

**AN ANALYSIS OF TEACHERS' CODE-SWITCHING PRACTICE
IN THE PROCESS OF TEACHING ENGLISH
AT SMAN 2 PADANG CERMIN
IN THE ACADEMIC YEAR OF 2016/2017**



**A Thesis
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

**By
ELIYA MURTAFAH
NPM. 13110400006**

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE UNIVERSITY OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2017**

ABSTRACT

AN ANALYSIS OF TEACHERS' CODE-SWITCHING PRACTICE IN THE PROCESS OF TEACHING ENGLISH AT SMAN 2 PADANG CERMIN IN THE ACADEMIC YEAR OF 2016/2017

**BY
ELIYA MURTAFAIAH**

Code-switching is a phenomenon that exists in bilingual/multilingual societies like in Indonesia where people use more than one language to communicate including in the process of teaching English at SMAN 2 Padang Cermin in the academic year of 2016/2017. Based on the preliminary research, the teachers practiced code-switching in order to help them in delivering materials. In the process of code-switching, the teachers practiced more Bahasa Indonesia than English and sometimes practiced their local language. The aims of this research were to investigate the types of code-switching, the functions of teachers' code-switching, and the languages involved.

This research was conducted through descriptive qualitative method. The researcher used purposeful sampling technique to determine the research subject. The researcher decided to choose two English teachers as the research subject. In collecting the data, the researcher used observation and interview. The researcher used data reduction, data display and conclusion drawing or verification in analyzing the data.

The findings from the data analysis indicated that the types of code-switching were found in three types: inter-sentential code-switching, intra-sentential code-switching, and tag-switching. The functions of code-switching used by English teachers were found for three functions: topic switch, affective function, and repetitive function. Moreover, there were four languages involved in the process of code-switching: English, Bahasa Indonesia, Arabic, and Sundanese.

Keywords: Code-Switching, Descriptive Qualitative Method, English Teaching Process

MOTTO

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَنُكُمُ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّلْعَلَمِينَ ٢٢

“And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned.” (Ar-Rum: 22).¹



¹ Adds-Ins AL-Qur'an and English Translation, *Ar-Rum:22*, Accessed on June 10th, 2017, from Microsoft Word 2013

DECLARATION

Name : Eliya Murtafiah
Student's Number : 1311040006
Thesis : An Analysis of Teachers' Code-Switching Practice in the
Process of Teaching English at SMAN 2 Padang Cermin in
the Academic Year of 2016/2017.

I hereby state that this thesis entitled: "An Analysis of Teachers' Code-Switching Practice in the Process of Teaching English at SMAN 2 Padang Cermin in the Academic Year of 2016/2017" is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.

Bandar Lampung, June 2017

The Researcher,

Eliya Murtafiah
NPM. 1311040006

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Suhendi and Mrs. Rumiwati who always love me, support me and keep on praying for my life and success.
2. My beloved sisters, Nurhasanah, Oktaviani, and Hafinza Regina Putri who always give me strength when I struggle in finishing this thesis.
3. My beloved best friend, Ahmad Fuadi Asy'ari who always supports me to finish this thesis.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.
5. My beloved friends in UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Eliya Murtafiah. She was born on April 25th, 1994 in Bunut, Pesawaran. She is the eldest child of Mr. Suhendi and Mrs. Rumiati. She has three beloved sisters, whose names are Nurhasanah, Oktaviani, and Hafinza Regina Putri.

The researcher entered Elementary School at SDN 1 Bunut in 2001 and finished in 2007. In the same year, she continued her study to SMPN 2 Padang Cermin finished in 2010. After that, she continued her study to SMAN 2 Padang Cermin and finished in 2013. Then she continued her study program at IAIN Raden Intan Lampung (now it is transformed into UIN Raden Intan Lampung) as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty. She was active in an organization, ESA (English Students Association) during her study.

The researcher started her job career since senior high school by helping her mother to sell kinds of clothes until now. At that time, the researcher also worked as an English tutor at Alma Star Course in Padang Cermin. She works as an English tutor since March 2017 in As-Sa'adah.

ACKNOWLEDGMENT

Alhamdulillah, the deepest gratitude to Allah SWT. This research would have never been completed without great love, grace, blessing, and mercy from Him. The researcher should thank for the invaluable physical and spiritual guide from Allah SWT which has been lent for her during the process of this research. Peace and salutation are addressed to the final, chosen, religious messenger, the Prophet Muhammad SAW.

This thesis entitled “An Analysis of Teachers’ Code-Switching Practice in the Process of Teaching English at SMAN 2 Padang Cermin in the Academic Year of 2016/2017” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirements to obtain S1- degree. Therefore, the researcher would like to express her greatest gratitude and appreciation, especially to:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Bambang Irfani, M.Pd, the advisor who spent this time in order to help, to give the researcher advise, and to support the researcher in finishing this thesis.

4. Deri Herdawan, M.Pd, the co-advisor who helped, guided, and supported the researcher in finishing this thesis.
5. Tamzir Zamka, S.Pd, the principal of SMAN 2 Padang Cermin and all the teachers and staff who have helped the researcher in collecting data.
6. Vivian Agustina, S.Pd, an English teacher of SMAN 2 Padang Cermin.
7. Arina, S.Pd, an English teacher of SMAN 2 Padang Cermin.
8. All lecturers of English Study Program of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
9. The researcher's parents and the big family who always pray, educate, provide countless material supports, and encourage with fully love so that she could finish this thesis and her study in UIN Raden Intan Lampung.
10. All friends of the English Study Program of UIN Raden Intan Lampung.

Finally, the researcher, from the deepest of heart expects this thesis can give advantages to the reader and the next researcher. The researcher also hopes for the reader to give any criticism for the betterment of this thesis.

Bandar Lampung, June 2017

The Researcher,

Eliya Murtafiah
NPM. 1311040006

TABLE OF CONTENTS

| | |
|-------------------------|------|
| THE TITLE SHEET..... | i |
| ABSTRACT | ii |
| APPROVAL SHEET | iii |
| ADMISSION..... | iv |
| MOTTO | v |
| DECLARATION | vi |
| DEDICATION | vii |
| CURRICULUM VITAE..... | viii |
| ACKNOWLEDGMENT..... | ix |
| TABLE OF CONTENTS..... | xi |
| LIST OF TABLES | xiii |
| LIST OF APPENDICES..... | xiv |

CHAPTER I INTRODUCTION

| | |
|--|---|
| A. Background of the Problem..... | 1 |
| B. Identification of the Problem | 7 |
| C. Limitation of the Problem..... | 7 |
| D. Formulation of the Problem..... | 8 |
| E. Objective of the Research..... | 8 |
| F. Significance of the Research..... | 8 |
| G. Scope of the Research | 9 |

CHAPTER II REVIEW OF LITERATURE

| | |
|---|----|
| A. Teaching English as a Foreign Language..... | 10 |
| B. Bilingualism and Multilingualism | 12 |
| 1. Definition of Bilingualism and Multilingualism.... | 13 |
| 2. Types of Bilingualism | 17 |

| | |
|---|-----------|
| 3. The Fundamentals for Bilingualism and Multilingualism | 23 |
| C. Pertinent Ideas of Code-switching | 25 |
| 1. Definition of Code-switching..... | 25 |
| 2. Types of Code-switching | 28 |
| 3. Functions of Code-switching | 34 |
| a. Functions of Code-Switching in Bilingual Community Context..... | 34 |
| b. The Functions of Teachers' Code-Switching... | 38 |
| D. Analysis of Code-Switching in EFL Classroom..... | 41 |
| | |
| CHAPTER III RESEARCH METHODOLOGY | |
| A. Research Design..... | 44 |
| B. Research Subject | 45 |
| C. Data Collecting Technique..... | 46 |
| D. Research Procedure | 49 |
| E. Truthworthiness of Data..... | 50 |
| F. Data Analysis | 52 |
| | |
| CHAPTER IV FINDINGS AND DISCUSSION | |
| A. Data Analysis | 55 |
| 1. Data Reduction..... | 55 |
| 2. Data Display..... | 58 |
| 3. Conclusion Drawing/Verification | 63 |
| B. Discussion of Findings | 65 |
| 1. The Types of Code-switching Commonly Practiced by the Teachers..... | 66 |
| 2. The Functions of Teachers' Code-Switching | 69 |
| 3. The Languages Involved in the Practice of Code-Switching by the Teachers | 74 |
| | |
| CHAPTER V CONCLUSION AND SUGGESTION | |
| A. Conclusion | 77 |
| B. Suggestion..... | 78 |
| | |
| REFERENCES | 80 |
| APPENDICES..... | 84 |

LIST OF TABLES

| | Page |
|--|-------------|
| Table 1. Types of Code-Switching's Examples..... | 31 |
| Table 2. Specification of Observation..... | 47 |
| Table 3. Specification of Interview..... | 48 |
| Table 4. Types of Code-Switching Practiced by the Teachers..... | 59 |
| Table 5. Functions of Teachers' Code-Switching..... | 60 |
| Table 6. Distribution of Language Practiced by the Teachers..... | 61 |
| Table 7. Interview Result..... | 62 |

LIST OF APPENDICES

| | Page |
|--|-------------|
| Appendix 1A. Interview Guideline for the Teachers in the Preliminary Research | 85 |
| Appendix 1B. Transcription of Teachers' Interview in the Preliminary Research | 86 |
| Appendix 1C. Result of Teachers' Interview in the Preliminary Research | 91 |
| Appendix 1D. Observation Result in the Preliminary Research..... | 95 |
| Appendix 2A. Interview Guideline for the Teachers of the Research | 96 |
| Appendix 2B. Transcription of Teachers' Interview in the Research..... | 97 |
| Appendix 2C. Result of Teachers' Interview in the Research..... | 102 |
| Appendix 3A. Transcription of Classroom Observation in the Research..... | 105 |
| Appendix 3B. Result of Observation in the Research..... | 128 |
| Appendix 4. Photos Evidence of the Research..... | 168 |

CHAPTER I INTRODUCTION

A. Background of the Problem

English has spread most rapidly and extensively across global. It has become a global language. English in Indonesia is a foreign language which is taught in the formal educational system from primary level to college level. It means that teaching English as one of the subjects in the classroom is founded on the curriculum used. The term curriculum covers all the arrangements the school makes for the students' learning and development. It includes the content of courses, student activities, teaching approaches, and the way in which teachers and classes are organized. Brown defines curriculum as a series of activities that will provide a framework that helps teachers and students.² It can be stated that curriculum is the guidance for the teacher in determining his/her ways or strategies in doing the teaching process and it is also the guidance for the students in reaching what they expect in their learning process.

However, Indonesia is the country made up of a plurality of ethnic groups, cultures, and languages where the people have a language they acquired from their immediate environment after birth. The acquisition of two languages from birth on is also an important topic in the studies of bilingualism.³ Moreover, in a

² James Dean Brown, *The Elements of Language Curriculum: A Systematic Approach to Program Development* (Boston: Heinle & Heinle Publishers, 1995), p. 19

³ Katja F. Cantone, *Code-Switching in Bilingual Children* (Dordrecht: Springer, 2007), p. 1

formal situation like at schools, Indonesian people also have Bahasa Indonesia as unity language to be used. That is why Indonesian people become bilingual even multilingual. Thus, in the process of teaching English, there are instances where the language changes from English to the native language of the teachers and the students. As West in Broughton states that the foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue. It is a useful general rule that intensive words and items are of secondary importance to a foreign language learner, however common they may be.⁴ Therefore, the foreign language is treated equally to the other school subjects with its homework and tests to fulfill school grade.

Because another language presents in the language classroom as well besides English, it leads to a situation in which codes are switched. Code-switching is an important tool of bilingualism or multilingualism. Anyone in the society knows more than one language and able to speak more than one language chooses between them according to circumstances.⁵ Bokamba in Ayeomonidefines that code-switching is the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech

⁴Geoffrey Broughton, *et. al. Teaching English as a Foreign Language (2nd Ed)* (New York: Routledge, 1980), p. 8

⁵Iesar Ahmad, Mohammed Mahmoud Talal Mohaidat, Kesavan Vadakalur Elumai, Code Switching and Code Mixing. *ELT Voice-India' International Journal for Teachers of English*, Vol. 5(1), 2015, p. 47, Accessed on March 20th, 2016, from http://eltvoices.in/Volume5/Issue_1/EVI_51_7.pdf

event.⁶ In line with Bokamba in Ayeomoni, Trousdale states that code switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire.⁷ While Gumperz in Mujiono has argued that code switching is a conversational strategy, the function of which is to express social meanings.⁸ Based on the definitions from the experts above, the researcher concludes that code switching is the mixing of words, phrases, and sentences where a speaker will alternate between two varieties (code) in conversation as a conversational strategy, the function of which is to express social meanings. Therefore, code-switching is usually a natural part of language classroom interaction.

Although it is a natural phenomenon, this activity brings the teachers to a very dilemmatic situation. The teachers should focus in reaching the aim of teaching English based on the curriculum that is to enable students to reach the functional level in a sense that they can communicate in spoken and written.⁹ It means the students are guided to practice English by the teachers. But in the process of

⁶Ayeomoni, Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community. *Nordic Journal of African Studies*, Vol. 15(1), 2006, p. 91, Accessed on April 25th, 2016, from <http://www.njas.helsinki.fi/pdf-files/vol15num1/ayeomoni.pdf>

⁷Trousdale, *An Introduction to English Sociolinguistics* (Edinburgh: Edinburgh University Press, 2010), p. 19

⁸Mujiono, Code-Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities. *International Journal of Linguistics*, Vol. 5(2), 2013, p. 50, Accessed on April 25th, 2016, from <http://www.macrothink.org/journal/index.php/ijl/article/viewFile/3561/pdf>

⁹Salinan Lampiran III Permendikbud Republik Indonesia No. 59, 2014, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah Poin VI*, Accessed on April 25th, 2016, from <http://www.hukumonline.com/pusatdata/downloadfile/lt53f5b32385e39/parent/lt53f5b2c0754d5>

teaching English, the use of code-switching makes the teachers overly contented to use Bahasa Indonesia than English and the teaching was still directed to the "teacher-centered" and it made the students be incompetent in English skills.

Based on preliminary research conducted at SMAN 2 Padang Cermin. In this preliminary research, the researcher did the preliminary research by interviewing the English teachers and observing the English classrooms. The researcher found that the English teachers there switch the language, English to Bahasa Indonesia or conversely or sometimes to their local language like Sundanese in the teaching process as a strategy to work on their difficulties in teaching English. They believed it may help them in delivering materials because using English instructions during the language teaching process was not supported well by the students and the lack of the teachers in English itself. As the result of the interview, the teachers believed that switching the language may help students in understanding the materials.¹⁰ Thus, for these reasons, the teachers at SMAN 2 Padang Cermin frequently switched Bahasa Indonesia and English or another alternative language interchangeably at times to make the students understand the subject matter. Subsequent to the preliminary research, the researcher deduced that the teachers there switch the language on purpose.

¹⁰Vivian Agustina, Arina, and SigitPurnomo, The English Teachers of SMAN 2 Padang Cermin, *An Interview*, on May 20th, 2016, Unpublished

Yletyinen in her thesis about the functions of code-switching in EFL classroom discourse found that code-switching in EFL classroom is employed for varied reasons, those functions being social, discourse and pedagogical.¹¹

While Ulfah in her thesis about the use of code-switching by English teachers in foreign language classroom found that there were three types of code-switching used by the English teachers in the classroom, they were: (a) inter-sentential code-switching, (b) intra-sentential code-switching, and (c) tag-switching. The functions commonly used by the English teachers in the foreign language classroom purposed also for some motive, these functions were: (a) topic switch, (b) affective function, and (c) repetitive function.¹²

In line with Yletyinen and Ulfah, Hidayati in her thesis about code switching and code mixing in the teaching and learning process found that a code switching and a code mixing were indeed to make the teaching and learning process run smoothly. She also found that there were several factors that made a code switching and a code mixing used, namely: (1) owing to the teachers lack of knowledge; (2) ease of expressions; (3) translation; (4) repetitive factors; (5)

¹¹Hanna Yletyinen, *The Functions of Codeswitching in EFL Classroom Discourse* (Jyväskylä: University of Jyväskylä, 2004), Unpublished, p. 105, Accessed on April 28th 2016, from https://www.academia.edu/8072247/THE_FUNCTIONS_OF_CODESWITCHING_IN_EFL_CLASSROOM

¹²Nur Maria Ulfah, *The Use of Code-Switching by English Teachers in Foreign Language Classroom* (Makassar: Makassar Muhammadiyah University, 2014), Unpublished, p. 61, Accessed on April 28th 2016, from https://www.academia.edu/11450523/THE_USE_OF_CODE-SWITCHING_BY_ENGLISH_TEACHERS_IN_FOREIGN_LANGUAGE_CLASSROOM_A_DESCRRIPTIVE_STUDY_AT_SMAN_1_PANGSID_

socializing function; and (6) others (a custom).¹³Svendsen in her thesis about the influences of code-switching in ESL Classroom in connection to language development found that code-switching is a beneficial language strategy pertaining to pupils' oral language development. Specifically, code-switching can be used as a language strategy in the classroom, as it may contribute to conversation and keep conversations to abate.¹⁴

As such, the previous researches above have similarity with this research in investigating code-switching which focused on the issue of the types and the functions of code-switching. After did the preliminary research, the researcher realized that the existence of native language cannot be separated from English as the target language learned which guided to the emergence of code-switching. The researcher considered to find out whether the practice of code-switching by the teachers was useful or not in the classroom. Therefore, based on the background above, the researcher carried out a research on "An Analysis of Teachers' Code-Switching Practice in the Process of Teaching English at SMAN 2 Padang Cermin in the Academic Year of 2016/2017".

¹³ Mawaddah Hidayati, *Code Switching and Code Mixing Found in the Teaching and Learning Process at the Fifth Grade of Paramount School Palembang* (Palembang: State Islamic University Raden Fatah Palembang, 2015), Unpublished, p. 5, Accessed on April 28th 2016, from <http://eprints.unsri.ac.id/6255/1/231-246-1-PB.pdf>

¹⁴Emelie Svendsen, *The Influences of Code-switching in the Second Language Classroom in Connection to Language Development* (Malmö: Malmö Högskola University, 2014), Unpublished, p. 29, Accessed on April 28th, 2016, from <https://dspace.mah.se/bitstream/handle/2043/18110/Svendsen>

B. Identification of the Problem

On the basis of the background above, the researcher identified the problem as follows:

1. Code-switching occurred during language teaching process frequently.
2. Code-switching was practiced by the teachers for some reasons.
3. The functions of code-switching were believed to help the students to acquire the target language, English.
4. Code-switching committed by the teachers involved several languages.

C. Limitation of the Problem

To limit the investigation of this research, the researcher focused on analyzing the practice of code-switching by the teachers in the teaching process. In order to analyze the teachers' code-switching practice, the researcher looked at issues such as the types of code-switching, the functions, and the languages are involved in the process of code-switching practiced by the teachers.

D. Formulation of the Problem

Based on the background above, the researcher formulates some research questions as follows:

1. What are the types of code switching commonly practiced by the teachers in teaching process in English classroom of SMAN 2 Padang Cermin in the academic year of 2016/2017?
2. What are the functions of teachers' code-switching?

3. What languages are involved in the practice of code-switching by the teachers?

E. Objective of the Research

There are three objectives of this research as follows:

1. To know and describe the types of code-switching commonly practiced by the teacher in the teaching process.
2. To ascertain the functions of code-switching practiced by the teachers.
3. To detect what languages are involved in the practice of code-switching by the teachers.

F. Significance of the Research

The researcher expected the result of the research could be used:

1. Theoretically

Giving information to the readers about the practice of code-switching by the teachers in the classrooms.

2. Practically

Reminding the English teachers to practice code-switching wisely. Code-switching should be allowed whenever necessary with the students in a specific situation and to practice English instruction more often than mother language in the classroom. Thus, the aim of teaching based on the curriculum may be reached. That is to increase students' English competencies.

G. Scope of the Research

The researcher divided the scope of the research into four parts, they are:

1. Subject of the Research

The subject of the research was English teachers at SMAN 2 Padang Cermin.

2. Object of the Research

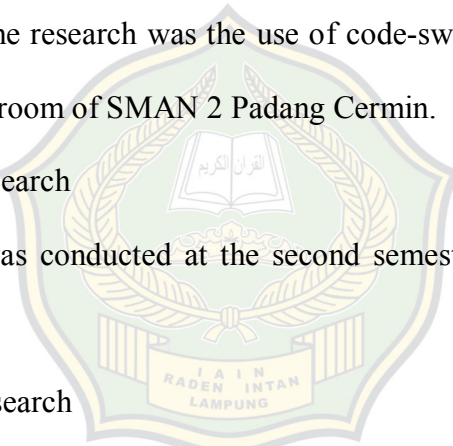
The object of the research was the use of code-switching in teaching process in English classroom of SMAN 2 Padang Cermin.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2016/2017.

4. Place of the Research

The research was conducted at SMAN 2 Padang Cermin.



CHAPTER II REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

There is no doubt that we are living in times of great change. We are aware of many changes occurring globally, including the use of language. These days English is viewed as a language which gives you access to the world as the effect of the development of times. Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories).¹⁵ It can be concluded that teaching English in the countries where English is only a foreign language may differ to teach English in the countries where English is a second language and it also differs to teach English in the countries where English is a native language. People learn English depend on the conditions of the language is used in their daily communication.

