switching
115	115/M2/Intra	Good job <i>untuk kelompok lima.</i>	Intra-sentential switching
116	116/M2/Intra	Still in group. <i>Masih dalam kelompok look at this one.</i>	Intra-sentential switching
117	117/M2/Inter	Mana yang kalian lebih suka?. Which one do you like the most?.	Inter-sentential switching
118	118/M2/Intra	All of the fruits are good for our healthy. <i>Bagus untuk kesehatan kita.</i>	Intra-sentential switching
119	119/M2/Intra	<i>Ini tadi sekilas tentang procedure text, social function, generic structure we discussed it.</i>	Intra-sentential switching
120	120/M2/Inter	Let's try, <i>yuk kita sama – sama. Coba buat tutorial how to make a fruit juice.</i>	Inter-sentential switching

121	121/M2/Inter	From this picture we can see. <i>Kita bisa melihat</i> how many pictures are they?.	Inter-sentential switching
122	122/M2/Inter	If you see this picture. <i>jika melihat gambar ini, ini termasuk bagian dalam</i> procedure text.	Inter-sentential switching
123	123/M2/Inter	You can use these words. <i>Kita nanti bisa menggunakan kata – kata yang ibu tulis di depan ini.</i>	Inter-sentential switching
124	124/M2/Inter	First put the strawberry into the blender. I <i>Kemudian apa?. Sesuai tadi ya nak.</i>	Inter-sentential switching
125	125/M2/Inter	<i>Nanti setelah ini masih dalam kelompok.</i> Mrs Wiji will give the series of picture. <i>Bu Wiji akan memberikan kamu serangkaian gambar.</i>	Inter-sentential switching
126	126/M2/Inter	Please discuss with your group. <i>Diskusikan dengan kelompokmu.</i>	Inter-sentential switching
127	127/M2/Inter	How to make them, <i>berdasarkan pada gambarnya. Tetapi nanti tidak dalam written form ya. Tidak dalam teks tertulis.</i>	Inter-sentential switching
128	128/M2/Inter	You have to convey it orally. <i>Nanti menyampaikannya secara orally, lisan.</i>	Inter-sentential switching
129	129/M2/Inter	Your time to discuss is only ten minutes. <i>Waktu kalian diskusi selama sepuluh menit.</i>	Inter-sentential switching
130	130/M2/Intra	Don't forget to set the goals first. <i>Tujuannya apa?.</i>	Intra-sentential switching
131	131/M2/Intra	<i>Kalau seperti tadi kan,</i> how to make strawberry juice.	Intra-sentential switching
132	132/M2/Intra	<i>Sudah separuh jalan,</i> five minutes left. <i>Lima menit lagi.</i>	Intra-sentential switching
133	133/M2/Inter	Practice with your friend. <i>Silakan praktek dengan temanmu mempraktekan saling menjelaskan berdasarkan kesepakatan dengan kelompoknya.</i>	Inter-sentential switching
134	134/M2/Inter	Please practice how to make something based on the picture with your vesion group. <i>Masih dua menit untuk praktek sebelum maju ke depan.</i>	Inter-sentential switching
135	135/M2/Intra	Over all good, <i>sekali lagi luar biasa</i>	Intra-sentential