Indeed, bringing English as a foreign language to the classroom means connecting students to the world that is culturally different from their own. It means that in the process of language acquisition, the teachers should ensure that the students can practice English well. This is proper with Harmer's statement, he states that in a classroom, a major part of the teachers' job is to expose the students to the

¹⁵ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 20

language so that they can use it later.¹⁶Jenkins in Harmer's book suggests that we should change what we teach. Instead of conforming to a native standard such as British English, students' need to learn not (a variety of) English, but about English's, their similarities and differences, issues involved in intelligibility, the strong links between language and identity, and so on.¹⁷While, Allwright in harmer states that if the language teacher's management activities are directed exclusively at involving the students in solving communication problems in the target language, then language learning will take care of itself.¹⁸ From the descriptions above, it is clearly seen that the teachers are expected to guide the students to practice English.

In Indonesia where the people are bilingual even multilingual, English is being taught as a foreign language with a view to enhance an international communication. Setiyadi states that English is not spoken in the society. It is learned by talking about grammatical rules of English and errors are always corrected because accuracy is really the focus in learning English.¹⁹He also states that English is really a foreign language for language learners in Indonesia.²⁰ It means that in Indonesia, English is just learned at schools and students do not really use English in the society because they usually use their mother language,

¹⁶ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of Language Teaching* (New York: Longman, 1998), p. 52

¹⁷ Harmer, *The Practice of English Language Teaching (4th Ed)* (New York: Longman, 2007), p. 21

¹⁸ *Ibid*, p. 52

¹⁹ Ag. Bambang Setiyadi, *Op. Cit*, p. 21

²⁰ *Ibid*, p. 22

Bahasa Indonesia or their local languages. Consequently, the most important thing in teaching English as a foreign language in Indonesia is that the teacher should have a good preparation before teaching, to make sure that the students feel positive about learning and to encourage the students to use the target language in the teaching process.

Agreeable to the reason that English is a foreign language that should be taught by the teachers in the classrooms in Indonesia, the teachers should provide better English classroom setting. Thus, the students may learn English precisely. Since the use of mother language cannot be avoided by the teachers because of some reasons such as the importance of maintaining students' motivation to learn English when the students get a confusion to understand the materials explained, the lack of vocabularies, and so on, the teachers consider switching the languages. The use of code-switching in English classrooms in Indonesia becomes a part of teaching process consciously even unconsciously.

B. Bilingualism and Multilingualism

Language as a social and cultural phenomenon cannot be studied without the social context in which communication takes place including the teaching process at school. The teachers' phenomenon of switching the languages in the classroom like in Indonesia is one of the consequences of the ability to use two or more languages which is called as bilingualism and multilingualism. Moreover, the

terms bilingualism and multilingualism are widely used to refer to individuals who have obtained the ability to use more than one language.

1. Definition of Bilingualism and Multilingualism

Bilingualism is a world-wide phenomenon today. The notion of bilingualism is especially overused in an informal way, in that a person is said to be bilingual when s/he know more than one language.²¹ However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. It means that a bilingual person could be the one that can speak two languages perfectly. Others would, however, suggest that even a minimal knowledge of both languages is enough to qualify as a bilingual.

According to Myers-Scotton in Schmidt, Bilingualism is the ability to use two or more languages sufficiently to carry on a limited casual conversation.²² While Mackey in Schmidt defines bilingualism is a behavioral pattern of mutually modifying linguistic practices varying in degree, function, alternation, and interference. Moreover, he states that bilingualism is not a phenomenon of language; it is a characteristic of its use.²³ Based on the definitions of bilingualism from the experts above, the researcher constructs

²¹Katja F. Cantone, *Code-Switching in Bilingual Children* (Dordrecht: Springer, 2007), p. 1

²²Anastasia Schmidt, *Between the Languages: Code-switching in Bilingual Communication* (Hamburg: Anchor Academic Publisher, 2015), p. 7

²³*Ibid*, p. 8

that bilingualism is the ability to use two or more languages a behavioral pattern of mutually modifying linguistic practices varying in degree, function, alternation, and interference to carry on a limited casual conversation.

In addition, Ellainein Diptastates that bilingualism is the study of those who speak two or more languages, when and where they speak each and the effect of one language on the other.²⁴ While Groot states that people who only possess some minimal competence in one of the four linguistic skills may regard as bilingual.²⁵ She also adds that even people who are in an initial stage of second language learning count as bilingual.²⁶ Grounded on several definitions of bilingualism above, it can be concluded that bilingualism is the study of those who speak two or more languages and the people who only possess some minimal competence in one of the four linguistic skills even in an initial stage of second language learning.

Meanwhile, multilingualism is the use of three or more languages by an individual or by a group of speakers, such as the inhabitants at a particular region or nation. As Hoffmann's statement in

²⁴Dinar Dipta, *A Case Study of Code-Switching Strategies by English Teachers in the Accelerated Classroom Program* (Surakarta: SebelasMaret University, 2014), Unpublished, p. 11, Accessed on September 28th, 2016 from <https://eprints.uns.ac.id/23413/>

²⁵Annette M. B. de Groot, *Language and Cognition in Bilinguals and Multilinguals: An Introduction* (New York: Pshycology Press, 2011), p. 4

²⁶*Ibid*

Sumarsih, *et. al*, multilingualism is seen as a social phenomenon.²⁷ While Kroch and Pintzkin Braunmüller and Ferraresi state that multilingualism is an innate property of the human being, and linguistic change is due to a competition among different grammars, one of which eventually gets the better of the others.²⁸ From the definitions above, it can be concluded that multilingualism is a social phenomenon where an individual or group of speakers use three or more languages and do linguistic change.

In addition, European Commission, Directorate-General Education and Culture has conducted the study about multilingualism. It refers exclusively to the presence of several languages in a given space, independently of those who use them: for example, the fact that two languages are present in the same geographical area does not indicate whether inhabitants know both languages, or only one.²⁹ It can be concluded that the definitions of multilingualism as used here centers on the practice of using more than one language, to varying degrees of proficiency, among individuals and societies. It includes individuals who use one language at home and another (or others) outside the home; it means people who have equal ability in two or three languages; it includes people who can function much better in one language

²⁷Sumarsih, *et. al*, Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics. *English Language and Literature Studies*, Vol. 4(1), 2014, p. 78, Accessed on April 25th, 2016 from <http://www.ccsenet.org/journal/index.php/ells/article/download/34566/19693>

²⁸Kurt Braunmüller and Gisella Ferraresi (Ed), *Aspects of Multilingualism in European Language History* (Philadelphia: John Benjamins Publishing Company, 2003), p. 4

²⁹ European Commission, *Compendium Part One: Multilingualism and Creativity Towards an Evidence-base* (Brussels: European Commission Publisher, 2009), p. 3

but who can still communicate in another (or other) language(s); it refers to societies and nation-states who use more than one language in a variety of situations to varying degrees.

Moreover, Schmidt states that multilingualism refers to societies where more than two languages are found.³⁰ Based on the explanations above, it can be summarized that multilingualism is presence of several languages in a given space, independently of those who use them, in other words, it is the practice of using more than one language, to varying degrees of proficiency, among individuals and societies. Concluding the definitions of multilingualism from the experts above, multilingualism is a social phenomenon where an individual or group of speakers use more than one language to varying degrees of proficiency in societies.

Furthermore, based on the definitions concluded from the experts about bilingualism and multilingualism, it can be seen that bilingualism and multilingualism have close definition, that is, bilingualism the study of those who speak two or more languages and the people who only possess some minimal competence in one of the four linguistic skills even in an initial stage of second language learning.

In line with the definition of bilingualism, multilingualism is a social phenomenon where an individual or group of speakers use more than one

³⁰Anastasia Schmidt, *Op. Cit.*, p. 6

language to varying degrees of proficiency in societies. Thus, it can be said that there is a similar meaning when the researcher uses term bilingualism as multilingualism or conversely.

2. Types of Bilingualism and Multilingualism

There are three types of bilingualism proposed by Weinreich in Cantone, they are: compound, coordinate, and sub-coordinate.

a. Compound Bilingualism

It stands for an individual who learns the two languages in the same context and situation, so that two words (one in each language) have one common meaning and representation in the brain, thus creating an interdependence of the two languages. An example of this would be when a child is raised by bilingual parents and both languages are used in the home. In the individual's mind, the languages are not separate and can be switched between at will, even while speaking. (As anyone who knows such a person can attest, that should actually be written often while speaking).

b. Coordinate Bilingualism

It states an independency between the two languages: The individual learns the two languages in different contexts so that each word has its own specific meaning. For example, a student who speaks one language at home, acquired via his parents and the home environment, and then learns

a second language at school. He only speaks the second language at school, in a classroom environment, and the languages remain separate in his mind.

c. Sub-coordinate Bilingualism.

In this case, one language is stronger and faster than the other one, which results in establishing one meaning, namely the one of the language which has been acquired first. Whenever the second, weaker language (WL) is used, the representation recalled will be that of the stronger language (SL). For instance, two Italian teenage boys whose mother has always spoken English to them and who have always attended English-language schools.³¹

From Weinreich in Cantone above, it can be concluded that there are three types of bilingualism. They are: compound bilingualism, coordinate bilingualism, and sub-coordinate bilingualism. Compound bilingualism is when an individual masters two languages because he/she learns the two languages in the same context and situation. While coordinate bilingualism is when an individual learns the two languages in different contexts like an individual who speaks Bahasa Indonesia at home, and learns English at school. Then, sub-coordinate bilingualism is one language is stronger and faster than another one.

³¹Katja F. Cantone, *Op. Cit.*, p. 5

Besides the three types proposed by Weinreich in Cantone, Pohl in Beardmore produces one of the more comprehensive typologies of bilingualism that covers both major distinctions. Though some of the labels he uses have not gained the widespread recognition they deserve. Among the more interesting types he lists are the following:

a. Horizontal Bilingualism.

Horizontal bilingualism occurs in situations where two distinct languages have an equivalent status in the official, cultural and family life of a group of speakers and is mostly found, according to Pohl, amongst upper-level speakers such as the educated Flemings in Brussels (using Dutch and French), the Catalans (using Catalan and Spanish), and certain Québécois (using French and English). Although such speakers might functionally differentiate their language usage there could also be considerable overlapping where either language might be used in very similar circumstances.

b. Vertical Bilingualism

Vertical bilingualism obtains when a standard language, together with a distinct but related dialect coexists within the same speaker. This pattern can be found in many parts of the world, including Walloon Belgium (Walloon and French), Germanic Switzerland (Schwyzertütsch and German) and Bali (Balinese and Indonesian).

c. Diagonal Bilingualism

Diagonal bilingualism occurs with speakers who use a dialect or non-standard language together with a genetically unrelated standard language, as can be found in Louisiana in the United States (Louisiana French and English), German Belgium (Low German and French) and amongst Maori communities in New Zealand (Maori and English).³²

Based on Pohl in Beardsmore, there are three types of bilingualism called as Horizontal bilingualism, vertical bilingualism, and diagonal bilingualism. Horizontal bilingualism is when two languages have equivalent status. For example, the use of SundaneseBanten and Javanese Banten in Banten, Jawa Barat. While vertical bilingualism occurs when a Sundanese speaks Bahasa Indonesia but in Sundanese dialect. Then, diagonal bilingualism is when a speaker who uses a dialect or non-standard language together with a genetically unrelated standard language.

In addition, Arsenanclassifies bilingualism in two terms as follows:

- a. Productive bilingualism, which in itself could be considered as one form of functional bilingualism. This particular description fits the person who understands the second language, in either its spoken or written form, or both.

³²Hugo BaetensBeardsmore, *Bilingualism: Basic Principles (2nd Ed)* (Brussel: Multilingual Matters Ltd, 1986), p. 5

b. Receptive bilingualism, though this is not favored by specialists involved in language learning because it is felt that any language decoding activity implies active neurological processes where the mind is filtering and organizing the stimuli it receives into meaningful patterns. Receptive bilingualism is relatively easy to acquire, particularly for the older learner and is a less time-consuming learning task in that it does not involve the laborious acquisition of language patterns that must be at ready command for fruitful conversation or written communication with a speaker of another language.³³

From Arsenan, it can be summarized that there are two terms of bilingualism known as productive bilingualism (when a person understands the second language in spoken and written and can use it) and receptive bilingualism (when a person understands the second language in spoken and written but she/he does not speak or write in that language).

Therefore, Grosjean in McKay and Hornberger mentions two types of societal multilingualism as follows:

a. Territorial Principle of Multilingualism

When a country or region consists of several language groups, each of which is primarily monolingual. Canada is a good example. In such a case, the nation as a whole is multilingual but not all individuals are

³³*Ibid*, p. 16

necessarily multilingual. This situation has been referred to as the territorial principle of multilingualism.

b. Personality Principle

Where bilingualism is the official policy of a country and most individuals are multilingual. India and several countries in East and West Africa are good examples of this type.³⁴

Based on Grosjean in McKay and Hornberger above, it can be concluded that there are two types of societal multilingualism: territorial principle of multilingualism and personality principle. Then, the study of multilingualism, therefore, not only focuses on one of the most significant types of language use but also has the potential to shed light on language behavior in general.

3. The Fundamentals for Bilingualism and Multilingualism

Bilingualism and multilingualism refer to the coexistence, contact, and interaction of different languages. The coexistence may take place at the societal level or the individual level. A society can have many different languages spoken and used by different groups of individuals. For a society or an individual to become bilingual or multilingual, contacts and interactions between languages are essential. The coexistence of different languages in society or in an individual presupposes three things:

³⁴Sandra Lee McKay and Nancy H. Hornberger (Ed), *Sociolinguistics and Language Teaching*(New York: Cambridge University Press, 1996), p. 48

- a. There are different languages.
- b. Different languages have the opportunity to get into contact with each other.
- c. Human beings are capable of learning and using multiple languages and human societies are capable of accommodating and managing multiple languages.³⁵

Besides that, language development from monolingual to be bilingual, then becomes multilingual is formed by the time throughout four aspects, they are:

a. Migration

The variety of language may be formed by migration. When speakers of one language settle in an area where another language is used and over the years continue to maintain their own language, the result is multilingualism. Spanish in the United States is a good example of this.

b. Cultural Contact

When a society imports and assimilates the cultural institutions (e.g., religion or literature) of another society, over the years multilingualism may result. The use of Arabic and Western European languages, for example, English, French, Portuguese, Spanish, and Dutch in Asia, Africa, and Latin America bear testimony to this phenomenon.

c. Annexation

³⁵Tej K. Bhatia and William C. Ritchie (Ed), *The Handbook of Bilingualism and Multilingualism (2nd Ed)* (West Sussex: Blackwell Publishing, Ltd, 2013), p. 27

As in the case of the French- and Spanish-speaking parts of the United States, and colonialism, as in many parts of Latin America, Asia, and Africa, where colonial languages such as Spanish, French, and especially English became entrenched and continue to play crucial roles long after the cessation of colonial rule.

d. Commercial, Scientific, and Technological

Other reasons include the commercial, scientific, and technological dependence of the speakers of certain languages on the speakers of other languages.³⁶

Bilingualism and multilingualism are characteristics of most societies in the world. Most nations have speakers of more than one language including Indonesia. Indonesia is the country made up of the plurality of ethnic groups, cultures, and languages. The number of these differences greatly affect the relations between the communities. Many people who are married to another local, or someone working in other areas that have a different culture.

This can have an impact on the emergence of two languages or Bilingualism. For instance in Java (Central Java and East Java), Javanese children are mainly bilingual; they can speak in their mother tongue the Javanese language, and the national language, Bahasa Indonesia. They are usually introduced in Indonesian by their parents or teachers at school and they learn

³⁶ Sandra Lee McKay and Nancy H. Hornberger (Ed), *Loc. Cit*

to speak their local language of the environment in the home of a family member and environments such as friends and neighbors. Then, as English serves as the global language which is widely used as a means of communication practices, the students learn English as well at school.

C. Pertinent Ideas of Code-Switching

1. Definition of Code-Switching

In a society where communication events conducted by its members able to speak more than one language, bilinguals can code-switch and use their languages as resources to find better ways to convey meaning. It means that code-switching is not only one possible phenomenon in society, but it could also be a need for communication.

According to Myers-Scotton in Cantone, code-switching is the selection of bilinguals or multilinguals of forms from an embedded language (or languages) in the utterance of matrix language during the conversation.³⁷ Meisel in Cantone states that code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistics rules and without violating the specific grammatical constraint.³⁸ While Gardner states that

³⁷Katja F. Cantone, *Op. Cit*, p. 57

³⁸*Ibid*

code-switching refers to the use of several languages or dialects in the same conversation or sentence by bilingual people.³⁹ It affects practically everyone who is in contact with more than one language or dialect, to a greater or lesser extent. Based on the definitions from the experts above, the researcher concludes that code-switching is the ability of bilinguals or multilinguals to select the use of several languages or dialects in the same conversation or sentence according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistics rules and without violating specific grammatical constraint.

Furthermore, Hamers and Blanc in Schmidt even say that code-switching is one of the most common and original strategies used by bilingual speakers among themselves.⁴⁰ While Poplack in Schmidt defines code-switching in a similar way as the alternation of two languages within a single discourse, sentence, or constituent.⁴¹ In line with some experts above, Gumperz, Ahmad Abdel Tawwab and Sharaf Eldin states that code switching is a conversational strategy, the function of which is to express social meanings.⁴² From the explanations of the experts above, it can be summarized that code-switching is

³⁹ Penelope Gardner-Chloros, *Code-Switching* (New York: Cambridge University Press, 2009), p. 4

⁴⁰ Anastasia Schmidt, *Op. Cit.*, p. 14

⁴¹ *Ibid.*, p. 15

⁴² Ahmad Abdel Tawwab and Sharaf Eldin, Socio Linguistic Study of Code Switching of the Arabic Language Speakers on Social Networking. *International Journal of English Linguistics*, Vol. 4(6), 2014, p. 79, Accessed on May 20th, 2016, from <http://dx.doi.org/10.5539/ijel.v4n6p78>

one of the most common and original strategies used by the bilingual speaker to alternate two languages within a single discourse, sentence, or constituent as a conversational strategy to express social meanings.

In addition, Code-switching is considered as a sociolinguistic phenomenon, a linguistic product of language contact, determined in various ways by the social circumstances in which it occurs and it is often considered that the code-switching patterns found in any given context represent a choice among grammatical options, which are themselves defined by the contributing languages.⁴³ Grounded on several definitions from the experts above, it can be concluded that code-switching is the phenomenon that exists in bilingual/multilingual societies where people have the opportunity to use or alternate several languages in one utterance or conversation in a community that is used as a strategy to express social meaning without violating the specific grammatical constraint. In other words, to communicate.

2. Types of Code-Switching

The speaker may speak one language in one situation and another in a different situation. In terms of situational switching, each point of switching corresponds to a change in the situation. In other words, one speaker may speak a different language depending on the situation, but the language

⁴³Penelope Gardner-Chloros, *Op. Cit*, p. 65

spoken in that particular situation does not vary.⁴⁴ It means, in this situation, many features relating to social factors are involved in determining which language is to be used.

Since code-switching is said to occur during conversation, from sentence to sentence, or within a sentence, there are a lot of different opinions about which types of code-switching exist and what they mean. The latter is called intra-sentential code-switching, the former inter-sentential code-switching, and the term of tag-switching refers to a mix involving an utterance and interjection (or a tag).⁴⁵ In addition, many linguists such as Poplack and Appel and Muysken in Schmidt, generally agree on classifying three main types of code-switching in their studies: inter-sentential switching, intra-sentential switching and tag-switching.⁴⁶ Poplack, Hamers and Blanc identifies three different types of switching which, more often than not, bilinguals will find themselves switching or mixing between languages that they are familiar with regularly while engaging in a conversation daily. He categorized code-switching into the following three types: inter-sentential, intra-sentential, and tag-switching.

⁴⁴Mujiono, Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities. *International Journal of Linguistics*, Vol. 5(2), 2013, p. 50, Accessed on May 20th, 2016, from <http://www.macrothink.org/journal/index.php/ijl/article/view/3561>

⁴⁵Katja F. Cantone, *Loc. Cit*

⁴⁶Anastasia Schmidt, *Op. Cit*, p. 24

a. Inter-sentential Switching

This type takes place between sentences, the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Occurring within the same sentence or between speaker turns. Furthermore, inter-sentential switching may take place between turns. In short, in inter-sentential switching, the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language.

b. Intra-sentential switching

Intra-sentential switching is possibly the most complex type among the three. In intra-sentential switching, code switching occurs within a clause or sentence boundary or even word. It means that speakers switch from one language to another within the same sentence. This type also involves the greatest syntactic risk as words or phrases from another language are inserted into the first language within one sentence or utterance.

c. Tag-Switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. Tag-switching sometimes also called as emblematic switching because the tags serve as an emblem of the bilingual character of an otherwise monolingual sentence. This type of code-switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions thus

not violating syntactic rules when being inserted into monolingual sentences. Common English tags such as (*I mean, you know and right, etc*) are some of the examples that fit into that category. In short, Tag-switching is the switching of either a tag phrase or a word, or both, from language-B to language A.⁴⁷

To make the explanation clear, the table below shows the examples of three types of code-switching proposed by Poplack:

Table 1
Types of Code-Switching's Examples

| No. | Types of code-switching | | |
|-----|---|---|--|
| | Inter-sentential Switching | Intra-sentential switching | Tag Switching |
| 1. | A: Do you know Pavarotti's newest song? B: Yes, I know it. È <u>unabellissima canzone.</u> (A: Do you know Pavarotti's newest song? B: Yes, I know it. It is a beautiful song) | I love that <u>Kleid</u> | I was happy about that, <u>capisci?</u> (I was happy about that, do you understand?) ⁴⁸ |
| 2. | <u>Wir Sind allelangschlafrauber Papa. Онможетуже в 6 часовгулятьидт и.</u> (We're all late | <u>Nachdem Essen надонезабитьZahnePutzen.</u> (After eating we don't have to forget to brush our teeth). | Они и безтебясправились, <u>weißt?</u> (And they also managed without you, you know?) ⁴⁹ |

⁴⁷Josiane F. Hamers and Michel H. A Blanc, *Bilinguality and Bilingualism*(2nd Ed) (New York: Cambridge University Press, 2004), p. 259

⁴⁸Katja F. Cantone, *Op. Cit*, p. 58

⁴⁹Anastasia Schmidt, *Op. Cit*,p. 24

| | | | |
|--|---|--|--|
| | sleepers except dad. He can even go walking at 6). | | |
|--|---|--|--|

From the table 1 above, it is clearly seen the difference among those three types of code-switching proposed by Poplack.