		<i>partisipasinya.</i>	switching
136	136/M3/Inter	<i>Ada yang tidak masuk hari ini?. Who is absent today?.</i>	Inter-sentential switching
137	137/M3/Inter	<i>Do you still remember the material of last meeting?. Masih ingat gak materi pertemuan kemarin membahas tentang apa?.</i>	Inter-sentential switching
138	138/M3/Inter	<i>Apanya procedure yang kita bahas kemarin?. Social function, definition, and then?.</i>	Inter-sentential switching
139	139/M3/Inter	<i>How many. Artinya apa nak?.</i>	Inter-sentential switching
140	140/M3/Inter	<i>Do you still remember the .groups?. Masih ingat kelompoknya?</i>	Inter-sentential switching
141	141/M3/Inter	<i>Sebelum ke kelompok ibu tanya dulu. Dalam dunia sehari – hari kita procedure text itu ditemukan dalam bentuk apa nak?.</i>	Inter-sentential switching
142	142/M3/Inter	<i>Ketika kamu beli something maybe an electronic device. And then you receive, menerima apa itu?.</i>	Inter-sentential switching
143	143/M3/Inter	<i>How many groups?. Ada berapa kelompok kemarin?.</i>	Inter-sentential switching
144	144/M3/Inter	<i>Silakan duduk. Sit with your group members. Duduk bersama dengan anggota kelompoknya.</i>	Inter-sentential switching
145	145/M3/Inter	<i>The learning objective today. Jadi tujuan pembelajaran kita hari ini adalah anak – anak nanti mampu menyusun teks prosedur secara lisan dan nanti mengkomunikasikan.</i>	Inter-sentential switching
146	146/M3/Inter	<i>I have two texts here. Ibu punya dua teks disini.</i>	Inter-sentential switching
147	147/M3/Inter	<i>Coba diperhatikan dulu dipahami dulu the content. And find temukan the goal of the text.</i>	Inter-sentential switching
148	148/M3/Inter	<i>Paragraf pertama, how to use a blender?. The first paragraph las sentence.</i>	Inter-sentential switching
149	149/M3/Inter	<i>How about text two?. Bagaimana dengan teks dua?.</i>	Inter-sentential switching

150	150/M3/Intra	<i>Jadi tujuan dari teks dua to make a pencil box.</i>	Intra-sentential switching
151	151/M3/Inter	<i>Jadi teks satu fokus pada how to do something or to use something. Kalau teks dua how to make something.</i>	Inter-sentential switching
152	152/M3/Inter	<i>How do you make a juice from these fruits?. Gimana caranya membuat jus nak.</i>	Inter-sentential switching
153	153/M3/Inter	<i>Next question, picture one. Disebut dengan apa nak?.</i>	Inter-sentential switching
154	154/M3/Inter	<i>Now I have some words here. Ibu punya beberapa kata disini ya.</i>	Inter-sentential switching
155	155/M3/Inter	<i>It is very helpful for you to make a procedure text orally. Nanti akan membantu kata – kata ini ketika kamu membuat teks prosedur.</i>	Inter-sentential switching
156	156/M3/Intra	<i>That's right tiga kali.</i>	Intra-sentential switching
157	157/M3/Inter	<i>Ibu ulang dalam bahasa Indonesia, and you answer in English.</i>	Inter-sentential switching
158	158/M3/Inter	<i>Yuk kita sama – sama mencoba. Tell the steps of making strawberry juice. Latihan menjelaskan how to make a strawberry juice. Bagaimana cara membuat jus strawberry.</i>	Inter-sentential switching
159	159/M3/Inter	<i>Berdasarkan gambar yang ibu berikan, observe first. Silakan diskusikan dengan kelompok sebentar saja.</i>	Inter-sentential switching
160	160/M3/Inter	<i>Ini baru latihan dulu silakan coba buat. Maybe you can arrange five steps. Bisa membuat mungkin lima langkah dari gambar ini.</i>	Inter-sentential switching
161	161/M3/Inter	<i>Lima menit saja. Five minutes karena nanti ada aktivitas yang kedua.</i>	Inter-sentential switching
162	162/M3/Intra	<i>You can use the words in the slide to make the presentation. Untuk membuat presentasi yang bagus.</i>	Intra-sentential switching
163	163/M3/Inter	<i>This is the pictures. Ini gambarnya.</i>	Inter-sentential switching

164	164/M3/Inter	Let me help you for the first. <i>Ibu bantu dulu untuk langkah pertamanya.</i> And then you continue the next steps.	Inter-sentential switching
165	165/M3/Inter	You can use cut. <i>Kamu bisa menggunakan kata cut tadi, add tambahkan mungkin, bisa juga blend gitu ya.</i>	Inter-sentential switching
166	166/M3/Inter	<i>Ingat tadi ibu sudah menyediakan kata kerja.</i> You can use the words when you want to make to tell how to make something.	Inter-sentential switching
167	167/M3/Inter	Finished?. <i>Yuk kita baca sama – sama</i> step one. Prepare the fresh strawberries.	Inter-sentential switching
168	168/M3/Inter	<i>Bu Wiji kasih dulu,</i> just to remind you. <i>Nanti</i> when you have to present. <i>Ketika nanti harus mempresentasikan</i> your menu <i>mungkin menu kalian nanti,</i> don't forget to open by greeting first.	Inter-sentential switching
169	169/M3/Inter	<i>Kemudian tujuannya apa?.</i> We want to tell you how to make.	Inter-sentential switching
170	170/M3/Inter	<i>Kemudian nanti setelah selesai kan,</i> you explained the steps. <i>Kalian nanti menjelaskan</i> stepsnya.	Inter-sentential switching
171	171/M3/Inter	There are six steps. <i>Ada yang mau mencoba menjelaskan seperti tadi langkah – langkahnya?.</i>	Inter-sentential switching
172	172/M3/Inter	<i>Nah jangan lupa nanti latihannya dimulai dari opening dulu.</i> <i>Seperti tadi kemudian sampaikan</i> your purpose <i>tujuan kalian.</i> How to make or how to do something.	Inter-sentential switching
173	173/M3/Inter	Serve is <i>menyajikan.</i> <i>Kalau menyiapkan apa?.</i>	Inter-sentential switching
174	174/M3/Inter	<i>Silakan satu anggota kelompok ke depan untuk mengambil gambar yang ibu berikan.</i> And then discuss with your friends the steps <i>langkah – langkahnya.</i>	Inter-sentential switching
175	175/M3/Inter	Don't forget to convey it by opening first. <i>Jangan lupa nanti dengan opening dulu.</i>	Inter-sentential switching
176	176/M3/Inter	Whatever the result. <i>Apapun hasilnya.</i>	Inter-sentential

			switching
177	177/M3/Inter	Please pay attention. <i>Nanti kalau ada yang mau diluruskan jika memang presentasinya ada yang perlu dibetulkan silakan dibetulkan.</i>	Inter-sentential switching
178	178/M3/Inter	The group sixth, how many steps?. The same ya?. <i>Tapi awalnya berbeda.</i>	Inter-sentential switching
179	179/M3/Intra	Any question, last chance?. <i>Kesempatan terakhir.</i>	Intra-sentential switching
180	180/M3/Inter	I see some faces want to share. <i>Bu Wiji melihat beberapa wajah sudah mau maju mau mundur.</i>	Inter-sentential switching
181	181/M3/Intra	Now I give you the last chance. <i>kesempatan terakhir.</i>	Intra-sentential switching
182	182/M3/Inter	<i>Coba hari ini tadi kita belajar apa?.</i> What we learned today?.	Inter-sentential switching
183	183/M3/Inter	How do you feel?. <i>Bagaimana tadi rasanya pembelajaran hari ini?.</i>	Inter-sentential switching

Appendix 11 Teacher's Lesson Plan

MODUL AJAR BAHASA INGGRIS SMA NEGERI 1 WONOSEGORO, BOYOLALI, JAWA TENGAH	CHAPTER 5 PROCEDURE TEXT
INFORMASI UMUM	
IDENTITAS	
MATA PELAJARAN : BAHASA INGGRIS PENYUSUN : WIJI KURNIASIH, S.Pd SEKOLAH : SMA NEGERI 1 WONOSEGORO TAHUN PEMBELAJARAN: 2023/2024 JENJANG : SMA ALOKASI WAKTU : 45 MENIT X 2 JP X 4 PERTEMUAN (360 MENIT) FASE CP : E DIMENSI CP : 1. MENYIMAK-BERBICARA (LISTENING-SPEAKING) 2. MEMBACA-MEMIRSA (READING-VIEWING) 3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)	
KOMPETENSI AWAL	
<ul style="list-style-type: none"> - Siswa telah memahami tentang bagaimana menyusun sebuah kalimat. - Siswa telah memahami cara menemukan ide pokok sebuah paragraf 	
PROFIL PELAJAR PANCASILA	MODEL PEMBELAJARAN
<ul style="list-style-type: none"> - Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia - Berkebhinekaan Global - Gotong Royong - Mandiri - Bernalar Kritis - Kreatif 	Menggunakan pendekatan berbasis text (Genre-Based Approach) Model Pembelajaran: - Tatap Muka
SARANA DAN PRASARANA	ASESMEN
Pembelajaran menggunakan media/Alat: Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet, Speaker	Individu & Kelompok Jenis: Unjuk Kerja & Tertulis
TARGET PESERTA DIDIK	
Peserta didik reguler /umum	

ISI MODUL

MATERI YANG AKAN DIPELAJARI

TEKS PROSEDUR (PROCEDURE TEXT)

Procedure text adalah sebuah teks yang memberikan kita perintah atau instruksi untuk melakukan sesuatu.