Based on Poplack in Hamers and Blanc, it can be concluded that there are three types of code-switching. They are: inter-sentential switching, intra-sentential switching, and tag switching. In inter-sentential switching, the codes are switched between sentence or clause boundaries. While in intra-sentential switching, the codes are switched within the sentence boundaries. Then, in tag switching, there is inserting a tag phrase or a word, or both, from language-B to language A.

Meanwhile, Wardaugh has explained two types of code-switching, as situational code-switching and metaphorical code-switching.

a. Situational code-switching

Situational code-switching occurs when the languages used to change according to the situations in which the conversant find themselves. They speak one language in one situation and another in a different one. No topic change is involved.

b. Metaphorical code-switching

Metaphorical code-switching occurs when the speakers switch the code to signal identities or a change of relations in the roles of the participants in the conversation. Wardaugh states that metaphorical code switching has an affective dimension. He explains it more that the people change the code as they redefine the situation; formal to informal, official to personal, serious to humorous, and politeness to solidarity. However, metaphorical code switching used by the people to show how speakers employ particular language to convey information that goes beyond their actual words, especially to define a social situation.⁵⁰

In line with Wardaugh, Gumperz in Mujiono has also stated those two types of code-switching, but he adds one type that he calls conversational code-switching. This type occurs when the speaker may switch within a single sentence, one sentence is expressed in one variety, and next sentence in another variety.⁵¹

Grounded the theory from Wardaugh and Gumperz in Mujiono, it can be stated that there are three types of code-switching. While Wardaugh only mentioned two types, Gumperz adds the third one. Those three types are: situational switching, metaphorical switching, and conversational switching. Situational code-switching occurs when the languages used to change

⁵⁰ Ronald Wardhaugh, *An Introduction to Sociolinguistic* (New York: Blackwell Publishing Ltd, 2006), p. 104

⁵¹ Mujiono, *Op. Cit*, p. 51

according to the situations. While metaphorical code-switching occurs when the speakers switch the code to signal identities or a change of relations in the roles of the participants in the conversation. Then, conversational code-switching occurs when the speaker may switch within a single sentence.

To reduce the investigation of the types of code-switching in this research, derived from some theories that have been referred, the researcher conducted to use Poplack's as the reference theory, there are three types of code-switching that commonly happen in bilingual communities. There are tag-switching, inter-sentential switching, intra-sentential switching.

3. Functions of Code-Switching

a. Functions of Code-Switching in Bilingual Community Context

As code-switching is said to occur during the conversation. It means that there are certain purposes in doing code-switching while speaking. Before considering the functions of code-switching from the classroom perspective, it would be appropriate to deal with the use of code switching in its naturally occurring context, in other terms its functions in the discourse of bilingual individuals.

Wardhaugh views that people switch to the interlocutor's language when they want to show politeness to strangers.⁵² Further evidence is provided

⁵²*Ibid*

by Poplack as she mentions that the speakers in her study would switch languages if they are concerned about their audience's perception. When the speakers agree with and comply with the interlocutor's choice of code, it means speakers choose another dialect or language instead of their own to use their interlocutors' language and the speakers agree to that.⁵³ While Trudgill states that speakers switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention.⁵⁴ Then, SertModupeola argues that speakers code switch to manipulate or influence or define situation as they wish and to convey nuances of meaning and personal intention.⁵⁵

Drawing upon the explanations from the experts above, it may be suggested that code switching is a way to modify language for the sake of personal intentions. Another function of code switching is that it may be used in order to build intimate interpersonal relationships among members of a bilingual community. Linguist Holmes provided a more thoroughly explained list of purposes of code-switching and categorized the functions as follows:

⁵³*Ibid*, pp. 51-52

⁵⁴Peter Trudgill, *Sociolinguistics: An Introduction to Language and Society* (4th Ed) (London: Penguin Book Ltd, 2000), p. 105

⁵⁵Olagunju Robert Modupeola, Code- Switching as a teaching strategy: Implication for English Language Teaching and Learning in a Multilingual Society. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, Vol. 14(3), 2013, p. 92, Accessed on April 25th, 2016 from <http://iteslj.org/Articles/Sert-CodeSwitching.htm>

1) Participants

When there is the arrival of a new person in a social situation, members of the social group will code-switch either to take positive account of the company of a new member or to exclude the new member from the group's discussion.

2) Solidarity

Speakers sometimes code-switch to signal shared ethnicity or social group with a certain addressee.

3) Status

Speakers alternate the formal or informal standards of a language based on the status of their addressees. For example, an employee would use a formal standard when conversing with his superior, but changes to a friendlier informal standard with his co-workers.

4) Topic

Speakers sometimes code-switch in order to quote a certain saying in a culture whose meaning cannot be entirely translated into another language. It is known as switching for referential purpose.

5) Switching for affective functions

Code-switching is used to express affective meaning apart from a referential function. Holmes states that sometimes addressees do not need to understand the words to receive affective effect because it can be achieved by local pronunciation.

6) Metaphorical switching

This function of code-switching draws on associations of both codes. Speakers who have high proficiency in more than one code will switch like metaphor to enrich communication.

7) Lexical borrowing

When a language reflects a lack of vocabulary which can be replaced by another language, code-switching occurs. This often happens when speakers fail to find an appropriate word to be used in a second language and need to borrow from the first language.⁵⁶

From Holmes, it can be concluded that there are seven functions of code-switching in bilingual context. They are: Participants (there is the arrival or a new person in a social situation, members of the social group will code-switch), solidarity (to signal shared ethnicity or social), status (the use of language based on the status of their addresses), topic (switching for referential purpose), switching for affective functions (to express affective meaning apart from a referential function), metaphorical switching (draws on associations of both codes to enrich communication) and lexical borrowing (to find an appropriate word to be used in a second language).

⁵⁶Janet Holmes, *An Introduction to Sociolinguistics* (4th Ed) (New York: Routledge, 2013), pp. 34-43

b. The Functions of Teachers' Code-Switching

In the case of classroom atmosphere, the teachers' use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. Therefore, in some cases, it may be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serves some basic functions which may be beneficial in language learning environments.

The teachers employ code-switching strategy as a means of providing students with opportunities to communicate and enhance students understanding. It further helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the students or search for the simplest words to clarify any confusion that may arise. The teacher use code switching by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible. These functions are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult.

a) Topic switch

In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar

instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of the native tongue. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear.

b) Affective functions

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak of the contribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a conscious process on the part of the teacher.

c) Repetitive functions

In this case, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses

importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors. A learner who is sure that the instruction in the foreign language will be followed by a native language translation may lose interest in listening to the former instruction which will have negative academic consequences; as the student is exposed to foreign language discourse limitedly.⁵⁷

Based on Mattson and Burenhult, there are three functions of teachers' code-switching. They are: topic switch, affective functions, and repetitive functions. Topic switch occurs when the teacher alters his/her language according to the topic that is under discussion. While affective function used by the teacher in order to build solidarity and intimate relations with the students. Then, repetitive function used by the teachers to transfer the necessary knowledge for the students for clarity.

4. Analysis of Code-Switching in EFL Classroom

The existence of code-switching cannot be separated from a foreign language classroom because the teachers and the students have their own mother language to speak. Supporting the existence of code-switching in language classrooms, an analysis is needed to examine the data and the facts that

⁵⁷ Mattson and Burenhult in OlcaySert, *Op. Cit*, pp. 2-3

uncover and understand the cause-effect relationship, thus providing the basis for problem-solving and decision making of code-switching.

Analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents.⁵⁸ In line, Blackburn defines analysis as the process of breaking a concept down into more simple parts, so that its logical structure is displayed.⁵⁹ From the definitions above, the researcher constructs that analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into more simple parts.

In a foreign language classroom, teachers are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching.⁶⁰ Gal says that code-switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.⁶¹ While Bullock

⁵⁸ Robert Audi (Ed), *Cambridge Dictionary of Philosophy (2nd Ed)* (New York: Cambridge University Press, 1999), p. 25

⁵⁹ Simon Blackburn, *Oxford Dictionary of Philosophy*, (Oxford: Oxford University Press, 1996), p. 14

⁶⁰ Ronald Wardhaugh, *Op. Cit*, p. 101

⁶¹ *Ibid*

and Toribio state that code-switching is the ability on the part of bilinguals to alternate effortlessly between their two languages.⁶²

Meanwhile, Lin in her study, defines classroom code-switching as an alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students.⁶³ This capacity is truly remarkable and invites scientific and scholarly analysis from professionals, but, at the same time, generates a great deal of pointed discussion that reflects popular misperceptions of the nature of code-switching in particular and bilinguals more generally. From the definitions above, it can be concluded that code-switching is a conversational strategy used in the foreign language classroom to alternate effortlessly between their two languages by the teachers and the students.

According to explanations of the experts about analysis and code-switching, the researcher draws a conclusion of an analysis of code-switching in the classroom. As an analysis is a process of breaking up a concept, proposition, linguistic complex, or fact into more simple parts by whatever method and code-switching is the ability to use more than one language in a conversation.

So, analysis of code-switching in the foreign language classroom is the

⁶²Barbara E. Bullock and Almeida Jacqueline Toribio (Ed), *The Cambridge Handbook of Linguistic Code-switching*, (New York: Cambridge University Press, 2009), p. 1

⁶³EngkuHaliza, et. al, Code Switching in English as a Foreign Language Classroom: Teachers' Attitudes. *Journal of English Language Teaching*, Vol. 6(7), 2013, p. 140, Accessed on May 20th, 2016, from <http://www.ccsenet.org/journal/index.php/elt/article/view/28012>

process of breaking up a concept of code-switching to be the more simple part. In this research, the researcher analyzes this phenomenon in order to find out the use of teachers' code-switching by analyzing the types, the functions, and the language involves in the process of code-switching practiced by the teacher.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data.⁶⁴ In this research, the researcher used descriptive qualitative research. Qualitative research entails collecting primarily textual data and examining it using interpretative analysis.⁶⁵ As qualitative researchers believe that meaning is socially constructed, their research focus is on the participants and on how participants' experience and interact with a phenomenon at a given point in time and in a particular context, and the multiple meanings it has for them.⁶⁶

In short, a descriptive qualitative research was selected by researcher because the study described the phenomenon happening from the communication done by the teachers during the teaching process in the classroom. It was relevant to the study since the researcher did not do any treatment to the research subject, rather looking at them as they were. By this qualitative research, the researcher focused on an analysis of teachers' code-switching practice in the process of teaching English at SMAN 2 Padang Cermin in the academic year of 2016/2017. This research was conducted to describe and to find out the use of code-switching in

⁶⁴C. R. Kothari, *Research Methodology; Methods and Techniques (2nd Revised Ed)* (Jaipur: New Age International Publisher, 2004), p. 31

⁶⁵Juanita Heigham and Robert A. Croker, *Qualitative Research in Applied Linguistics: A Practical Introduction* (London: Palgrave Macmillan, 2009). p. 5

⁶⁶*Ibid*, p. 7

English classroom by analyzing the types of code switching commonly practiced by the teachers, the functions of teachers' code-switching, and the languages involved in the process of code-switching.

B. Research Subject

In this research, the researcher used purposeful sampling technique to select the research subject. The goal of purposeful sampling is not to obtain a large and representative sample; the goal is to select persons, places, or things that can provide the richest and most detailed information to help us answer our research questions.⁶⁷ The researcher decided the key informant including one subject, namely the English teachers of SMAN 2 Padang Cermin including three English teachers. They were chosen because they had particular features or characteristics such as experiences, behaviors, and roles in teaching English which will enable detailed exploration and understanding of the topic the researcher wished to study as the goal of purposeful sampling in qualitative research. But, in the process of research, it was impossible for English teachers who taught at grade twelve to be researched because the students of grade twelve have passed national examination. Thus, the researcher only did the research to the two English teachers called as subject A and subject B who gave the richest information needed.

⁶⁷Marguerite G. Lodico, *et al*, *Methods in Educational Research* (San Francisco: Jossey Bass, 2010), p.140

C. Data Collecting Technique

In this research, the researcher used observation and interview to collect the data. The data will be collected by observing the English classrooms to find appropriate information for obtaining the objectives of the study. It will be collected from the speeches and the conversations of the English teachers in the classroom. Then, the data will be interpreted and transferred into the observation form. In order to support the completeness of the data, a video recorder was used as the supplementary method of observation. It will be used as the authentic document. The researcher also conducted an interview to gather the data from the teachers about their perspective of code-switching which used a voice recorder as the instrument to save the data to be analyzed. The interview was needed to make sure the data validity.

1. Observation

Observation is a major data collection tool in a qualitative research. Observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting.⁶⁸ It means that observation gains from a natural setting which allows the researcher to draw conclusions happenings meaning and viewpoint of the respondent, the incident, event and process that is observed. In this research, the researcher was as a non-participant; with a structured observation. Basrowi and Suwandi in

⁶⁸Juanita Heigham and Robert A. Croker, *Op. Cit*, p. 166

Sugiyono state that a non-participant's observer means that the research is present at the scene of action but does not interact or participate.⁶⁹ In this research, the researcher used the specification of observation which modified from Poplack and Sert. This was intended to know what types of code-switching occurred in the classrooms, the functions of teachers' code-switching practice, and what languages involved in the process of code-switching. The researcher used specification as follows:

Table 2
Specification of Observation

| Types of Code-switching | Sentences | Functions of Code-switching | | |
|----------------------------|------------------------|-----------------------------|--------------------|---------------------|
| | | Topic Switch | Affective Function | Repetitive Function |
| Intra-sentential Switching | 1. 2. 3. 4... | | | |
| Inter-sentential Switching | 1. 2. 3. 4... | | | |
| Tag Switching | 1. 2. 3. 4... | | | |

Modified from Poplack, 1980 and Sert, 2005

2. Interview

In addition, the researcher employed an interview to the English teachers after did the observation. Interview is a conversation with a specific intent by two

⁶⁹Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta Bandung Publisher, 2015), p. 30

parties, namely the interviewer as the applicant or provider inquiries and interviewed as giving an answer to that question.⁷⁰ The researcher conducted an interview in order to find out further information about the types and the functions of code-switching practiced by the teachers in the classroom. The type of interview questions that is used in this research is semi-structured interview which allowed the researcher to gain more data needed.

According to Sugiyono, there are three instruments of interview: a notebook, a tape recorder, and a camera. In this research, a notebook was used to write a note during the interview. A voice recorder was used to record all conversations or discussions with the data sources. A camera was used to take pictures after the researcher and the informants or sources did the interviews.⁷¹ The researcher used the specification of interview as follows:

Table 3
Specification of Interview

| No | Component of Interview | No. Item |
|----|--|----------|
| 1 | To know the practice of code-switching generally in teaching English activity by the teachers. | 1, 2, 3 |
| 2 | To know the types of code-switching practiced by the teachers. | 4 |
| 3 | To know the functions of code-switching that may help teachers' duty in teaching English. | 5, 6 |

⁷⁰*Ibid*, pp. 31-32

⁷¹*Ibid*, p. 239

D. Research Procedure

To obtain the accurate data, the researcher followed the procedures of research in the following steps based on Creswell's, they were:

1. Identifying a research problem
2. Reviewing the literature
3. Specifying a purpose for research
4. Collecting data
5. Analysis and interpreting the data
6. Reporting and evaluating research⁷²

Firstly, the researcher identified a research problem. In this step, the researcher observed the English classroom in order to find out the code-switching phenomenon. Secondly, the researcher reviewed the literature. It meant that the researcher has some basic theories that related to the research. The theories about code-switching were used in this research. The third step of this research was specifying a purpose for this research. The purposes of this research were to answer the research question that the researcher made. The fourth procedure was collecting the data. The researcher collected the data by observing and interviewing the teaching process in the classroom. Next step was analyzing and interpreting the data. This step was done by the researcher after collecting the data. The researcher drew the conclusion; represented it in tables, figures, and

⁷² John W. Creswell. *Educational Research* (Boston: Pearson Education, 2012), p. 7

pictures to summarize it; and explained the conclusions in words to provide answers to the research questions. The last step was reporting and evaluating research. After conducting the research, the researcher wrote a written report.

E. Trustworthiness of Data

Although a qualitative research is a subjective research, the researcher should serve the data as real as possible. Here, the validity of the data should be kept to get an accurate conclusion. Validity depends not only on the data collection and analysis but also on the way conclusion is stated and communicated. In addition, to maintain the validity and to obtain valid and accurate data, the researcher uses triangulation.

According to Setiyadi, Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of a single method in collecting the qualitative data is often considered not enough.⁷³ Validity is the degree of accuracy of the data happens to the object of research with the power that can be reported by an investigation.⁷⁴ There are six kinds of triangulation, there are:

1. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the

⁷³ Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.246

⁷⁴ Sugiyono, *Op. Cit.*, p. 363

same time with the different group but in the longitudinal, data collection carried out by the same group with different time.

2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
3. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method, the researcher used the different method for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it was done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with the different approach, namely quantitative and qualitative so the researcher collected the both of data from those approaches.⁷⁵

In this research, the researcher used triangulation time and triangulation method to get more accurate data to be analyzed. In triangulation of method, the researcher used observation and interview to find out the data needed. The observation was focused on teachers' code-switching practice that was intended to know the types of code-switching, its functions, and the languages involved in the classroom. An interview with the English teachers conducted to get the data

⁷⁵Ag Bambang Setiyadi, *Op. Cit.*, pp.346-347

which can be used to make sure about the result of observation. The observation was done more than one time; it means that time triangulation was employed in this research. By applying these triangulations, the researcher expected the result of this research was accurate because the data was collected more than one time and more than one data method.

F. Data Analysis

The researcher analyzed the data which had gotten from the observation and interview. The data were analyzed by using descriptive qualitative method. The data were transcribed into written transcript, and then the data were identified, selected, and also classified. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.⁷⁶ There are three major phases of data analysis:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.⁷⁷ In this case, the data from the observation was transcribed into the written transcript. Then, the transcript was identified to determine the utterances which considered as the code-

⁷⁶ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications, 1994), p.12

⁷⁷ *Ibid*, p.10

switching phenomenon and the utterances which were not contained code-switching.

2. Data Display

After reducing the data, the next activity was displayed the data to be meaningful. Data Display can be done by narrative form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.⁷⁸ In this research, the data which had been reduced then were described as the research data which contained code-switching.

3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing/verification.⁷⁹ After analyzing the data, the researcher made the conclusion about teachers' code-switching practice in the process of teaching English. It can be concluded that there were three steps in qualitative research for reporting the result. The first step was data reduction that researcher summarized data, selected the key points and focused on the things that were important. The second step was data display which described in the form narrative and table in order to be meaningful and be more easily understood. The last was conclusion drawing that the researcher concluded the data after analyzing it.

⁷⁸Sugiyono, *Op. Cit*, p.341

⁷⁹Matthew B. Miles and A. Michael Huberman, *Op Cit*, p.11

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Analysis

The gathered data was analyzed by using the mode from Miles and Huberman through the following steps: data reduction, data display, and conclusion drawing or verification. In this data analyses, the researcher used a clue for teachers, it is named by subject A and subject B.

1. Data Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.⁸⁰ In this research, the researcher used observation and interview to collect the data. The observation was the main instrument in this research, whereas interview became the supporting instrument.

⁸⁰ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

a. Analysis of Observation

The researcher carried out observation in two sessions using video recorder in order to find out the types, the functions, and the languages involved in the process of code-switching practiced by the teachers. The observation was started on May 8th, 2017 until May 16th, 2017. The data from the observation, a video recording firstly was transcribed into the written transcript (see Appendix 3A). Then, the transcript was identified to determine the utterances which were considered as the code-switching phenomenon and the utterances which were not contained code-switching. Through the data reduction, the utterances which were not contained code-switching were omitted, so that the utterances which were contained code-switching left. The data which had been reduced and described was classified into specific groups based on the research focus into the observation form (see Appendix 3B).

Based on the observation employed in two sessions, the researcher found that there was a total of switches in the data set: 139 inter-sentential switching, 256 intra-sentential switching, and 79 tag switching practiced by the teachers. For the functions of code-switching, it was found that there were 241 times represent topic switch, 128 times were identified as affective function, and 105 times as repetitive function. The researcher also found that there were four languages involved in the teachers' practice of

code-switching. They were English, Bahasa Indonesia, Arabic, and Sundanese. It can be said that there were three languages exist besides English in the classroom. The teachers mostly use Bahasa Indonesiabesides English. The use of Arabic occurred only in the phase of opening and closing the teaching activity. Then Sundanese was only practiced by subject A in the teaching process.

b. Analysis of Interview

To validate the data of observation, the researcher employed an interview to the teachers in order to get further information about the types of code-switching, the functions, and the languages involved in the process of code-switching practiced by the teachers in the classroom. The Interview was conducted on May16th,2017. There were sixquestions that the researcher asked the teacher (see Appendix 2B). The first point of the interview was to know the practice of code-switching generally in teaching English and the languages used by the teachers. The second point of the interview was to know the types of code-switching practiced by the teachers. The third point of the interview was to know the functions of code-switching that may help teachers' duty in teaching English.

The result of the interview can be seen in the Appendix 2C. From the result of the interview, the researcher concluded thatin the process of teaching English, the teachers practiced code-switching in order to help

them in delivering the materials. The teachers mostly use Bahasa Indonesiabesides English. The use of Arabic occurred only in the phase of opening and closing the teaching activity. Then Sundanese was only practiced by subject A in the teaching process. The types commonly used by the teachers fulfilled the three types of code-switching proposed by Poplack. They were inter-sentential switching, intra-sentential switching, and tag switching. Then, they also practiced code-switching according to the topic that was under discussion, to build solidarity and intimate relations with the students, and to transfer necessary knowledge. It can be concluded that the teachers' code-switching practice had fulfilled the three functions of teachers' code-switching based on Mattson and Burenhult: topic switch, affective functions, and repetitive functions.

2. Data Display

Data display is the second component or level in the model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.⁸¹In this research, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data gathered by each instrument.

⁸¹*ibid.* p.11

a. Observation

The observation consisted of three main points to be found. They were the types of code-switching, the functions of teachers' code-switching, and the languages involved in the process of code-switching by the teachers. Based on the data reduction, the data found were displayed in the form of table below:

Table 4
Types of Code-Switching Practiced by the Teachers

| No. | Subject | Session | Types of Code-Switching | | |
|---------------------|-----------|---------|----------------------------|----------------------------|---------------|
| | | | Inter-sentential Switching | Intra-sentential Switching | Tag Switching |
| 1. | Subject A | 1 | 24 | 81 | 11 |
| | | 2 | 51 | 36 | 18 |
| Number | | | 75 | 117 | 29 |
| 2. | Subject B | 1 | 30 | 72 | 21 |
| | | 2 | 34 | 67 | 29 |
| Number | | | 64 | 139 | 50 |
| Total Number | | | 139 | 256 | 79 |

Table 4 above showed that subject A practiced 75 inter-sentential switching: 24 occurred in the first session - 51 occurred in the second session. 117 practices of intra-sentential switching: 81 occurred in the first session - 36 occurred in the second session. 29 practices of tag switching: 11 occurred in the first session - 18 occurred in the second

session. Subject B practiced 64 inter-sentential switching: 30 occurred in the first session - 34 occurred in the second session. 139 practices of intra-sentential switching: 72 occurred in the first session - 67 occurred in the second session. 50 practices of tag switching: 21 occurred in the first session - 29 occurred in the second session. As can be seen at the table above, the most frequently code switching type practiced by the English teachers at SMAN 2 Padang Cermin is intra-sentential switching.

The data about the functions of code-switching showed all the functions of code-switching proposed by Mattsson and Burenhult, i.e. topic switch, affective function, and repetitive function showed in the table below:

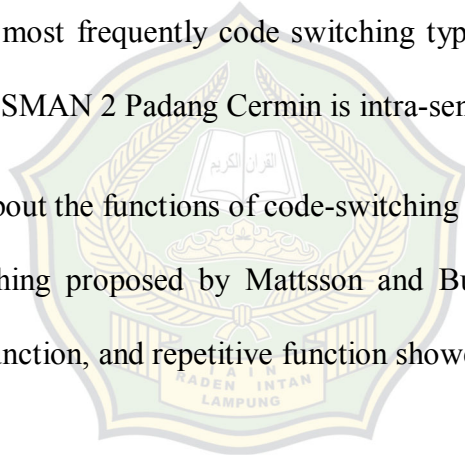


Table 5
Functions of Teachers' Code-Switching

| No. | Subject | Session | Functions of Code-Switching | | |
|---------------------|-----------|---------|-----------------------------|---------------------|----------------------|
| | | | Topic Switch | Affective Functions | Repetitive Functions |
| 1. | Subject A | 1 | 60 | 33 | 23 |
| | | 2 | 28 | 39 | 38 |
| Number | | | 88 | 72 | 61 |
| 2. | Subject B | 1 | 75 | 27 | 21 |
| | | 2 | 78 | 29 | 23 |
| Number | | | 153 | 56 | 44 |
| Total Number | | | 241 | 128 | 105 |

Table 5 above showed the functions of teachers' code-switching practice in the process of teaching English. From the table, it can be seen that subject A practiced code-switching which consisted of all three functions mentioned by Mattsson and Burenhult. They are 88 topic switch: 60 occurred in the first session – 28 occurred in the second session. 72 affective functions: 33 occurred in the first session – 39 occurred in the second session. 61 repetitive functions: 23 occurred in the first session – 38 occurred in the second session. Subject B practiced 153 topic switch: 75 occurred in the first session – 78 occurred in the second session. 56 affective functions: 27 occurred in the first session – 29 occurred in the second session. 44 repetitive functions: 21 occurred in the first session – 23 occurred in the second session. From the data above, it can be concluded that the English teachers at SMAN 2 Padang Cermin practiced code switching mostly to help them in delivering certain topic or materials. This is found mostly related to the topic switch.

The data about the languages involved in the process of code-switching by the teachers presented in the table below:

Table 6

Distribution of Language Practiced by the Teachers

| No. | Language | Times of Code-Switching |
|---------------------|------------------|--------------------------------|
| 1. | Bahasa Indonesia | 464 |
| 2. | Arabic | 7 |
| 3. | Sundanese | 3 |
| Total Number | | 474 |

In table 6, the researcher found that there were four languages involved in the teachers' practice of code-switching. They were English, Bahasa Indonesia, Arabic, and Sundanese. The result of observation showed that the teachers choose to switch the language from English to BahasaIndonesia or conversely than other languages. It was counted that there were as many as 464times. The teachers used Arabic just to open and to close the teaching process as many as 7 times. Then, Sundanese used by subject A in drilling students to mention difficult words in English, in other words for learning pronunciation. It was found 3 times.

b. Interview

To validate the data of observation, the researcher employed an interview which the result can be seen in the table 7 below:

Table 7
Interview Result

| No. | Conclusion of Teachers' Answer |
|-----|--|
| 1. | The process of teaching English is challenging for the teachers. Since English does not use as a tool communication in daily life. So in the process, the teacher practice code-switching. |
| 2. | The students do not pay full attention in the process of learning when the instructions pack in full English. |
| 3. | The teachers mostly use Bahasa Indonesia besides English, but subject A also used Sundanese in teaching. And they prefer to use Arabic in greeting students to open or to close the teaching activity. |
| 4. | The teachers switched the language by inserting the word in the sentence, using English and then another language, or mixing the language in one sentence. |
| 5. | The functions of code-switching believed be beneficial for the students because it will help the students to understand the materials explained by the teachers. |
| 6. | The teachers think that the use of code-switching may help them in teaching English. They practice it in order to teach grammar or other important topics in English, to build solidarity and intimate relations with the students, or maybe to clarify meaning. |

From the result of the interview, it can be said that the teachers used Bahasa Indonesia, Arabic, and Sundanese besides English. The use of Arabic occurred in the phase of opening and closing the teaching activity. Then Sundanese only practiced by subject A in the teaching process. The types commonly used by the teachers fulfilled the three types of code-switching proposed by Poplack. They were inter-sentential switching,

intra-sentential switching, and tag switching. Then, they also practiced code-switching according to the topic that was under discussion, to build solidarity and intimate relations with the students, and to transfer necessary knowledge. It can be concluded that the teachers' code-switching practice had fulfilled the three functions of teachers' code-switching based on Mattson and Burenhult: topic switch, affective functions, and repetitive functions.

3. Conclusion Drawing/Verification

Conclusion Drawing/Verification is the third component or level in the model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three main points: the types of code-switching commonly practiced by the teachers, the functions of teachers' code-switching, and the languages involved in the process of code-switching.

a. The Types of Code-switching Commonly Practiced by the Teachers

The data about the utility of code-switching in the classroom which had been gathered from observation and interview showed all the types of code-switching proposed by Poplack simply occurred in the classroom. The first type was inter-sentential code-switching. The second type was intra-sentential code-switching or the translation or the substitution of a

word or phrase within a single sentence. Whereas the last one implicated the switching fillers which most of them are discourse markers or verbal formulation for the class management or material instruction, this type was called tag-switching.

b. The Functions of Teachers' Code-Switching

After conducted the observation and interview, the researcher found that there were three functions of teachers' code-switching occurred in the process of teaching English. It was relevant to the theory of Mattson and Burenhult who mentioned three functions of teachers' code-switching in the classroom, they were: topic switch, affective functions, and repetitive functions.

c. The Languages Involved in the Practice of Code-switching by the Teachers

After analyzed the transcription of video recording and also conducted an interview, the researcher found that there were 474 code-switching practiced by the teachers in the process of teaching English. There were four languages exist in the process of code-switching. They were: English, Bahasa Indonesia, Arabic, and Sundanese. But the combination between English-Bahasa Indonesia was used by the teachers dominantly than other combinations.

Code-switching between English-Bahasa Indonesia occurred 464times. It was found in two observations to the two teachers. Meanwhile, the combination between English-Arabic or Bahasa Indonesia-Arabic was found in the phase of opening and closing the teaching activity by the teachers. The use of Sundanese by subject A only found three times. Whereas subject B did not practice the use of Sundanese since she did not master Sundanese language as well.

B. Discussion of Findings

In this part, the researcher would like to discuss the research findings from observation and interview. The researcher discussed the findings regarded to the research questions.

1. The Types of Code-switching Commonly Practiced by the Teachers

The findings showed all the types of code-switching proposed by Poplacksimply occurred in the classroom. The first type was inter-sentential code-switching which occurred at a clause or sentence boundaries. The second type was intra-sentential code-switching or the translation or the substitution of a word or phrase within a single sentence. Whereas, the last one involved inserting a tag or fixed word in one language into an utterance that is otherwise entirely in another language, this type called as tag-switching. 139 inter-sentential switching, 256 intra-sentential switching, and 79 tag switching

practiced by the teachers. These types will be explained specifically in the following sentences below:

a. Inter-sentential Switching

This type of code-switching frequently appeared 139 times in the classroom likely for two aims. Firstly, it could help the teachers in delivering the information and instruction, thus the materials or the instructions were expected become easier to be understood by the students. Secondly, it could appeared also in the teachers' attempt to get respond from the students about the information or instruction which had been explained. This type of code-switching also used to lead the students to be focus and to gather the students' attention. The example of inter-sentential switching can be seen in (1) and (2) below:

(1) Teacher (Subject A): Okay, Firnando is playing volleyball. *Firnando sedang bermain?*

Students : Bola voli.

(2) Teacher (Subject B) : Okay the most simple right? *Ini yang paling simpel. Kalau kalian membuat contoh pasti pakai yang ini semua ya kan?*

From the example above, the teacher switched their code to make the explanation or instruction comprehensible for the students. Thus, the students were expected to understand the teaching materials or

instructions better, and then they were also expected to be able to do the task as the instruction correctly.

This pattern was mentioned in (3) and (4):

(3) Subject A: *Pasti pake* being *kalau* continuous.

(4) Subject B: *Sama halnya seperti kita* adjective *kalau mau diawali* verb
1 *berarti harus dengan* be.

From the example above, the teacher switched their code to make the explanation or instruction comprehensible for the students. Thus, the students were expected to understand the teaching materials or instructions better, and then they were also expected to be able to do the task as the instruction correctly.

b. Intra-sentential Switching

This type was applied 256 times by the teachers through switching the two codes within a single sentence. The purpose of this type was to assist the students in understanding the meaning of certain difficult English words while explaining the certain topic. The factor using this switching was easily observed for the sake of the ease of access to those words which was being discussed or the words which were connected to the topic which was being raised. This pattern was mentioned in (3) and (4):

(3) Subject A: *Pasti pake* being *kalau* continuous.

(4) Subject B: *Sama halnya seperti kita* adjective *kalau mau diawali* verb 1 *berarti harus dengan* be.

In the example (3), intra-sentential switching was committed by using Bahasa Indonesia as the attempt to explain the material about past continuous tense to the students. In (4), the use Bahasa Indonesia was to explain deeply about the use of verb one.

c. Tag Switching

This type of code-switching means inserting a tag in one language to an utterance that is otherwise in another language. It was found the BahasaIndonesia fillers used within English sentences and conversely, there was also the possibility of the use of English fillers into Bahasa Indonesia. Furthermore, a tag can be moved freely in a sentence, they did not have syntactic constraints. It was frequently found 79 times by using English fillers: okay, yes, well, so, right, please, yeah and Bahasa Indonesia fillers: *kemudian, nah, yah, ya, iya, jadi, coba, tapi, and hah*. These fillers occurred one after another between English into Bahasa Indonesia or vice versa. The examples were stated in (5), (6), (7), (8), (9), and (10).

(5) Fine, okay, fantastic *ya*?

(6) *Nah*, it is better for us to comprehend first.

(7) *Iya*, that's correct.

(8) *Yeah..* ini hal yang ini kan yang sering kalian temui kan?

- (9) *So*, ma'am takutnya kalian tidak mengerti connected and connecting.
(10) *Okay* agar pintar bisa kita ubah-ubah agar dan supaya...

From the examples above, there were three simple fixed words or sentence filler were formed in Bahasa Indonesia *ya*, *nah*, and *iya*. Besides that, there were three simple fix words *yeah*, *so*, and *okay*. They are used to give a confirmation related to the topic.

The findings were relevant with the previous research findings. Hidayatiin her thesis "Code Switching and Code Mixing Found in the Teaching and Learning Process at the Fifth Grade of Paramount School Palembang" found that there were three types of code switching found in the classroom, e.g. Intrasentential Switching, Intersentential Switching, and Tag Switching.

2. The Functions of Teachers' Code-Switching

The researcher conducted the observation and interview to find out the functions of teachers' code-switching. The researcher found that there were three functions of teachers' code-switching occurred in the process of teaching English. It was relevant to the theory of Mattson and Burenhult who mentioned three functions of teachers' code-switching in the classroom, they were: topic switch that was mostly observed in grammar instruction, affective functions that switching was used by the teacher in order to build solidarity and intimate relations with the students, and repetitive functions in order to transfer the necessary knowledge for the students for clarity. For the functions

of code-switching, it was found that there were 241times represent topic switch, 128times were identified as affective function, and 105times as repetitive function. The following sentences explained in detail about these functions:

a. Topic Switch

Topic Switch was found as many as 241 times. It can be seen in cases where the teacher alters his/her language according to the topic that was under discussion. In situations where grammar was instructed, the teacher shifted his/her language to the mother tongue of his/her students in dealing with particular grammar points that were being taught at that moment. The researcher found that the English teachers at SMAN 2 Padang Cermin switched their code in the process of delivering materials related to a certain topic. Based on data analysis, the teachers switched their code when the teachers taught about past continuous tense, news item, and the topic about connectors. They switched their code from English to BahasaIndonesia or conversely to clarify the meaning of this grammar point for their students because the students got confused in understanding the instructions in English. The sentences below were the examples:

(11) Subject A: *Lihat penggunaan kata kerja keberapa yang dipake? Verb three.*

- (12) Subject A: Perfect *itu selalu* verb three *yang dipake, yang ketiga. Sama kayak* passive voice *pake yang ketiga.*
- (13) Subject B: Because we have to use verb 1. *Berarti kalau kita simpulkan* to, in order to, so as to must be followed by verb 1.
- (14) Subject B: Okay to say. *Berarti tidak boleh* to said. *Kita harus menggunakan* verb 1.

In the examples above, Subject A was teaching present perfect tense. In order to elicit the use of verb three in present perfect tense, the teacher code-switched. She made use of her bilingualism to clarify the meaning of this grammar point for her students, thus she was using topic switch. In line to subject A, subject B, in order to explain to her students about the use of verb 1 in connectors “in order to” “so as to” and the word “to say”, she code-switched.

b. Affective Functions

In this function that was found 128 times, the English teachers used code-switching in order to build solidarity and intimate relations with the students. This function showed the fellowship between the teachers to their students. The teaching materials which had been presented in English before was often switched into Bahasa Indonesia and even into the local language of the students by the teacher. Through this way, the teachers basically intended to be more intimate with their students. The researcher also found another case related to this function. For example, the affective

function was brought into play to make joking with the students. It can be seen below:

(15) Teacher (Subject A): Boy, I need boy to answer please. *Dimas!*
Dimas ngerasa laki gak? Kalau ngerasa laki maju.

(16) Teacher (Subject A): Tomi has, Tomi *sudah* visited Bali last month.
Tomi sudah mengunjungi Bali bulan lalu.

A student : *Kapan Tom?*

Teacher (Subject A) : Yeah in his dream, *dalam mimpi dia yah.*

A student : Hahaha haduuh (laughed).

Teacher (Subject A) : *Mimpi dulu gak papa yah, tau-tau udah ke Bali aja.*

In these utterances, the affective function was brought into play to make joking with the students. The aim was to build an enjoyable situation in teaching. Through this way, the teacher basically intended to be more intimate with their students.

Another example that had different purpose was observed in (17):

(17) Subject A: Fifty Thousands or take when you have finished semester test. *Mangkanya kalau belajar hpnya jangan dipakai dulu.*

(18) Subject B: Okay Charles what is on your mind? *Charles ini lesu banget hari ini. Kata Tuti benar tidak Charles? Is it true? Charles ngomong sesuatu. Ma'am khawatir kalau kamu diam saja.*

From the example (17), the affective function was brought into play to inform the student about the classroom rules which he disobeyed and to show the teacher's emotions in this context. In the video recording, the anger and disapproval could be identified from the falling intonation of the teacher's code-switching at the end of his sentence. In the example (18), the teacher was trying to get feedback from a student, yet the student did not give any response.

c. Repetitive Functions

Another function of code-switching in the classroom was repetitive function. It was found 105 times in this research. This function, the teacher switched their code for clarity their statement or explanation which had been stated before and had made the students confused. Through this clarification, the students could gain the clarity about what the teachers referred to and what the teachers expected the students supposed to do. This function was implemented by the teachers by using the counterpart of the words that the teachers had said in English into Bahasa Indonesia or conversely. The switching of the code was meant for the teachers to emphasize what they were trying to convey. This pattern was stated in the following examples:

(19) Subject A: Use by or not is no problem. *Gak masalah ya.*

(20) Subject A: *Saya makan sebelum mandi.* I had had breakfast before I took a bath.

(21) Subject B: *Apa.. apa bedanya?* Who knows the different?

(22) Subject B: Okay, I have four sentences, *ma'am sudah memberikan empat contoh.*

Subject A in example (19) was explaining the use “by” in present perfect tense. She used the repetitive function to emphasize that there was no problem to use “by” or not in making a present perfect sentence. In the example (20), subject A gave an example in a sentence. She used the repetitive function to show students the meaning of the grammar point in Bahasa Indonesia, the reason for using the tense and did so by combining the two sentences that she formed in two different linguistic codes. Meanwhile subject B in the example (21), she was asking the students to identify the differences related to the topic. She used repetitive function to make sure that her students could identify the differences. In the example (22), she code-switched to clarify the examples she has just given to the students to make sure that they understand. Thus, she was using the repetitive function.

The findings were relevant with the previous research findings. Ulfah in her thesis “The Use of Code-Switching by English Teachers in Foreign Language Classroom” found that there were three functions of teachers’ code-switching. They were: topic switch, repetitive functions, and affective functions.

3. The Languages Involved in the Practice of Code-switching by the Teachers

The researcher found that there were 474 code-switching practiced by the teachers in the process of teaching English. There were four languages exist in the process of code-switching. They were: English, Bahasa Indonesia, Arabic, and Sundanese. But the combination between English-Bahasa Indonesia or conversely was used by the teachers dominantly than other combinations. The examples of the combination between English-Bahasa Indonesia or conversely was provided in the previous sentences above.

Code-switching between English-Bahasa Indonesia occurred 464 times. It was found in two sessions of observation to the two teachers. Meanwhile, the combination between English-Arabic or Bahasa Indonesia-Arabic was found in the phase of opening and closing the teaching activity by the teachers. The use of Sundanese by subject A only found three times. Whereas subject B did not practice the use of Sundanese since she did not master Sundanese language.

Here was the example of English-Arabic and Bahasa Indonesia-Arabic:

(23) Subject B: *Assalammualaikum*, so how about this? *Ma'am pikir sudah selesai.*

(24) Subject A: *Uhm abis ini apa ya? Kayaknya "modal" ya? Abis itu finish we have test ulangan about passive. See you insyaallah. Wassalammu'alaikum warahmatullahi wabarakatuh.*

(25) Subject B: Well, I think that's all for our meeting. *Wassalammu'alaikum warahmatullahi wabarakatuh.*

Then, the combination between English-Sundanese or Bahasa Indonesia-Sundanese occurred in a few amount. It was practiced by subject A while she was teaching pronunciation because mostly the students understand Sundanese. It can be seen in the example (26):

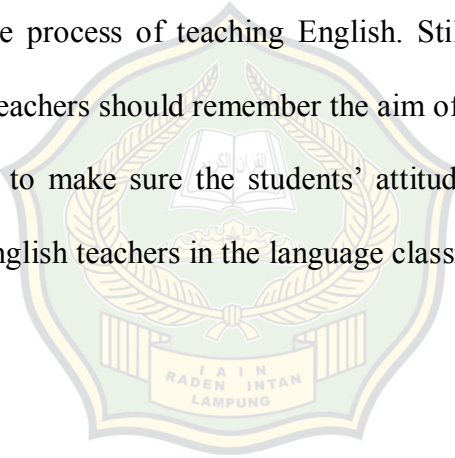
(26) Teacher : Meteorological. Agency said an earth tremor. Treme e e treme. *Kan ma'am udah bilang ini E bacanya E sama ə. gini cara tulisannya kan. Nah ini cara bacanya e kebalik kata ma'am cara bacanya e treme bukan tremor apa termos gitu yah. kalau Sunda biasanya ngomong apa?*

Students : Yes!