Tujuan dari *Procedure text* adalah untuk menggambarkan suatu perintah atau instruksi tentang bagaimana sesuatu dicapai sesuai urutan atau langkah-langkah yang benar.

Ciri ciri *Procedure text* :

- Biasanya judul diawali dengan "How to".
- Biasanya menggunakan *Simple Present Tense* dengan rumus (S+V₁)
- Berbentuk imperative/bentuk perintah
- Menggunakan *action verbs*, contoh: *make, take, boil, cook*,
- Menggunakan *temporal conjunctions*, contoh: *First, then, next, after that, last*
- Menggunakan *conjunctions* (kata penghubung) untuk mengurutkan kegiatan, misalnya *then, while*, dsb.
- Menggunakan *adverbs* (kata keterangan) untuk menyatakan rinci waktu, tempat, cara yang akurat, misalnya *for five minutes, 2 hours*, dsb.
- Menggunakan *adverbs* (kata keterangan) untuk menyatakan tahapan atau urutan, misalkan *the first, the second, the third, the last, etc.*

Generic Structure dari *Procedure text* :

- **Goal** : memberikan informasi tentang maksud dan tujuan prosedur dan memprediksi suatu kesimpulan.
- **Materials** : berisi daftar materi atau bahan-bahan yang dibutuhkan untuk melakukan suatu prosedur atau langkah-langkah.
- **Steps** : daftar urutan instruksi/aktivitas untuk mencapai tujuan dalam urutan langkah yang benar.

TUJUAN PEMBELAJARAN

1. Diperdengarkan beberapa *Procedure text* lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.
2. Peserta didik mampu menyusun *Procedure text* lisan dengan bahasa sendiri sesuai dengan gaya belajarnya.
3. Peserta didik mampu mempresentasikan *Procedure text* lisan di hadapan kelas dengan penuh tanggungjawab
4. Disediakan *Procedure text* tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri
5. Peserta didik mampu membuat *Procedure text* tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui :

1. Penggunaan jenis teks prosedur dalam kehidupan sehari-hari, terutama yang berhubungan dengan profesi di jurusannya.
2. Dalam pekerjaan, teks prosedur menjadi pedoman dalam safety working.

PERTANYAAN PEMANTIK

1. Do you always have a breakfast?
2. What food do you like most ?
3. What ingredients you need to make it ?
4. Do you need a device to make it?

LEARNING ACTIVITY

1st MEETING SPOKEN CYCLE

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.



2. memberikan pertanyaan pemantik berdasarkan gambar, seperti:

- It's very hot day, what drink do you like ?
- Can you make it ?
- What ingredients do you need ?

	<ul style="list-style-type: none"> - <i>Could you tell me the steps of making it ?</i> - <i>Which device you familiar enough?</i> <p>3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.</p> <p>5. Menjelaskan asesmen yang akan didapatkan peserta didik.</p>
<p>Kegiatan Inti (70 Menit)</p>	<p>1. Building Knowledge of the Field (BkoF)</p> <ul style="list-style-type: none"> - Peserta didik diminta untuk memahami beberapa teks prosedur lisan berbentuk audio MP3/Video. - Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang didengar yaitu menuliskan kosakata baru. <p>2. Modelling of the Text (MoT)</p> <ul style="list-style-type: none"> - Peserta didik mencari makna dari teks prosedur. - Peserta didik diberi penjelasan tentang struktur teks dan fungsi teks oleh guru. <p>3. Join Construction of the Text (JCoT)</p> <ul style="list-style-type: none"> - Peserta didik diberi teks acak procedure teks. - Peserta didik menyusun menjadi sebuah teks procedure yang runtut secara kelompok - Peserta didik mengkomunikasikan hasilnya di depan kelas
<p>Kegiatan Penutup (10 Menit)</p>	<p>1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i></p> <p>2. Menyimpulkan apa yang dipelajari hari ini.</p> <p>3. Menyampaikan agenda pertemuan berikutnya</p>