Teacher : Yes (English pronunciation) *itu pake yang E bukan yes (pronouncing in Sundanese pronunciation). Mana ada yes. Enggespalingan ya. Okay lanjut. Was registered, kalau ada akhiran d biasanya di desis ed. Registered. R nya gak terlalu kedengeran.*

The findings of the existence of other languages in English classroom relevant with previous research conducted by Svendsen. She found that English teacher used the students'L1 frequently and switched between Swedish and English regularly during class. It can be concluded that the existence of other languages besides English caused by the ability of the teachers and the students in mastering some languages. In this case in the research place, the teachers and the students were mastering Bahasa Indonesia and Sundanese language and they were accustomed to use Arabic in greeting.

From the result of this research at SMAN 2 Padang Cermin, it was found that the use of Bahasa Indonesia and local language in the process of teaching English caused by several factors such as the lack of motivation from the students to practice English and the lack of facilitation in the school that can help students to practice their English. That is why the teachers practice code-switching in the process of teaching English. Still, in the process of code-switching, the teachers should remember the aim of teaching English based on curriculum and to make sure the students' attitude toward the use of code-switching by English teachers in the language classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The types of code-switching practice by the teachers in the process of teaching English was mainly in three types, where the types of code-switching proposed by Poplack. These types were: (a) inter-sentential code-switching (code-switching occurred between sentence or clause boundaries), (b) intra-sentential code-switching (translation or word/phrase substitution within a sentence), and (c) tag-switching (interactional fillers code-switching).
2. The functions of teachers' code-switching fulfilled the three function proposed by Mattson-Huberman. These functions were: (a) topic switch, (b) affective function, and (c) repetitive function.
3. There were four languages involved in the process of code-switching practice by the teacher. They were: English, Bahasa Indonesia, Arabic, and Sundanese.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the Teachers

- a. The teachers should practice code-switching wisely in the classroom. Since the use of code-switching may help them in teaching English. Yet, the use of code-switching excessively is involved risk in achieving the goal of teaching English based on the curriculum.
- b. The teachers should practice English more than another language like Bahasa Indonesia and local language in teaching English. That is to familiarize students to use English as a tool of communication.

2. For the Students

Although the students can code switch freely and were best able to convey information to their peers and teachers about English materials, the students still need to try to practice their English in order to increase their English skills.

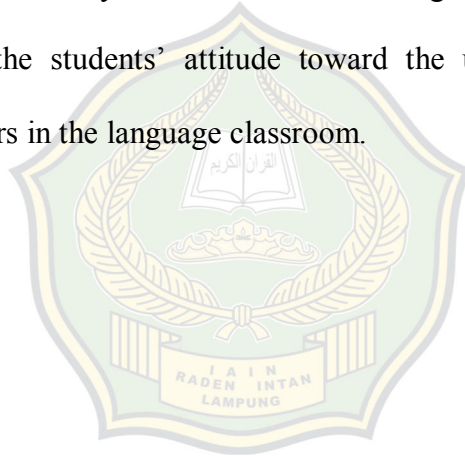
3. For the Schools

In schools, where it is a principal goal to give students the best education possible, the students should be facilitated to learn English better. Perhaps

schools will be able to set up an English area for the students to practice their English like at canteen, library, *etc.*

4. For next researchers

The next researchers who are interested in the field of a code switching do the research further. It may be of interest to investigate further analysis of code-switching in the students' attitude toward the use of code-switching by English teachers in the language classroom.



REFERENCES

Audi, R (Ed). 1999. *Cambridge Dictionary of Philosophy (2nd Ed)*. New York: Cambridge University Press.

Blackburn, S. 1996. *Oxford Dictionary of Philosophy*. Oxford: Oxford University Press.

Beardsmore, H. B. 1986. *Bilingualism; Basic Principles (2nd Ed)*. Brussel: Multilingual Matters Ltd.

Bhatia, T. K. and W. C. Ritchie (Ed). 2013. *The Handbook of Bilingualism and Multilingualism (2nd Ed)*. West Sussex: Blackwell Publishing, Ltd.

Braunmüller, K and G.Ferraresi (Ed). 2003. *Aspects of Multilingualism in European Language History*. Philadelphia: John Benjamins Publishing Company.

Broughton, G, et. al. 1980. *Teaching English as a Foreign Language (2nd Ed)*. New York: Routledge.

Brown, J. D. 1995. *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle&Heinle Publishers.

Bullock, B. E. and A. J.Toribio (Ed). 2009. *The Cambridge Handbook of Linguistic Code-switching*. New York: Cambridge University Press.

Cantone, K. F. 2007. *Code-Switching in Bilingual Children*. Dordrecht: Springer.

Chloros, P. G. 2009. *Code-Switching*. New York: Cambridge University Press.

Creswell, J. W. 2012. *Educational Research*. Boston: Pearson Education.

European Commission. 2009. *Compendium Part One: Multilingualism and Creativity Towards an Evidence-base*. Brussels: European Commission Publisher.

Groot, A. M. B. 2011. *Language and Cognition in Bilinguals and Multilinguals: An Introduction*. New York: Psychology Press.

Hamers, J. F. and M. H. A. Blanc. 2004. *Bilinguality and Bilingualism* (2nd Ed). New York: Cambridge University Press.

Harmer, J. 1998. *How to Teach English; An Introduction to the Practice of Language Teaching*. New York: Longman.

-----, 2007. *The Practice of English Language Teaching* (4th Ed). New York: Longman.

Heigham, J. and R. A. Croker. 2009. *Qualitative Research in Applied Linguistics; A Practical Introduction*. London: Palgrave Macmillan.

Holmes, J. 2013. *An Introduction to Sociolinguistics* (4th Ed). New York: Routledge.

Kothari, C. R. 2004. *Research Methodology; Methods and Techniques* (2nd Revised Ed). Jaipur: New Age International Publisher.

Lodico, M. G, et al. 2010. *Methods in Educational Research*. San Fransisco: Jossey Bass.

McKay, S. L and N. H. Hornberger (Ed). 1996. *Sociolinguistics and Language Teaching*. New York: Cambridge University Press.

Miles, M. B. and A. M. Huberman. 1994. *Qualitative Data Analysis*. Thousand Oaks: Sage Publications.

Schmidt, A. 2015. *Between the Languages; Code-switching in Bilingual Communication*. Hamburg: Anchor Academic Publisher.

Setiyadi, Ag. Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

-----, 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.

Sugiyono. 2015. *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta Bandung Publisher.

Trousdale. 2010. *An Introduction to English Sociolinguistics*. Edinburgh: Edinburgh University Press.

Trudgill, P. 2000. *Sociolinguistics; An Introduction to Language and Society (4th Ed)*. London: Penguin Book Ltd.

Wardhaugh, R. 2006. *An Introduction to Sociolinguistic*. New York: Blackwell Publishing Ltd.

Internet Sources:

Ahmad, I, et. al. 2015. Code Switching and Code Mixing. *ELT Voice-India' International Journal for Teachers of English, Vol. 5(1)*. Accessed on March 20th, 2016, from http://eltvoices.in/Volume5/Issue_1/EVI_51_7.pdf

Ayeomoni. 2006. Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community. *Nordic Journal of African Studies, Vol. 15(1)*. Accessed on April 25th, 2016, from <http://www.njas.helsinki.fi/pdf-files/vol15num1/ayeomoni.pdf>

Dipta, D. 2014. *A Case Study of Code-Switching Strategies by English Teachers in the Accelerated Classroom Program*. Surakarta: Sebelas Maret University, Unpublished. Accessed on September 28th, 2016 from <https://eprints.uns.ac.id/23413/>

Haliza, E, et. al. 2013. Code Switching in English as a Foreign Language Classroom: Teachers' Attitudes. *Journal of English Language Teaching, Vol. 6(7)*. Accessed on May 20th, 2016, <http://www.ccsenet.org/journal/index.php/elt/article/view/28012>

Hidayati, M. 2015. *Code Switching and Code Mixing Found in the Teaching and Learning Process at the Fifth Grade of Paramount School Palembang*. Palembang: University of Raden Fatah Palembang, Unpublished. Accessed on April 28th, 2016, from <http://eprints.unsri.ac.id/6255/1/231-246-1-PB.pdf>

- Modupeola, O. R. 2013. Code- Switching as a teaching strategy: Implication for English Language Teaching and Learning in a Multilingual Society. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, Vol. 14(3). Accessed on April 25th, 2016 from <http://iteslj.org/Articles/Sert-CodeSwitching.htm>
- Mujiono. 2013. Code-Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities. *International Journal of Linguistics*, Vol. 5(2). Accessed on April 25th, 2016, from <http://www.macrothink.org/journal/index.php/ijl/article/view/3561>.
- SalinanLampiran III PermendikbudRepublik Indonesia No. 59, 2014. *Kurikulum 2013 SekolahMenengahAtas/Madrasah Aliyah Poin VI*. Accessed on April 25th, 2016, from <http://www.hukumonline.com/pusatdata/downloadfile/lt53f5b32385e39/parent/lt53f5b2c0754d5>.
- Sumarsih, *et. al.* 2014. Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics. *English Language and Literature Studies*, Vol. 4(1). Accessed on April 25th, 2016 from <http://www.ccsenet.org/journal/index.php/ells/article/download/34566/19693>.
- Svendsen,E.2014.*The influences of Code-switching in the Second Language Classroom in connection to language development*. Malmö: Malmö högskola, Unpublished. Accessed on April 28th, 2016, from <https://dspace.mah.se/bitstream/handle/2043/18110/Svendsen>.
- Tawwab, A. A and S. Eldin.2014. Socio Linguistic Study of Code Switching of the Arabic Language Speakers on Social Networking. *International Journal of English Linguistics*, Vol. 4(6). Accessed on May 20th, 2016, from <http://dx.doi.org/10.5539/ijel.v4n6p78>.
- Ulfah, N. M. 2014. *The Use of Code-Switching by English Teachers in Foreign Language Classroom*. Makassar: Makassar Muhammadiyah University, Unpublished. Accessed on April 28th, 2016, from https://www.academia.edu/11450523/THE_USE_OF_CODE-SWITCHING_BY_ENGLISH_TEACHER_IN_FOREIGN_LANGUAGE_CLASSROOM.

Yletyinen, H. 2004. *The Functions of Codeswitching in EFL Classroom Discourse* (Jyväskylä: University of Jyväskylä), Unpublished. Accessed on April 28th, 2016, from https://www.academia.edu/8072247/THE_FUNCTIONS_OF_CODE-SWITCHING_EFL_CLASSROOM.



APPENDICES



Appendix 1A. Interview Guideline for the Teachers in the Preliminary Research

**INTERVIEW GUIDELINE
FOR THE TEACHER**

Interviewer : The Researcher (Eliya Murtafiah)
Interviewee : The English Teachers of SMAN 2 Padang Cermin
Day/Date :
Time :
Place : SMAN 2 Padang Cermin

1. Do you find any difficulty in teaching English?
2. What are the strategies that you are used to work on your difficulty in teaching English? Do you switch the languages?
3. What are the languages do you often use besides English as target language taught?
4. What do you think about using other languages in English classroom?

Appendix 1C. Result of Teachers' Interview in the Preliminary Research

THE RESULT OF INTERVIEW

Interviewer : The Researcher (Eliya Murtafiah)
Interviewee : The English Teachers of SMAN 2 Padang Cermin (Subject A, Subject B, and Subject C)
Day/Date : Friday/On May 20th, 2016
Time : 08.45 a.m- 10.00 a.m
Place : SMAN 2 Padang Cermin

| Question | Answer | | | Conclusion |
|--|--|--|--|--|
| | Subject A | Subject B | Subject C | |
| 1. Do you find any difficulty in teaching English? | Actually yes, sometimes I find any difficulty in teaching English. When I teach the lesson explained in English, students do not understand. | Yeah absolutely I will answer yes. There are so many difficulties happen in our classroom. Well, as we know that English is not our first or second language, it is foreign language. So many things that must be learnt by the students. Firstly, they have to know about grammar. Secondly, they have to be able to pronounce some words and... yeah many aspects. | Yes sometimes I find the difficulties in teaching English. I did not know what to say, and my students also did not understand when I speak English. | The teachers find difficulties in teaching English especially in the use of English to deliver the materials such as grammatical and pronunciation since it is not supported well by the students. |

| | | | | |
|--|--|--|--|--|
| <p>2. What are the strategies that you are used to work on your difficulty in teaching English? Do you switch the languages?</p> | <p>Yeah, I combine the language between English and Indonesia. When I speak English, I translate it into Indonesia to make the students understand. And also in the teaching process, I made the rules that will make the students try to speak English.</p> | <p>Well, in grammar actually we should teach grammar explicitly but in fact it is very difficult for me to teach it explicitly. So that's why sometimes I use my way. Eeh yeah I give some sentences for the students not in one tense but I give uhm.. in our real condition. So, let me call.. for example "I eat banana today" so I bring banana. Or today I bring some books, so I can say I bring three books today. And then, for next meeting I will give another way to teach grammar. Yeah that's all about grammar. Yeah I think grammar and then the way to pronounce. So, they have to pronounce some words so well. I think we have to be</p> | <p>Okay, to work on my difficulties, usually I combine Bahasa Indonesia and English. For instance, there are difficult words to understand in English, usually I use Bahasa Indonesia or I use full English then I translate it into Bahasa Indonesia.</p> | <p>To work on their difficulties, the teachers have their own strategies to apply in the teaching process such as making the rule, teaching grammar explicitly or implicitly, and translating from English to Indonesia. Overall, to maintain students' motivation and to make the communication in the classroom run well, the teacher considers to switch the languages.</p> |
|--|--|--|--|--|

| | | | | |
|--|--|---|--|--|
| | | <p>confident. So that's the problem. Sometimes, the students are lack of confidence so we have to build their confidence by speaking English. For example we have to listen some songs. Heem.. yeah I cannot say in English fully because they do not understand what I said. So the most important is communication. How can they understand if I say in English in many times. So, yeah for example "well my students, do you know what I mean? And okay, now see your surrounding, look at your surrounding. And then, there is "<i>meja</i>". This is "<i>meja</i>". So they will think "oh yeah.. so, another sentence I use "okay</p> | | |
|--|--|---|--|--|

| | | | | |
|---|---|--|---|---|
| | | <i>ini table</i> ". | | |
| 3. What are the languages do you often use besides English as target language taught? | Yeah.. Sometimes I use Sundanese.. Yes I think Sundanese is familiar with them. Yeeah.. they are Sundanese. Especially in teaching pronunciation. | I just use Indonesia. Yes I use two languages. Indonesia and English. | Besides Bahasa Indonesia, I also use Sundanese as an alternative language to teach. | Besides English, the teachers use Bahasa Indonesia and also other local languages like Sundanese in delivering materials. So the students may understand more. |
| 4. What do you think about using other languages in English classroom? | I think it will give positive effect for the students. Especially like what I said before, it is used to teach how to pronounce a word | I think it is important for us because they are not really capable in English. So, we have to combine our language by Indonesia in Bahasa <i>ya</i> because it will help them to understand with my sentence, my explanation. So it will help them to practice also how to use English, right? | I think it has advantage and this advantages. Actually it may help me in teaching, but it makes the students do not get enough chance to practice their English because it makes me use more Bahasa Indonesia than English. | The teachers think that using other languages besides English are important to help students to understand the materials explained. But still, they think there is positive and negative effect of combining the languages. Besides giving help, it is also may make a mess to students' English practice because they will use Bahasa Indonesia more often than English. |

Appendix 1D. Result of Observation in the Preliminary Research

Observer : The Researcher (Eliya Murtafiah)
Observed : The English Teachers of SMAN 2 Padang Cermin
Day/Date : Friday/On May 20th, 2016
Time : 10.00-end
Place : SMAN 2 Padang Cermin

THE RESULT OF OBSERVATION

| Observation Pointer | Observation Subject | | | | | | Conclusion |
|---|---------------------|----|-----------|----|-----------|----|---|
| | Subject A | | Subject B | | Subject C | | |
| | Yes | No | Yes | No | Yes | No | |
| Do the teachers lead the students to practice their English? | √ | | √ | | √ | | In the process of teaching English, the teachers there try to engage the students to practice their English although just to read the sentence made by the teachers. |
| Do the teachers switch the languages in the process of teaching English in the classroom? | √ | | √ | | √ | | The teachers there switch the languages that are used to make the communication smoother, and to make the students understand the materials explained. |
| Do the teachers use local languages besides English and Indonesian to give explanation? | √ | | | √ | √ | | Subject A and C use local language, in this case sundaness to help them giving explanation because sundaness is familiar to students. Subject B does not use local language because she thinks that Indonesian is enough to help her in delivering materials. |

Appendix 2A. Interview Guideline for the Teachers of the Research

INTERVIEW GUIDELINE FOR THE TEACHER

Interviewer : **The Researcher (Eliya Murtafiah)**
Interviewee : **The English Teachers of SMAN 2 Padang Cermin**
Day/Date :
Time :
Place : **SMAN 2 Padang Cermin**

1. How is the process of teaching English activity in the classroom?
2. Do the students pay full attention when the instruction pack in English?
3. What are the languages do you often use besides English in the classroom?
4. In the process of using other languages besides English, do you switch the language by inserting the word in the sentence, using English and then other language, or mixing the language in one sentence?
5. What are the functions of switching the language in the classroom for the students? is there/ are there any beneficial for the students?
6. What is your opinion and suggestion toward code-switching strategies along the learning process? Is it to teach grammar or other important topics in English, to build solidarity and intimate relations with the students, or maybe to clarify meaning?

Appendix 2B. Transcription of Teachers' Interview in the Research

• Subject A

- Interviewer** : **The Researcher (Eliya Murtafiah)**
Interviewee : **English teacher who teach at grade X (Subject A)**
Day/Date : **Tuesday/On May 16th, 2017**
Time : **13.00 p.m-13.15 p.m**
Place : **SMAN 2 Padang Cermin**
- Interviewer : *Assalammu 'alaikumMa'am.*
Interviewee : *Wa'alaikum salam. Iya Eliya.*
Interviewer : *Do you have time to do an interview?*
Interviewee : *Oh ya boleh-boleh.*
Interviewer : *Boleh ya Ma'amya.Okay, jadi kita langsung saja kepertanyaannya saja gitu ya Ma'amya.*
Interviewee : *Uhmit's okay.*
Interviewer : *We can start?*
Interviewee : *Yah we can start.*
Interviewer : *Uhm okay for the first question. How is the process of teaching English activity in the classroom?*
Interviewee : *Ya, talk about the processnya yah, pastinya ada banyak hal yang terjadi dalam setiap saya proses ngajar mengajar itu dalam kelas itu gitu yah. Banyak sukanya, dukanya. Ya intinya mah banyak kesulitan gitu dalam saat mengajarnya. Uhm apa ya, especially in achieving students' spirit yah jadi kita tuh memberikan semangat motivasinya untuk semangat belajarnya si siswa itu gitu. Apalagi kalau saya tuh mengajarnya dengan full English gitu, yang ada itu yah saya yang tanya, saya yang jawab.*
Interviewer : *Oh gitu yaMa'amya?*
Interviewee : *Iya mereka itu gaduh dikelas. Jadi mereka itu bingung apa apa yang dikatakan.*
Interviewer : *Jadi bingung gitu yaMa'amya?*
Interviewee : *Iya, mereka itu saling tanya gitu.Missitu tuh apa ngomong apa sih. Mereka itu tuh bingung gitu. Gimana gitu yah. Jadi ya I know that's because they do not understand apa yang saya maksudkan gitu jadi mereka tuh bingung, mereka itu gak mengerti maksud saya tuh gini tapi yang mereka tangkap itu beda gitu. Jadi gaduh gitu dikelas.*
Interviewer : *Okay okay I see. So artinya students do not pay full attention when the instruction dalam Bahasa Inggris gitu yaMa'amya. Jadi ya kurang memberikan perhatian gitu seperti yang Ma'ambilang tadi gitu ya Ma'am.*
Interviewee : *Ya untuk beberapa siswa. Tapi, saya pikir gak semuanya ya hanya beberapa siswa saja yang saya pikir tidak.*
Interviewer : *Jadi beberapa siswa itu yang memberikan perhatian atau yang tidak memberi perhatian?*
Interviewee : *Hanya beberapa siswa yang memberikan perhatian. Yang lainnya..*

- Interviewer : *Justru lebih banyak yang tidak memberikan perhatian.*
- Interviewee : *Iya jadi mereka itu bingung kalau full English.*
- Interviewer : *Intinya gak bisa full English.*
- Interviewee : *Full English itu malah mereka itu bingung. Jadi cengak-cengok gitu kalau bahasa disini cengak-cengok.*
- Interviewer : *Okay! Sobahasa apa Ma'am yang Ma'am gunakan in teaching English seperti yang Ma'am bilang kan kalau misalkan full English enggak disupport gitu lah ya Ma'am oleh students itu sendiri. Jadi, eeh pakai bahasa apa Ma'am dalam mengajar itu, terus eeh what language yang Ma'am gunakan juga dalam opening or closing the teaching activity gitu Ma'am, I mean in greeting seperti itu?*
- Interviewee : *Yah karena udah gini. Situasinya kayak gini. Mereka sulit ngerti gitu kalau pake full English jadinya ya kebiasaannya jadi saya tuh pake Bahasa Indonesia.*
- Interviewer : *Bahasa Indonesia? Okay.*
- Interviewee : *Soalnya mau gimana lagi, apasih ya kadang-kadang ya saya juga lupa gitu karena kebiasaan ya mau ngomong Bahasa Inggrisnya apa.*
- Interviewer : *Kaku ya Ma'amnya.*
- Interviewee : *Iya bingung. Uhm jadi yang penting itu ada komunikasinya gitu loh. Ada feedbacknya timbal balik dari si murid itu.*
- Interviewer : *Dalam proses pembelajaran?*
- Interviewee : *Dalam proses pembelajaran iya betul sekali. Jadi saya pikir tuh menggunakan Bahasa Indonesia atau Bahasa Sunda gitu.*
- Interviewer : *Bahasa Sunda okay.*
- Interviewee : *Iya Bahasa Sunda. Karena kan disini kebanyakan Bahasa Sunda.*
- Interviewer : *Mayoritas orang Sunda.*
- Interviewee : *Iya Mayoritas orang Sunda. Jadi saya pikir untuk memudahkan mengertinya gitu saya campur-campur aja gitu kayak what happened aya naonlah jadi saya campur-campur. Kalau untuk si apa sih?*
- Interviewer : *Greeting.*
- Interviewee : *Greeting, salam gitu yah. jadi karena kita mayoritas muslim, jadi yah kita menggunakan udah kebiasaan kita itu kalau siswa memberikan salam dengan mengucapkan assalammu'alaikum, ya saya jawabnya juga dengan wa'alaikumsalam. Atau kebalikannya. Saya menutupnya dengan saya akhiri dengan wassalam ya mereka mengucapkan dengan wa'alaikumsalam. Jadi pake Bahasa Arab gitu.*
- Interviewer : *Okay. And next question nih ya Ma'amnya. In the process of using other languages besides English like Indonesia or Sunda as you said before, do you switch the language kok jadi kaku ya Ma'am. Do you switch the language by inserting the word in the sentence, using English and then other language, or just mixing the language in one sentence sekaligus?*
- Interviewee : *Ya tergantung situasinya.*
- Interviewer : *Lagi-lagi tergantung ya Ma'amnya?*
- Interviewee : *Iya tergantung situasinya lagi ini tergantung. Sometimes saya tuh nyisipin Bahasa Indonesia dalam Bahasa Inggris untuk membuat si siswa itu ngerti apa maksud dari kalimat itu atau apa arti dari kalimat itu gitu ya. Atau*

- kadang-kadang saya juga pakai Bahasa Inggris tapi saya juga kasih tahu itu artinya apa.*
- Interviewer : *ditranslatin gitu ya Ma'am.*
- Interviewee : *Ditranslatin gitu iya. Mereka gak tahu whiteboard itu apa ya saya kasih tahu ini nak papan tulis whiteboard warna putih gitu misalnya. Kalau blackboard berarti kita pake kapur gitu nulisnya.*
- Interviewer : *Tapi kan sekarang whiteboard semua.*
- Interviewee : *Iya ya whiteboard semua.*
- Interviewer : *Itu contoh aja kan ya Ma'anya?*
- Interviewee : *Iya biasanya yang nanya-nanya kayak gitu tuh anak-anak kelas X lah ya kalau disini. Jadi mereka itu masih bingung gitu.*
- Interviewer : *Kebetulan Ma'amngajar kelas X kan?*
- Interviewee : *Iya saya mengajar kelas X.*
- Interviewer : *atau gimanae eh atau?*
- Interviewee : *Ya atau saya itu kadang-kadang menyampur gitu Bahasa Indonesia ya campur-campur sih.*
- Interviewer : *Langsung aja?*
- Interviewee : *Iya langsung kadang-kadang apasih sekalinya keluar gitu yah kadang dicampur-campurlah kayak yang tadi itu what happened aya naon seaklian diartiin dicampur bahasanya gitu. Yah intinya mah sesuai dengan situasi dan kebutuhan aja gitu*
- Interviewer : *Okay I see. Jadi menurut Ma'am what are the functions of switching the language in the classroom for the students? Ada keuntungannya tah Ma'am untuk siswa?*
- Interviewee : *Ya kalau ditanya tentang fungsi ya fungsinya ya untuk membantu si siswa itu. Apasih uhm paham. Paham dengan kata-kata dalam bahasa inggrisnya, paham dengan artinya maksud gitu dari materi pelajaran yang disampaikan.*
- Interviewer : *For last question Ma'am, last question. So, what is your opinion and suggestion toward code-switching strategies along the learning process? Is it to teach grammar or other important topics in English, to build solidarity and intimate relations with the students, or maybe to clarify meaning?*
- Interviewee : *Okay udah yang terakhir ya ini ya. Ya in my opinion code-switching can help me in teaching English, membantu gitu. Eeh karena ya saya tahu situasinya, kondisinya dimana murid saya itu butuh Bahasa Indonesia untuk paham gitu materi pelajaran. Ya walaupun saya tahu seharusnya saya membantu mereka gitu yah untuk menguasai Bahasa Inggris at least terbiasa Bahasa Inggris lah ya. Tapi menurut saya dengan code-switchingpun bisalah membantu gitu membantu siswa itu untuk dapat motivasi belajarnya nantinya membuat siswa saya sendiri itu interesting to learn English gitu.*
- Interviewer : *Interesting gitu ya Ma'anya?*
- Interviewee : *Yah dan apa ya menggunakan bahasa sendiri juga itu tentu ya karena untuk mencairkan suasana gitu kalau suasananya tegang karena mereka enggak ngerti gitu ya jadi ya saya mencampur-campur bahasanya itu dapat*

- mencairkan suasananya. Jadi mereka oh ternyata ini yaMiss, oh ternyata iniyang dimaksud yaMiss. Saya tadi mikirnya susah gitu.*
- Interviewer : *Jadi itu juga tuh berhubungan dengan topik atau materi.*
- Interviewee : *Iya, jadi ketika saya menggunakan bahasa apasih, bahasa...*
- Interviewer : *Bahasa Indonesia.*
- Interviewee : *Bahasa Indonesia dalam menjelaskan topik atau materi-materi tertentu, mereka lebih cepat paham.*
- Interviewer : *Jadi selain uhm apa namanya. tadiMa'amkan switch the language selain untuk menjelaskan topik atau materi tertentu juga untuk biar gak tegang itu tadi ya Ma'am ya.*
- Interviewee : *Iya untuk biar gak tegang. Soalnya karena mereka itu gak ngerti jadinya mereka tuh bingung apa itu artinya. Jadi selain itu ya untuk mencairkan suasana atau memberi tahu arti yang mereka gak tahu.*
- Interviewer : *Okay, makasih yaMa'anya thank you for your time and for answering my questions.*
- Interview : *Iya sama-sama Eliya ya.*
- Interviewer : *Makasih Ma'am ya.*
- Interviewee : *Iya.*

• Subject B

- Interviewer** : **Eliya Murtafiah**
- Interviewee** : **English teacher who teach at grade XI IPA (Subject B)**
- Day/Date** : **Tuesday/On May 16, 2017**
- Time** : **13.15-13.30 p.m**
- Place** : **SMAN 2 Padang Cermin**

- Interviewer : *Good afternoon Miss.*
- Interviewee : *Good afternoon Eliya. Mau interview ya?*
- Interviewer : *Hehee iyaMiss. Can we?*
- Interviewee : *Yeah of course. Let's start now because habis iniMissada jam mengajar.*
- Interviewer : *Okay Miss. Well, for the first question. How is the process of teaching English activity in the classroom?*
- Interviewee : *Well, I think the process of teaching English is like an adventure. Why do I say like this. It is because we are in an environment dimana Bahasa Inggris sendiri tidak digunakan sehari-hari. So, it becomes a challenge for the English teacher, how to teach English well and make the students increase their English skill.*
- Interviewer : *Do the students pay full attention when the instructions pack in English?*
- Interviewee : *Yeah not really I think. Sometimes they need to refresh their mind by joking or something. And the joke of course has to provide in a language they really understood, it means besides English.*
- Interviewer : *So, what are the languages do you often use besides English in the classroom?*
- Interviewee : *Bahasa Indonesia of course.*

- Interviewer : Only Bahasa Indonesia Miss? I mean you are not using the local language like Sundanese?
- Interviewee : No, I'm just using Bahasa Indonesia.
- Interviewer : Okay, *kalau untuk salam sendiri gimana* Miss? *Lebih prefer mengucapkan assalammu'alaikum in opening or closing the teaching process atau bagaimana?*
- Interviewee : *Untuk salam tentu pakai assalammu'alaikum ya Eliya, kan mengucapkan assalammu'alaikum sama saja dengan mendo'akan. Sudah kebiasaan juga jadi reflex saja begitu.*
- Interviewer : In the process of using other languages besides English, do you switch the language by inserting the word in the sentence, using English and then other language, or mixing the language in one sentence?
- Interviewee : *Uhm ya, I mix the language. It is by inserting the words like "yeah, so, jadi" yah kata-kata yang sometimes terucap dengan reflex sendiri. I also switch from English to Bahasa Indonesia by giving the translation of the sentence or a word.*
- Interviewer : What are the functions of switching the language in the classroom for the students? Is there/ are there any beneficial for the students?
- Interviewee : Of course to help them in understanding the materials. And I think it will give a benefit for them.
- Interviewer : What is your opinion and suggestion toward code-switching strategies along the learning process? Is it to teach grammar or other important topics in English, to build solidarity and intimate relations with the students, or maybe to clarify meaning?
- Interviewee : Yeah actually as I said before, it will help students in understanding the materials. So I think it is okay to be used as a strategy in teaching English. And I using this in order to help me explaining the topic, to be more *akrab begitu* with students *dan tentunya menjelaskan makna suatu kata tertentu.*

Appendix 2C. Result of Teachers' Interview in the Research

THE RESULT OF INTERVIEW

Interviewer : Eliya Murtafiah
Interviewee : The English Teachers of SMAN 2 Padang Cermin
Day/Date : Tuesday/On May 16th, 2017
Time : 13.00 pm-13.30 p.m
Place : SMAN 2 Padang Cermin

| Question | Answer | | Conclusion |
|--|--|---|---|
| | Subject A | Subject B | |
| 1. How is the process of teaching English activity in the classroom? | Yeah, talk about the processnya. Of course there is sad and happy time in teaching. I also still find some difficulties especially in achieving students' spirit jadito learn when I teach them in full English. | Well, I think the process of teaching English is like an adventure. Why do I say like this. It is because we are in an environment where English is not used in daily life. So, it becomes a challenge for the English teacher, how to teach English well and make the students increase their English skill. | The process of teaching English is challenging for the teachers. Since English doesn't use as a tool communication in daily life. So in the process, the teacher practice code-switching. |
| 2. Do the students pay full attention when the instructions pack in English? | Only some students. | Yeah not really I think. Sometimes they need to refresh their mind by joking or something. And the joke of course has to provide in a language they really | The students do not pay full attention in the process of learning when the instruction packed in full English. |

| | | | |
|--|--|---|---|
| | | understood, it means besides English. | |
| 3. What are the languages do you often use besides English in the classroom? | I use Bahasa Indonesia and Sundane because my students understand Sundanese. And for greeting I open with <i>assalammu'alaikum</i> and close it with <i>wassalamualaikum</i> . I mean in Arabic. | Bahasa Indonesia of course. And for greeting I use Arabic. It is a habit to give <i>salam</i> to others. | The teachers mostly use Bahasa Indonesia besides English, but subject A also use Sundanese in teaching. And they prefer to use Arabic in greeting students to open or to close the teaching activity. |
| 3. In the process of using other languages besides English, do you switch the language by inserting the word in the sentence, using English and then other language, or mixing the language in one sentence? | Depends on the situation. Sometimes I switch the language by inserting the word in the sentence, using English and then other language, or mixing the language in one sentence. | Uhm yeah I mix the language. It is by inserting the words like "yeah, so, <i>jadi</i> " yes the sentence fillers. I also switch from English to Bahasa Indonesia by giving the translation of the sentence or a word. | The teacher switch the language by inserting the word in the sentence, using English and then other language, or mixing the language in one sentence. |
| 4. What are the functions of switching the language in the classroom for the students? is there/ are there any beneficial for the students? | Talk about the functions. Of course it is for helping the students to understand the materials explained. And give the students benefit. | Of course to help them in understanding the materials. And I think it will give a benefit for them. | The functions of code-switching believed to be beneficial for the students because it will help the students to understand the materials explained by the teachers. |
| 5. What is your opinion and suggestion toward code-switching strategies along the learning process? Is it to teach | In my opinion, code-switching can help me in teaching English because I understand the situation | Yeah actually as I said before, it will help students in understanding the materials. So I think it is | The teachers think that the use of code-switching may help them in teaching English. They practice it in |

| | | | |
|---|---|---|---|
| <p>grammar or other important topics in English, to build solidarity and intimate relations with the students, or maybe to clarify meaning?</p> | <p>where my students need Bahasa Indonesia in learning English and to make them interested in learning English. I use Bahasa Indonesia to explain some topics or to explain them the meaning of word or to make joking.</p> | <p>okay to be used as a strategy in teaching English. And I using this in order to help me explaining the topic, to be more closer to them, to clarify the meaning of some words.</p> | <p>order to teach grammar or other important topics in English, to build solidarity and intimate relations with the students, or maybe to clarify meaning</p> |
|---|---|---|---|

Appendix 3A. Transcription of Classroom Observation in the Research

- **Subject A**

Observer : The Researcher (Eliya Murtafiah)
Observed : The English teacher who teaches at grade X (Subject A)
Day/Date : On Monday/May 8th, 2017
Time : 8.45 a.m-end
Meeting : First Meeting
Classroom : X3

(The teacher started to teach)

Teacher : Well class, now open your books and put on your table. What was the last material last meeting? Still passive voice until?
 Students : Present continuous
 Teacher : Present continuous tense, Okay. Do you still remember?
 Students : Yes!
 Teacher : How to make present continuous tense with passive voice?
 Students : *Aaah* (the students looked confuse)
 Teacher : Forget? Okay. Well, let's continue *ya*? The last present continuous. Next I have a practice. Please answer all of you *yah*.

(The teacher wrote an example on the white board)

Teacher : Okay, Firnando is playing volleyball. *Firnando sedang bermain?*
 Students : *Bola voli*
 Teacher : Now, change into passive voice. Rise your hand number one now, later I will give you point one as usual. *Iya Firnando* is playing volleyball. Firnando is subject. This is object (Pointing the board), now change *ini* to be, *ini* subject. One of you. *Salah satu. Hanya ini aja memindah* to remind you.

(The students did the task)

Teacher : Come on answer it. After present continuous, continue the next the past. Don't forget to use continuous for passive voice use being. Use being. *Pastipake* being *kalau* continuous. Volleyball bla bla bla... by Firnando. *Hati-hati ya! Sekarang saya kasih ini aja cluenya.* Volleyball..... by Firnando. *Firnando sedang maen bola voli. Bola voli sedang dimainkan oleh Firnando.* Okay gitu, *ada sedangnya. Sedang kan -ing yah,* continuous, *sedang berlangsung. Sedang aktivitas itu sedang dilakukan. Kalau bahasa kita "lagi". Firnando lagi maen voli. "Lagi" lagi itu ya sedang aktivitas.* Wiwik, do you want to try? (asking a student). *Dapet poin satu. Coba dulu, kalau salah gak papa. Gak dapet minus.*

(A student came forward to do the task)

Teacher : Present *atau* past continuous?

Students : Past continuous Ma'am.

Teacher : *Hah?* Present continuous *apa* past continuous?

Students : Past continuous. Present Ma'am.

Teacher: *Hah, yang*Ma'am*kasih ini present apapast* continuous?

Students : Present.

Teacher: Present number three yang *terakhir ini ya?*

Students : *Terakhir* past continuous Ma'am.

Teacher : *Oh yaudah ngikut aja itu dulu. Ini present continuous, present continuous sama* past continuous. *Sekarang* past continuous *nya.*

Students : Yes Ma'am

(A few minutes later)

Teacher : Okay yeah the answer is right. *Betul jawabannya yah.* (pointing the white board) is being *ini udah positif ya kalau* continuous *pake -ing. Ini ikut aja, volleyball ini kan subject yah.* Subject-nya *tunggal* or singular. Now past continuous *yah.* "Ajiz was watching a film last night". Ajiz, do you want to try? Over there, over there. (Asked a student to answer the question).*Ajiz sedang menonton film kemarin malam. Penggunaannya kalau past..itu aden, siapa itu yang dibelakang? Aden ya, perhatikan ya walaupun dibelakang. Nanti biar kita ganti posisi duduknya yah. Insyaallah minggu depan. Sekali pindah tempat duduk, abis itu udah enggak pindah-pindah lagi.* (warning a student).Okay, *ini yah penggunaannya was, bedanya kalau* past continuous *bedatobe.* Was *atau* were. *Kalau present continuous is/am/are lihat subject-nya. Ajiz sedang menonton sebuah film tadi malam. Itu last night keterangan waktu, adverb of time. Ini keterangan waktu, kalau keterangan waktu itu posisinya bisa dibelakang bisa juga paling awal yah. Gak masalah yang penting kalian perhatikan, focus aja*

subject-nya, verb-nya, sama object. Itu yang diperhatikan. Perubahannya subject-object, object ke subject. Itu kalau keterangan waktu, keterangan tempat adverb of place itu di akhir gak masalah. Ajiz sedang menonton sebuah film tadi malam. Ayo satu-satu coba. Jangan berharap duduk dibelakang santai gak kena sasaran. Enggak, malah yang duduk dibelakang itu yang sering kena sasaran buat maju. Biar kaget kan? Kalau didepan kan siap dia. Watching ini verb-nya yah. Verb one verb two-nya udah hafal kan? “watch, watched, watched ya”. Udah silahkan. Tadi si wiwik yah? Wiwik enough ya for answering the question. Give your friends chance. Kasih kesempatan. Boy, I need boy to answer please. Dimas!Dimas ngerasa laki gak? Kalau ngerasa laki maju (hehehe)

(The other students answered the question)

Teacher : Ajiz was watching a film last night. Very easy now chance ganti chance. A film itu jadi subject ya. Sebuah film sedang ditonton oleh Ajiz tadi malam. Bener gak Dimas? (asking a student who makes the class noisy)

Dimas : Yes Ma'am

Teacher : Bener? Ada yang bilang salah gak? Ada yang punya ide lain? Ada? Tidak ada? No one? Iya, a film sebuah film. Sebuah berarti subject-nya jamak or singular?

Students : Tunggal.

Teacher : Jadi pake tobe nya “was”. Ini tinggal ikut saja being. Ini verb three. Yang namanya passive selalu verb three. Jangan kemana-mana sini aja. Okay, do you understand?

Students : Yes.

Teacher : Siapa tadi yang jawab? Dian yah. Oke, nanti kalau ulangan harus bisa berarti. Well, let's continue. Next number five. Present perfect. Present perfect tense ini an activity that have done yah. Sudah dikerjakan. For example, Tomi has, Tomi sudah visited Bali last month. Tomi sudah mengunjungi Bali bulan lalu.

A Student: Kapan Tom?

Teacher: Yeah in his dream, dalam mimpi dia yah.

Tomi : Hahaha haduuh (laughed).

Teacher : Mimpi dulu gak papa yah, tau-tau udah ke Bali aja. Tomi has visited Bali last month. Kalau present perfect sama kayak past perfect yah, itu kakak adek. Perfect itu selalu verb three yang dipake, yang ketiga. sama kayak passive voice pake yang ketiga. Gampang kalau present sama past perfect. Kenapa gampang? Karena kata kerjanya sudah ketiga. Jadi gak usah lagi diubah kedua kesatu. Udah ngeliat aja bentuknya. Oh itu passive-nyagampang. Tinggal ngikut aja kata kerjanya ya. Perubahannya apa kalau present perfect ke passive? Ada cirinya apa?

Students : Been.

Teacher : *Iya been, iniaja sebelum kata kerja ketiga. Gampang kan? Very easy. Siapa yang mau nyoba? Does any one to try? Siapa lagi yang belum maju? Egi, Firman? (asking students to come forward). Tomi sudah mengunjungi Bali bulan lalu. Apasubject dan object-nya itu yang diperhatikan. Ini subject. Objectnya mana? Bali. Remember that position of object always after verb. Last month ini adverb of time itu pelengkap aja, gak masalah. Yang penting kalian focus aja disini penggunaan passive ini loh. Bali sudah dikunjungi oleh Tomi bulan lalu.*

(Waited for students to come forward)

Teacher : *Yang sebelah sana si Aden belum nyoba sama sekali. Aden nilai kamu kan kecil Den. Tambahin, maju, nyoba. Ayo den maju. Ini gampang banget ini. Yah bedanya apa sih dengan present perfect aktifnya, di “been” itu aja. Inget yah kalau dia have untuk subject jamak, kalau dia has untuk tunggal. Tunggal itu ya satu orang, satu benda. Kalau yang jamak banyak. Iya, Nora.*

(A student comes forward)

Teacher : Bali has been visited by Tomi last month.

Students : Yes.