**Kegiatan Awal
(10 Menit)**

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- *What is your favorite fruit ?*
- *How do you consume that ?*

3. Mengingat materi pertemuan lalu

4. Menjelaskan tujuan pembelajaran dan materi yang akan dipelajari

**Kegiatan Inti
(70Menit)**

1. Building Knowledge of the Text
 - Peserta didik dikelompokkan berisi 4 orang
 - Peserta didik diberi 2 teks berkaitan sebuah prosedur
 - Peserta didik menganalisa struktur teks secara berkelompok
 - Peserta didik menyampaikan hasil diskusi
2. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang.
 - Peserta didik diperlihatkan gambar dalam slide presentasi berisi teks berkaitan sebuah prosedur.
 - Peserta didik membangun teks secara lisan dipandu oleh guru
3. Independent Construction of the Text (ICoT)
 - Peserta didik secara berkelompok 4 orang.
 - Peserta didik diberi sebuah gambar seri cara membuat sesuatu.
 - Peserta didik secara berkelompok membangun teks secara lisan.

	<ul style="list-style-type: none">- Peserta didik mempresentasikan hasil teksnya di depan kelas.
Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none">1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i>2. Menyimpulkan apa yang dipelajari hari ini.3. Menyampaikan agenda pertemuan berikutnya

Appendix 12 The Letter of Research Permission


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
 Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
 Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-45/Un.20/F.V/PP.00.9/01/2024 Sukoharjo, 5 Januari 2024
 Lamp. : -
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
 Kepala SMA Negeri 1 Wonosegoro, Boyolali
 di
 Tempat

Assalamu'alaikum Wr. Wb.
 Yang bertanda tangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **NIKEN AULIA**
 NIM : 206121082
 Program Studi : Pendidikan Bahasa Inggris
 Semester : 8
 Judul Skripsi : Code Switching Used by English Teacher in Teaching Learning Process At Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
 Adapun waktu penelitian pada tanggal 8 Januari 2024 sampai tanggal 31 Januari 2024.
 Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.


 Dekan
Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.
 NIP. 19710801 199903 1 003

Appendix 13 The Letter of Data Validator Assignment



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ADAB DAN BAHASA
 Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
 Website : www.uinsaid.ac.id E-mail : akademikfab.uinsaid@gmail.com

SURAT TUGAS
 Nomor : B-1026/Un.20/F.V/PP.00.9/02/2024

Assalamu'alaikum Wr. Wb.
 Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta dengan ini memberikan tugas kepada:

Nama : **Vilya Lakstian Catra Mulia, S.Hum., M.Hum.**
 NIP : -
 Sebagai : Validator Data

dalam proses penulisan skripsi mahasiswa :

Nama : **NIKEN AULIA**
 NIM : 206121082
 Jurusan / Prodi. : Pendidikan Bahasa Inggris
 Semester : 8
 Judul Skripsi : Code Switching Used by English Teacher in Teaching Learning Process at Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024

Demikian surat tugas ini disampaikan untuk dapat dilaksanakan sebagaimana mestinya. Atas kesediaan Saudara, kami sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Sukoharjo, 22 Februari 2024
 Dekan,



Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.
 NIP. 19710801 199903 1 003

Appendix 14 Data Validation Approval Sheet

DATA VALIDATION APPROVAL SHEET

Title : Code Switching Used by English Teacher in Teaching Learning Process at Tenth Grade of SMA Negeri 1 Wonosegoro, Boyolali in The Academic Year of 2023/2024

Name : Niken Aulia

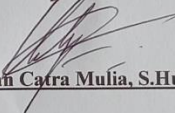
SRN : 206121082

Date : 27 February 2024

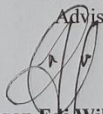
The undersigned below hereby declares that the data contained in this research has been validated and reviewed. Moreover, necessary advices to enhance the quality of this research have been provided to the researcher.

Sukoharjo, 27 February 2024

Validated by,
Validator


Vilya Lakstiah Catra Mulia, S.Hum., M.Hum.

Acknowledged by,
Advisor


Furqon Edji Wibowo, M.Pd.
NIP. 19890124 202321 1 011

Appendix 15 Documentation

The first observation was conducted on January, 18th 2024



The second observation was conducted on January, 22nd 2024



The third observation conducted on January, 29th 2024



The interview session conducted on January 29th 2024