Teacher: *Mana yang namanya Tomi. Tom, what do you think about this answer? Is it right?*

Tomi : Yes.

Teacher : *Yes mantap jawabannya yah. Bali subject. Ini Tominya sebagai object. Use by or not is no problem. Gak masalah ya. Dipake juga betul, Gak dipake juga betul. Yang penting sudah jelas maknanya. Bali sudah dikunjungi Tomi bulan lalu. Pake has why, karena Balinya subject singular, tunggal. Ini penggunaan been langsung verb three, samaverb three ya kan?*

Students : Yes.

Teacher: *Bedanya diapanya Den kalo passive? Di been, Mr. Bean.*

Teacher : *Begini kan tulisannya Mr. Been atau Mr. Bean?*

Students : Bean.

Teacher: *Bean itu buncis yah. Jadi tuan buncis. Any question, ada pertanyaan gak until here?*

Students : No.

Teacher: *No question. So far so good? It's very good?*

Students : Good.

Teacher : *So far or so good? Nyambung gak maksud Ma'am?*

Students : Yes Ma'am.

Teacher : *Nyambung ya. Number six langsung aja. Biar cepet selesai biar sampai ke Modal ya. Present perfect, past perfect itu sama ya, sama-sama pake been. Ada sih sebenarnya present perfect continuous, past perfect continuous gituya, cuman jarang dipake juga yah. Daripada ribet ini saya kasih simpel aja yang saya ambil. Jarang dipake artinya saya telah sedang mencuci piring. Ribet banget present perfect continuous ya. Ada -ing nya kan continuous. Saya telah sedang, apa tadi mencuci piring. Saya sudah mencuci piring. Ini yang umumnya aja, general aja. Jadi kalian tahu poin-poinnya. Nanti kalian di kelas sebelas belajar lagi passive voice. Mungkin lebih jelas, lebih mateng ya. Ini kan tahap awal aja basic-nya lah ya. Well, past perfect, past perfect itu ya mirip. Kejadian yang sudah dilakukan oleh waktu yang tertentu. Sama-sama sudah lampau, sudah. Tapi tidak diketahui waktunya kapan. Past perfect kayak beginilah bahasanya ada kata before sama after, Sebelum dan sesudah. Begini sebelum berangkat sekolah mandi dulu apa makan dulu?*

Students : *Mandi... makan... Biasanya makan dulu sihMa'amterus mandi.*

Teacher: *Yaudah berarti sebelum makan saya mandi misalnya gitu.*

Students : *Sebelum mandi saya makan.*

Teacher : *Sebelum mandi saya makan. Nah ini penggunaan past perfect sodaraan atau deketan dengan past tense ya. Saya makan sebelum mandi. I had had breakfast before I took a bath. Bingung ya? Okay gak usah terlalu dipikirin, yang penting ini aja past perfect sudah lewat gitu. Okay dia ini gini loh sebenarnya, ini past tense. Sebelum past tense ini biasanya ada after terus past perfect, ini biasanya ada hubungannya dengan past tense. Ayok perhatiin yok. Past tense duluan tengahnya after baru past perfect gitu sih. Jadi gimana misalnya I, tadi kamu bela mandi dulu apa makan dulu?*

Bela : *Makan.*

Teacher : *I took a bath, saya mandi after setelah, saya.. I had had breakfast. Gini penggunaannya past perfect. Jadi sebelum kita kesini, gambarannya gini loh. Where is the Eraser? Okay, langsung aja kitake past perfect, itu tadi hanya perumpamaan. Okay for example. Keliatan?*

Students : *Gak keliatan ya?*

Teacher : *Oke, tolong hapus itu yang piket. Ajiz lagi. Sebelah sana, over there! Gak papa Jiz hari ini banyak amal sholeh yaJiz, thank you. Nah jadi ini sudah lewat belum kejadiannya? Ajiz udah ngapus belum?*

Students : *Udah.*

Teacher : *Barusan kan?*

Students : *Yes.*

Teacher : *Kalau waktu semenit, sedetik kalau sudah lewat jadi masa lalu, gak usah dikenang lagi masa lalu. Forget ya? Okay contoh example. Ajiz sudah membersihkan papan tulis. Ajiz had cleaned the board. Ajiz sudah membersihkan papan tulis maksudnya, emang sudah lewat kan? Sekarang kalian buat passive-nya. Oke kayak biasanya aja deh, maju semua. Kalau disuruh satu-satu susah banget lama. Maju semua, nanti saya kasih nilai langsung aja. Ajiz had cleaned the board. Ajiz sudah membersihkan papan tulis. Lihat penggunaan kata kerja keberapa yang dipake? Verb three. Ini Firnando, Egi, sama*

siapa? Aden ribut terus kan dibelakang. Emang gak bakal merhatiin yang dibelakang itu. Kalau ribut saya suruh kalian didepan sini lesehan. Ini sama-sama verb three, verb three penggunaannya. Pokoknya perhatiin aja, inti perfect, Tomi siapa tuh dibelakang Tomi, Zaenal, eh siapa tuh Egi..kok mirip Zaenal sih.

Students : *Hahahah.*

Teacher : *Sama-sama perfect perhatiin nih. disini ada verb three nya, verb three semua. Bedanya apa kalau passive? Siapa itu Dani..bedanya apa kalau passive?*

Dani : *Gak tauMa'am.*

Teacher : *Gak tau? Mikirin siapa sih? Bedanya apa kalau dia kalimat passive?*

Dani : *Ada been-nyaya?*

Teacher : *Iya ada been-nya. Iya ada Mr. bean-nyaya. Iya, all of you semuanya maju nanti saya ambil nilainya, bener gak jawabannya masing-masing. Jadi gak ngandelin temennya maju satu dua satu dua kayak tadi. Ayok finish-finish. Bring your book. Jadi kalau sudah dibawa kesini gak bisa diambil lagi.*

(The students submitted the book to the teacher while the teacher is starting to count)

Teacher : *One... two.... three... four... five..... iya pass time is up. Habis ya Okay no one has been false ya. Gak ada yang salah ya, eh si Ika tadi salah ya. Ika and Indra ya two people. Now please attention look at this! Ajiz subjek, objek-nya the board. Langsung kita pindahkan the board papan tulis had been pake been bedanya sudah dihapus oleh siapa? cleaned by Ajiz. That's all the answer. Itulah jawabannya ya. Well until here, do you have problem? Do you understand?*

Students : *Yes.*

Teacher : *Well enough for our meeting. Time is over ya? Insyaallah we will continue on Tuesday. Uhm abis ini apa ya? Kayaknya "Modal" ya? Abis itu finish we have test ulangan about passive. See you insyaallah. Wassalammu'alaikum warahmatullahi wabarakatuh.*

Students : *Wa'alaikumsalam warahmatullahi wabarakatuh.*

Teacher : *Uhm the next lesson siapa? AbisMa'amsiapa? Ibu setiwati? Oke kalian istirahat dulu.*

- **Subject A**

Observer : The Researcher (Eliya Murtafiah)
Observed : The English teacher who teaches at grade X (Subject A)
Day/Date : On Tuesday/May 9th, 2017
Time : 7.15 a.m-end
Meeting : Second Meeting
Classroom : X2

Teacher: Okay guys. Prayer first before we do our activity. Okay, Tina *do'a*.

Tina : Get ready! Before we study, let's pray... finish! Greeting to our teacher.

Students : Good morning Ma'am.

Teacher : Good morning! How are you today?

Students : I'm fine, thank you. And you?

Teacher : I'm fine too thank you. Well, are you ready to study?

Students : Ready!

Teacher : Open your book please. Put on your table. Now I want to check your attendance first. Today is seventeenth or eighteenth? Eighteenth *ya*?

(The teacher checked students attendance list)

Teacher : Where is Hengki? Absent? There is no letter? *Ada surat gak?* Okay *alpa ya*. Now please open your book! we will study about reading text. And then, you will do it in a group. But before that, you should write down the material first. All of you must write it. Okay, write down *tulis dulu*. Is there something question? Do you have homework?

Students : No.....

Teacher : No no no *bagaimana?*

A student : *Aku ora reti*.

Teacher : I'm sorry? Okay, we will discuss it later. *Ini apa ini? Yang remedi itu kan?*

Students : *Kok remedy? Bukan* Ma'am.

Teacher : Okay okay *pasti banyak yang belum ini*.

Students : *Iya* Ma'ambanyak.

Teacher : We will discuss it on Thursday. *Hari kamis aja ya? Semua yang belum ngerjain, yang bagiannya belum ngerjain, kerjain*. Write first, *tulis semuanya dulu yah*. Short text. Still discuss about news item *ya*?

(The teacher wrote the text on the white board)

Teacher : *Bayu, bawa kesini hpnya Bayu.*(took a student's phone). Anybody has boardmarker? May I borrow? *Pinjem-pinjem sini. Kalau gak, isi dulu yang piket please.* There are four paragraphs. *Ada empat paragraf. Ini stillapa?Teksnya masih jenis apa ini kira-kira? Apa Des?* What kind of the text? *Jenis apa teksnya? Kira-kira apa?* You can identify what kind of the text? Descriptive or news item?

Students : News item.

Teacher : What is the characteristics? Character? *Mana? Ini ciri-cirinyayah. Ciri-cirinya diawal in the first type itu, first word kata pertamanya itu the name of place. Ya kan ciri-cirinya biasanya nama tempat. Kalau dikoran kayakJAKARTA berarti the accident or the event happened in Jakarta. Jadinya Jakarta. Lampung, misalnya dimana, di Tulang Bawang. Tulis Tulang Bawang. Itu ciri-ciri news item berita, teks berita.*

(The teacher checked a student's writing)

Teacher : *Spokesman itupake S itu. Bukan poksmo kira pokemo jadinya. Spokes pake S, ini S apa apa ini? Oh s nya besar sekali, s nya kecil banget. We are waiting for the board marker. Ma'amlupa isi tinta tadi.* Actually I have two boardmarkers. *Punya dua sebenarnya tapi I don't know where is it one of them. After this, you have write down the text and the questions and then you work it in a group. Kerja kelompok ya.* Please identify what are the text organization-nya. *Kalian nanti dicirikan aman itu bagian-bagian susunannya teksnya. Pertamanya disebut apa paragraf pertamanya, kedua, ketiga, dan sumber-sumber berita dibagian paragraf ke berapa.* And then, answer the questions. How many you are? *36 ya? How many? Berapa semuanya? 35? Banyak yang keluar kalian ini.*

Students : 35Ma'am.

Teacher : *Yang keluar..one.. two.. two people ya? Oh jadi thirty five, Tiga lima. Oh Egi kemana Egi? Keluar?*

Students : *Enggak.*

Teacher : *Jadi tiga lima, thirty five ya? Jadi each group consist of five people, lima orang. Sambil we are waiting for the boardmarker, I divide you into groups. Saya bagi kelompok aja ya? One group 4-5 people. Jadi disatu kelompok itu5 orang ya. Start from you one, two, three, four, five, six, seven until Wahyu ya? Rizal, Rizal ya one, two, three, four, five, six, seven. Seven people here are the leader of the group. Ketua kelompoknya ya? And, please write your friends' name in the same number. Yang nomornya sama kalian catet. Amin number one, two, three, four, five, six, seven. Si siapa si arif seven. Dani one ya, two, three, four, five, six, seven. Reni seven. Rizal tulis namanya. write your friends' name. onesi Eka ya two, three, four, five, six, seven. Tin catet tin.*

Tina : *Gimana sih Ma'am?*

Teacher : *Nanti-nanti later nanti tunjuk tangan yang nomornya sama. 1, 2, 3, 4, 5, 6, Jimi 6. Okay the last one jimi 6. Okay finish. Now rise your hand for number one! One! Tulis! Okay finish, number one sudah. Number two..udah? Number three Sakinah, udah finish? Number three coba coba number three. Number four, mana number four look at your friends. Mana temennya tuh?*

A Student: *Ama Bayu?*

Teacher : *Number five, Novi write your friends' name. catet yasupaya gak lupa. Number six Rizki. Seven, the last group. Okay finish ya? Later you do it but now write down first, tulis dulu. Ini spokesman ya. After you write it, please move to your friends' member. Sama temen-temen anggotanya, anggota temennya ya. Group one itu disini, iya disini tempat Selvi sama Wita ya. Dede iya sama si Cahyanto ini dua tables ini group one. Belakangnya siMesin sama mejanya Firgi group two. Ini meja Gina sama meja Arin group three. Mejanya Fatma sama mejanya Ali group four. Mejanya Novi sama mejanya Egi group five. Rini and Poniti's table group six. Ini the last group seven. Nanti after you finishing your work.*

A student: *Boleh buka kamusMa'amdi hp?*

Teacher : *Boleh. You move! If you have finished. Pindah-pindah kalau sudah. Deni have you finish? Finish writing?*

Dani : *Gak ada pulpen Ma'am.*

Teacher: *Use my pen. Okay you, after lesson take your mobile phone in the office ya.*

A student who has the phone: *No Ma'am.*

Teacher: *Apa? Gak mau diambil? You don't need it?*

A student who has the phone: *Yes.*

Teacher: *Wah for me yah? Untuk saya yah?No katanya, kamu gak perlu? No katanya.*

A student who has the phone: *Jangan gitu gehMa'am, saya kan gak maksud.*

Teacher : *Gak maksud.Berarti hp kamu gak perlu dibalikin, kata kamu no. you said that say no.*

A student who has the phone: *Yes tapi loh.*

Teacher: *Kan taunya yes no aja. Udah nih hpnya kataMa'amberapa dendanya?*

Students : *Lima puluh ribu.*

Teacher : *Masuk kemana?*

Students : *Uang kas.*

Teacher : *Kalau gak ambilnya setelah semesteran choose the choice, pilihannya itu. Fifty thousands or take when you have finished semester test. Mangkanya kalau belajar itu hpnya jangan dipakai dulu.*

A student who has the phone: *Ma'am, ini mau dibersihin gini itu tadi...*

Teacher : *Have you finish? Dani not yet. Kenapa gak ngomong, may I borrow your pen please? Gak ngomong minjem tadi yah. Okay now attention please, perhatikan! Before you moving to your friends. Sebelum pindahlah, read it first, baca dulu yah.*

Follow me, *ikuti dulu caraMa'am bacanya*. Earthquake, *coba diulangin please si... siapa Ade Juni*, follow me *kamu gak ngomong. ini apa nih De?*

Ade : Earthquake.

Teacher : Okay listen again, Earthquake jolts..*desis s nya ya* jolts Japan capital. Tokyo..a slight Earthquake jolted.. *akhiran d ini kalau ketemu d dibaca tid*. Jolted the Japanese capital last night but *bisa juga* you can say but (bət or bət) *mana* yah but okay up to you. Authorities said there were no immediate reports of casualties or damage. Okay this is the first paragraph. *Kan ini apa,kaliannantirincikan*, identify what kind of the text organization-*nya*. *Apa ini jenisnya? Ini, ini*, and the last *ya*. There four *ya*, four groups, uhm four paragraphs. A spokesman for the japan meteorological. *Oh si ini repeat ini,ulangi bacanya. Bacanya gimana tadi?* Wim just try! *Coba aja dulu. Ini baca ini.*

Wim : Mi..mii..

Teacher: *Iya miti..*

Wim : *Mittiorolojikal.*

Teacher : Meteorological. Agency said an earth tremor. Treme e e treme. *KanMa'amudah bilang ini E bacanya E sama ə. gini cara tulisannya kan. Nah ini cara bacanya e kebalik kataMa'amcara bacanya e treme bukan tremor apa termos gitu yah. kalau sunda biasanya ngomong apa?*

Students : Yes!

Teacher : Yes *itu pake yang E bukan yes. Mana ada yes.Engges palingan ya*. Okay *lanjut*. Was registered, *kalau ada akhiran d biasanya di desis ed*. Registered. R *nya gak terlalu kedengeran*. In Tokyo, *kalau nama daerah ama tempat samain aja Tokyo gitu* but there are no reports of casualties or damage *ujungnyanya seperti huruf j* damage. The earth tremor shortly after midnight Tokyo time. Residents of central Tokyo said the tremor was the strongest in several months in the capital. *Jadi ini bagian apa ini? Iniinformasinya ya*. Taken from Bangkok, 2004. Okay finish for the reading. Please find out the questions. There are four questions, *ya ada empatpertanyaan*. You should answer based on the text. Now please move to your group, *pindah* now. Not homework, *bukan tugas PR yah*.move! Group one, two, three, four, five, six, seven, *yok pindah*. You can open dictionary on the phone, *yang penting jangan bbman facebookan*. You should submit your book for each group one book. One group one book. Write your name and your friends' name.

Teacher : Time is over, *waktunya sudah habis*.

Students : *PR ya Ma'am?*

Teacher: No homework, *tugas*.

Students : *Tugas sendiri-sendiri?*

Teacher : No! *tugas kelompok*. Okay number two *belum* number two. *Siapa number two yang belum jawab?* Okay attention please. *Perhatiin saya*. For answering number two, *jawaban nomor dua ini kan ada apa ini namanya?eeh kata bantu* tobe past *ya*, tobe *nya* past *ya* were. *Kalau tobe ataukata bantu didepan kalimat tanya itu cuman pertanyaan apakah. Jadi, apakah itu*

jawabannya cuma dua, yes or no. Jadi were there, apakah disana ada any victim and damage? Apakah ada korban dan kerusakan? Tinggal jawab yes there were or no there were not. Pilihannya Cuma itu aja. Kalimat tanyaapakah, yes or no. bisa yes there were or no there were not atau there weren't. Finish Gina? Sini bring your book. Okay, if you have finish you may move to your chair pindah.

A student : Ma'am authorities itu apa?

Teacher: Authorities *ahli, yang berwenang. Pihak-pihak yang berwenang.*

A student: Immediately?

Teacher : *Segera.* Yes there were *atau* no there were not. *Yang tadi Cuma itu jawabannya.* Yes there were *atau* no there were not. Finish? *bawa sini.*

A student: *Sebentar* Ma'am belum dikasih nama kelompok.

Teacher : *Kenapa Gi kamu belum makan?*

Egi : *Hehe.*

A student: Ma'am *tadi apa* Ma'am *yang tadi itu nomor dua? Antara iya dan tidak gimana* Ma'am?

Teacher : *Kan tobe nya were, subject-nya apa subject-nya? There. Jadi, yes there were, ya ada. no there were not. Pilih yang mana? Ada atau tidak.* Yes there were or no there were not. *Itu udah dibantu* Ma'am. Finish?

A student who has the phone: Ma'am, *hpnya* balikin Ma'am.

Teacher : *Udah berapa kali sih hp kamu itu. Udah berapa kali ya?*

A student who has the phone: *Baru sekali ini.*

Teacher: *Udah dua kali kayaknya ya?*

A student : *Iya.*

A student who has the phone: *Dua kali sama siapa? Satu sama Bu Sri yang satu sama* Ma'am, 2 kali.

Others : *Alaah.*

Teacher: *Pura-pura lupa dia.*

A student who has the phone: Ma'am.

Others : *Rio ojo nangis yo.*

Teacher : Finish? One, two, three, four, five, six, seven, eight...

Students : *Kumpul kan?*

Teacher: Back to your place. *Balik ketempatnya.*

A student : Ma'am belum ditulis nama kelompoknya.

Teacher: Nine... finish. *Uhm Dani dani mana pena?*

Dani : *Iya* Ma'am.

Othes : *Huuuu.*

Teacher: Thank you *geh*. Okay, silent!

A student: Silent please!

Teacher : *Insyallah* we continue your task discussion next meeting *ya insyaallah*. See you *wassalammu'alaikum warahmatullahi wabarakatuh*.

Students : *Wa'alaikumsalam warahmatullahi wabarakatuh*.

• Subject B

Observer : The Researcher (Eliya Murtafiah)

Observed : The English teacher who teaches at grade XI (Subject B)

Day/Date : On Monday/May 15th, 2017

Time : 10.00 a.m-end

Meeting : First Meeting

Classroom : XII IPA 3

Teacher: *Assalammualaikum*, so how about this? *Ma'ampikir sudah selesai*.

Students : *Belum*Ma'am.

Teacher : Well, *iya* just continue.

(Waited for the students to finish their works).

Teacher : Well, how are you today?

Students : Fine.

Teacher : Fine? Just fine? No one feel fantastic or may be? No one, just fine? Okay, alright. Okay, this is very nice for me to see you again. And it seems that this is our first meeting after UN or last examination for twelfth grade, right?**(The students looked confuse)**

Teacher : *Kenapa liat*Ma'amgitu?

(A student asked the teacher about the material)

A student : Ma'am.

Teacher: Iya.



A student: *Itu emang kayak gitu tulisannya.*

Teacher: Present continuous.

A student: *Kayak gitu tulisannya?*

Teacher : *Iya continuous. kurang u nya miss type. Diperbaiki saja.*

(The teacher checked the attendance list of students)

Teacher : Where is Beni?

Students : *Alpa.*

Teacher : Absent..only two letters for today. Okay just continue. *untuk* review two, I think for spoken it will spend much time for us. So please make it by having written. *Jadi kalian tulis saja* for review two. *Ada beberapa kemarin yang sudah* get additional score, like Sindi and the others. *Ada beberapa itu a few. Kemudian* for sixty questions you choose at least twenty questions, you answer it in a piece of paper so just analyze. You write your analysis. *Jadi kalian tulis* the reason why you choose that. Understand?**(The students looked confuse)**

Teacher : *Jadi*, you choose twenty questions and answers, right? And twenty analysis. Okay. *Jelas ya? Okay ini sudah semua lah ya?*

A student : *Belum yaallah.*

Teacher : Yeah systematically you just choose from the easiest *dari yang termudah.*

A student: *Dianalisis aja*Ma'am?

Teacher : *Iya*, because I want to know your comprehension about analysis of questions. *Tadi dimana, dibuku atau dimana?*

A student: *Dikertas.*

Teacher: *Dikertas untuk mempermudah*Ma'amnanti membawanya.

Students : Yes Ma'am.

Teacher : Well, I think this time for us to discuss about that one, right? *Sudah ya, janganterlalu lamamenulisnya* because it will spend much time. Well, today we have two theories. Actually we should learn one by one, but for the first one, I think it is very simple so we don't need much time explain, to discuss about that. Well, for the left side of you. Let's see! There is connector showing purpose and reason. What? Purpose and...

Students : Reason.

Teacher : So, connectors. Apasih connectorsitu? *Ketika kalian ini...dilaptop atau di computer. Kan kalian sering di internet ya? Ada yang connecting terus adayang connected. Tahu maksudnya apa sebenarnya?*

Students : *Tahu... menyambungkan..terhubung.*

Teacher : *Iya menyambungkan ya atau menghubungkan seperti itu ya? Jadi, kalau misalkan kalian internetan tau bedanya connected dengan connecting? Apa..apa bedanya? Who knows the different? Coba*, how can you differentiate between

connected and connecting before we go to our material. *Jadi sebelum kita kesini kita itu dulu, bahas yang ini dulu ya connected and connecting. Iya how can you differenciate? Okay Nisa? You want to speak something?*

Nisa : Connecting *menghubungkan*, connected *terhubung*.

Teacher : Okay good. *Berarti yang menghubungkan itu yang akhirannya –ing. Yeah prosesnya, dia masih proses. Sedangkan kalau yang pakaied connected berarti dia sudah terhubung atau tersambung. That’s great. Bener Nisa yah. Well, nah sekarang kalau sudah tahu connected connecting, automatically you will know our discussion today. Berarti tentang apa ini? Kalau adaconnectors. Kalau tadi kan sebagai verbiya kan? Sebagai verbkemudian adjective. Verb-nya itu kan connecting connected-nya itu kan adjective. Kalau yang ini connector, apa? Penghubung.*

Students : *Penghubung.*

Teacher : *Jadi as a noun, right? Okay, dia sebagai noun-nya. Nah penghubung itu ada dua nih. yang kita bahas ini ada dua. Yang pertama connectors of... tinggal baca saja loh. Purpose! And the second reason. Nah berarti kita akan membahas dua itu. Jadi tugas kita atau kalian nanti kompetensinya you will know the difference between connectors showing reason and purpose. Ya setelah kita bahas, berarti kita harus bisa membedakan. Well, the first one. Untuk yang ini yang number one focus on purpose. Kita fokusnya disitu number one. There are three ways. Apa itu? Ada tiga, tiga yah untuk ini showing purpose. Apa saja?*

Students : *To, in order to, so as to.*

Teacher : Okay, there are three ways. *Ini apa namanya cara kita .eeh apa maksudnya kalauMa’ammengatakan you must clean the room in order to be clean. Apa itu maksudnya?*

Teacher : *Tujuan, kalau tujuan itu berarti hasilnya apa? Kita mau, kita harus bla bla bla bersih ruangnya.*

Students : *Untuk.*

Teacher : *Apalagi?*

Students : *Agar.*

Teacher: *What else?*

Students : *Supaya.*

Teacher : *Berarti agar dan supaya itu ada dua kata yang sama ya, padahal satu saja sudah cukup. Agar or supaya. Jadi supaya tidak boros ya? Kemudian, dari tiga kata ini selanjutnya itu kayak tadiMa’ammengatakan in order to be clean. Iya be itutermasuk kedalamkata kerja. I have many jobs to get some money. To get much money. Berarti kalau banyak pekerjaan banyak uang. Yang harus kita garis bawah adalah to get. Tidak boleh to got atau to gotten. Why, Kenapa tidak boleh?*

Students : *Harus menggunakan verb 1.*

Teacher : *Because we have to use verb 1. Berarti kalau kita simpulkan to, in order to, so as to must be followed by verb 1. Nice! Kalau sudah ini berarti tidak salahlagi artinya. Kalian tinggal menambahkan verb 1 nya saja ya. Okay for example, kita lihat contoh disini. The first example, please read dibaca bareng-bareng three, two, one.*

- Students : Dimas sent the letter this morning in order to be received in the afternoon.
- Teacher : Okay good! *Itu ada* in order to be received. Be *ya?* *Karena disitu untuk menggantikan... dia* passive bentuk kalimatnya. *Berarti* must use to be. *Sama halnya seperti kita* adjective kalau mau diawali verb 1 *berarti* harus dengan be. *Artinya* kalian *terjemahkan masing-masing*. Okay, *nanti tugas kalian untuk menerjemahkan. Kemudian yang the second one, contohnya yang nomor dua* please read three, two, one.
- Students : Sean is studying hard so as to get an overseas scholarship.
- Teacher : Okay, which one the verb 1?
- Students : Get.
- Teacher : *Yak* get verb 1nya. *Kemudian yang ketiga*.
- Students : She phones her boyfriend just to say hello.
- Teacher : Okay, *kalau tadi yang pertama kita menggunakan* in order to, *yang kedua pakai* so as to, and this one use to. Okay the most simple right? *Ini yang paling simpel. Kalau kalian membuat contoh pasti pakai yang ini semua ya kan?*

(The students laughed)

- Teacher : So, avoid that habit, *itu kebiasaan buruk. Jangan mau yang simple-simple saja*. You have to know all. *Harus tahu semua*. Okay the two, which one verb 1?
- Students : To say.
- Teacher : Okay to say. *Berarti tidak boleh* to said. *Kita harus menggunakan* verb 1. *Bagaimana dengan* to saying, *boleh tidak?*
- Students : No..*enggak*.
- Teacher: No! because saying is not verb 1. Well good. Any question for purpose?

(The students did not give any response)

- Teacher : *Ada pertanyaan?*
- Students : No.
- Teacher: So, you understand, right?
- Students : Yes.
- Teacher : *Takutnya* any question? No..do you understand? No..
- Students : Yes..
- Teacher : Simple *yang penting ngerti ya*, because we don't have much time. So, *ya harus kita bagi-bagi nanti waktunya. Itu masih ada satu lagi disitu. Nah ini yang part ini tadi belum selesai. Kalau tadi purpose, sekarang kita mau bahas* reason. It's all

about reason. *Apa itu reason? Kalian suka sekali yang namanya reason. Kenapa belum selesai? Panjang sekali alasannya iya kan? Kenapa telat? Ban motornya pecah.* So, reason adalah alasan. *Kemudian kita harus tahu untuk yang reason ini ada satu kata almost same hampir samatapi berbeda. Yang pertama adalah because yang kedua adalah because of. Before going to my explanation, who can differentiate apa bedanya antara because dengan because of. Artinya sama loh ya. They have same meaning. Tapi ada yang berbeda dalam penggunaannya.* Okay Example, *contohnya, misal I'm sick because I haven't eaten yet. Belum makan aja sakit langsung kan? Ada alasannya kan? Siapa yang bisa mengulangi contoh tadi? Kalau tunjuk tangan bagaimana? Ma'amingung kalau rombongan-rombongan. Iya one by one. Who will be the first? Contoh dari Ma'am tadi apa?*

Students : I'm sick because I haven't eaten yet.

Teacher : *Saya sakit karena belum makan. Okay, I was sick yang tadi I'm sick. I was sick. Misalnya Ma'am mengatakan I was sick because I didn't eat. Hampir sama, right? Masih menggunakan, kalau yang tadi I haven't eaten yet, yang ini I didn't eat. Kemudian misalkan kita ambil contoh lain. Ini agak berbeda kalau tadi dua kalimat itu sama. Yang lain, misalkan kalian ada nih yang crazy because of you. Kayaknya sering banget sampai jadi orang gila dangak tau you nya itu siapa. (hahaha) you nya juga crazy I think. Okay terus ada lagi istilahnya apa itu kalau sudah bbm-bbm. I cannot sleep because of you. (Woahaha) ini nyata, right? Ya ada ya nyata. Kalau tidak nyata berarti tidak ada. Okay, I have four sentences, Ma'am sudah memberikan empat contoh. Two, I use because and two others I use because of. Coba, any one dianalisa dulu. Kalau artinya sama ya karena ya. Sebelum kita ke contoh yang diberikan yang sudah ditulis itu. Mesti kalau disuruh mengulangi nanti contoh yang kedua ini yang kalian cepat ingat. Ya? Nah kalau yang pertama tadi sudah disebutkan ya yang satu ya. bagaimana my second example, tadi yang pakai because. I was sick because I didn't eat. Okay good! Kemudian contoh lagi, it seems that I must call Nodi. Tadi contoh Ma'am yang ketiga apa Nodi ya? Bukan berarti Ma'am bilang you crazy. So, I choose you. Awas hati-hati yang tidak bisa menyebutkan contoh dari Ma'am. Setidaknya ada satu atau dua katalah ya, jangan sepenuhnya tidak mengerti. Misalnya ada beberapa kata yang kalian ingat. Nodi... okay si Bangkit?*

Bangkit : I'm crazy because of you.

Teacher : *Yang kedua tadi apa?*

Students : I can't sleep because of you.

Teacher : *Kan jarang sih kalian, I can't sleep because of my mother. Jarang kayaknya lebih ke you nya. You nya itu siapa. Kalau dimarahin ibunya mah lanjut aja kan tidur. Sudah ya empat contoh itu analyze. Apa bedanya? Kalian analisa sendiri coba. To emphasize, untuk mempertegas look at this one. Uhm okay-okay nah seperti ini, ini tadi ya because of, ini because. Nih perhatikan lagi. Apa bedanya? I will give you additional score for those who can answer. Where is the Eraser?*

Students : *Tadi di selorokan Ma'am.*

Teacher : *Oh okay this my or your mistake. Okay this one ya! Sama kan dengan contoh yang tadi Ma'am kasih kan bentuknya. Tuti, you want to say something?*

- Tuti : *Kalau because itu diakhiri dengan kalimat atau sentence. Kalau because of itu diakhiri dengan kata ganti orang.*
- Teacher: *Darimana si tuti menyimpulkan seperti itu?*
- Tuti : *Atau kata ganti benda.*
- Teacher : *Okay, sebetulnya kalian bisa lihat ini rumusnya kan ada clause dan disini noun please? Uhm who wrote this one? Okay siti, uh siti, Tuti I mean tadi kalau because..perhatikan yang lain. Uh Nodi nanti ditanya lagi gak bisa. Okay pay attention. Tuti repeat. Iya because and because of.*
- Tuti : *Because diakhiri kalimat atau sentence misalnya present tense. Kalau because of itu diakhiri dengan kata benda.*
- Teacher : *Okay Charles what is on your mind? Charlesini lesu banget hari ini. Kata tuti benar tidak Charles? Is it true? Charles ngomong sesuatu.Ma'amkhawatir kalau kamu diam saja. Charles! Yasudah because. Because tadi apa maksudnya? Ini sudah dijelaskan sebenarnya yah. Okay yang dimaksudTuti tadi sentence. Kalau setelah because must be followed by sentence. Jadi kalau sentence itu kan subjek, predikat, objek, complement, pelengkap.Sebetulnya tidak harus sentence, kita bisa gunakan clause. Sentence tidak salah tapi clause itu lebih tepat because sometimes we don't need object and complement. Kita tidak harus menambahkan objek just clause. Kemudian untuk yang because of, kayak tadi yang contohnya itu kan lebih simpel, right? Jadi kalau because of itu langsung saja ke nounnya. Atau ituada noun phrase. Ada yang harus diperbaiki ternyata.Tadi sekilas seperti noun phrase ternyata salah, noun phrase ya? Noun phrase itu bagaimana? Kayak tadi because of my mother, Ya kan? Itu bisa saja Noun phrase itu tidak harus only one word or satu kata saja. Any question? No question? Okay kalau tidak ada pertanyaan first exercise, exercise yang satu yang ini. Please make one sentence. Write, bisa kan?Ma'amdektekan saja ya, just listen. Perintahnya please make or create this one, tulis seperti ini ya kalian ya. Please make or create one sentence of connectors showing purpose dalam kurung gimana nih tidak pakai dalam kurung tadi by using to, in order to, so as to berarti 3 kalimat ya. Kan satu kalimat pake to, in order to, and so as to. Sudah and connectors showing reason using by using denganmenggunakan because and because of. So, how many sentence?*
- Students : *Five.*
- Teacher : *Iya five. Kerjakan sekarang. Silahkan dikerjakan. Ini yang penting kan sudah kaliancatat for the second one about passive voice. Tugas kalian ini dipelajari dulu, jadi nanti saatMa'amjelaskan kalian sudah ada knowledge. Iya sudah itu saja. Kalian ini dulu itudipahami sedikit saja nantiMa'amTanya. Yang tadi tugasdirumah. Yang tadi PR because next meeting I will see. Kitamasih punya waktu... No.*
- Students : *Sudah habis.*
- Teacher : *Okay don't forget for passive form ya passive voice. This is your homework too to comprehend. Any question?*
- Students : *No.*
- Teacher : *Because you have understood. Sudah mengerti ya? Well, I think that's all for our meeting. Wassalammu'alaikum warahmatullahi wabarakatuh.*
- Students : *Wa'alaikumsalam warahmatullahi wabarakatuh.*

- **Subject B**

Observer : The Researcher (Eliya Murtafiah)
Observed : The English teacher who teaches at grade XI (Subject B)
Day/Date : Tuesday/ On May 9th, 2017
Time : 7.15 a.m-end
Meeting : Second Meeting
Classroom : XI IPS 2

Teacher: Well. *Assalammu'alaikum warahmatullahi wabarakatuh.*

Students : *Wa'alaikum salam warahmatullahi wabarakatuh.*

Teacher: Good morning

Students : Morning Ma'am.

Teacher : How are you?

Students : I'm fine, okay.

Teacher : Fine, okay, fantastic *ya? Panas-panas jadi no problemlah ya.* Okay, well nice to see you again for today. And long time no see you, right? After UNBK. *Jadi setelah UNBK itu, this is our first meeting right? Iya? Kok ragu-ragu begitu? Atau sudah ada yang bertemu dalam mimpi? Yasudah yes berarti kan jawabannya kan?*

Students : Yes.

Teacher : *Dalam mimpi saja sudah.* Well, uhm please clean the white board.

(A student cleaned the white board)

Teacher : Okay, well first question. My question goes to.. *iya* Resti. Resti what is our last discussion? **(Resti looked confuse)**

Teacher : *Kita* last meeting *apasih*, what was our last activity? Did you still remember?

Resti : Yes.

Teacher : Yes. *Takutnya nanti lama gak ketemu sudah ini kan hilang, disappear saja.* Did you still remember what was our discussion in our last activity, the previous one? Discussing about theory or analyzing some questions.

Students : Some questions

Teacher : Analyzing some questions. yeah that's our last activity. Well, for today we have *untuk hari ini* we have new material. Please one student help me to write the theory. *Iya Selvi*, because I have to check the attendance, your present, right?

(While a student was helping the teacher to write down the theory, a student asked teacher's permission to go home because he doesn't feel good)

Teacher : Siapa yang nganterin?

A student : Eko.

Teacher : Eko? *Eko mau mengantarkan si Fernandes? Tapi come back again, right? Kan dekat ya*

Eko : *IyaMa'am.*

Teacher : *Kalau come back berarti kembali ketempat yang sama kan? Si eko dimana sekarang?*

Eko : *Disini.*

Teacher : *Iya disini.* So later you will be here.

Eko : Yes.

Teacher : Uh be careful *yah! Kenapa sih rambutnya Eko itu sih?*

Students : *Dicakar macan Ma'am.*

Teacher : *Oh iya ini* (gave the letter permission). Yeah for the others please write down.

(The teacher checked students' attendance list)

Teacher : I don't see gilang. Where is gilang? Uhm galang.

Students : *Alpa.*

Teacher : Absent. Galang absent, Fernandes sick. That's all.

(Waited for the students to finish their writing)

Teacher : *Dari segi tulisan jadi seteliti mungkin. Jangan ada huruf yang tertinggal.* Well, this is our discussion today. And you can read by you yourself for the tittle. What is the tittle? *Hah?* Can you read the tittle?

Students : Connectors showing purpose and reason.

Teacher : *Iya be louder. Iya repeat! Lah kok lemes yang jawab cuma satu dua siswa? Ma'ammau* you read by you yourself first. *Baca dulu apa judulnya itu.*

Students : Connectors showing purpose and reason.

Teacher : *Nah kalau sudah baca kemudian kan kalian mau tidak mau. Oh ya saya pernah mengungkapkan nih ada connectors showing purpose and reason. Connectors, this is one word. Ini kuncinya dari sini nih konektornya. Kalau if we talk about connector. Nah, it is better for us to comprehend first. Untuk memahami dulu apa itu connector.*

Students : *Penghubung.*

Teacher : *Iya penghubung, very good! Connector adalah penghubung and nah kita sedikit keluar dulu dari jalur sini. Connector penghubung, kemudian kalian sering searching diinternetyah? ada kata connecting and connected. Pasti maknanya masih ada kaitannya yah?masih berkaitan. So, my question is, how can you differentiate between connecting and connected? Yeah ini hal yang ini kan yang sering kalian temui kan? So, Ma'amtakutnya kalian tidak mengerti connected and connecting. KetikaMa'ammau mencari sesuatu atau kalianlah mau buka facebook ya kan?Kemudian it is very difficult for you to find facebook because still connecting. Sulit masuk ke facebook karena connecting melulu ya kan? Tapi kalau sudah connected ya lancar. There is no trouble. Berarti kalian bisa buka facebook atau media yanglain diinternet. Terus apa bedanya antara connecting dengan connected? Ma'amtanyakan ini sebelum my explanation because it's your apa ya, ini kan sudah menjadi ini kalian sehari-hari kan? Diinternet kan? Iya seharusnya tahu connecting dengan connected. Connecting itu tidak ada kuota. Tapi that's not one reason. Itu tidak hanyasatu alasan. Anggap saja to give illustration lah. Untuk ilustrasi, kalian kan bisaberpikir oh ya karena kuotanya habis. Yang lainnya apa?*

Students : *Sinyalnya Ma'am.*

Teacher : *Okay good sinyalnya tidak ada. Okay good. Ini kita sudah ke alasannya ini loh, iya kan? sudah bagus dong ini belum ke connecting sendiri itu apa. Nah sekarang kira putar lagi, kalau tidak ada sinyal, tidak ada kuota, berarti apa yang terjadi?*

Students : *Loading.*

Teacher: *So, loading and connecting. Sama? Is it same? Sama?*

Students : *Different.*

Teacher : *Different, berbeda. Why? How can you differentiate?*

Students : *Kalau loading itu menghubungkan, kalau connecting itu sedang menghubungkan.*

Teacher : *Okay good. Connecting itu sedang menghubungkan. Nah itulah poinnya, kalau loading ya membuka. Ya kalau kita ini secara umum ya bisa saja ya kan intinya hampir sama.Tapi itu tadi ada penspesifikasian. Thank you Purwati. Well, that's for Purwati tadi sudah connecting. Bagaimana dengan connected? Berarti contrastnyakebalikannya ya? Berarti kalau connected itu ada kuota, and then ada sinyal, terus apa jadinya?*

Students : *Terhubung.*

Teacher: *Terhubung, good.*

Students : *Connect.*

Teacher : Nice connected, *kalau* connect itu beda lagi ya. Connect belum tentu connected. Well, *sekarang* kita ke konektor. *Tadi sudah singgung bahwa* connectorsitu adalahpenghubung. Nah, there are two. Ada duaconnectorsdisini, yang pertama yaitu purpose, this one and the second one is reason. Ada purpose, ada reason. What is purpose?

Students : Tujuan.

Teacher : Tujuan. Masih inget ya kalau kita belajar the previous one yang teks-teks itu kanada purpose ya, tujuan berarti connector itu sifatnya untuk menunjukkan suatu tujuan. Okay, good! Before to the reason now we..apa we discuss about purpose. Nah kita disini lihat dulu yang purpose. Kalau ada tujuan berarti selain yang pertama misalkan untuk, saya datang kesiniuntuk belajar, iya kan? Saya datang ke kelas kalian untuk mengajar bahasa inggris. kita makan teratur supaya sehat. Kita rajin belajar agar pintar. Berarti sudah ada tiga kalimat dariMa'am. Mana yang pertama connectornya mana kalau dalam bahasa Indonesia? Yangpertama tadi apa? Masih inget kalimatnyaMa'am? Okay satu-satu berarti. Saya datang kekelas kalian untuk mengajar bahasa inggris. Mana yang menjadi connector purpose?

Students : Untuk.

Teacher : Untuk. Good! And the second one, kita makan teratur supaya sehat. Mana connectornya?

Students : Supaya.

Teacher : Good! Itu dua sudah kita dapat ya in order to, sama ini sama. Tadi yang kalimatterakhir. Iya masih ingat Resti What is my sentence?

Students : Kita belajar agar pintar.

Teacher : Iya kita belajar agar pintar. Agar dan supaya hampir sama ya. Okay agar pintar bisa kita ubah-ubah agar dan supaya. Tapi kalau untuk tidak. So, the main point is we have to understand the meaning. Berarti artinya harus kalian pahami. Ya oke, nah itu sudah merangkapke tiga ini. Well, those are three ways. Itu adalah tiga cara yangtadiMa'amsebutkan. Jadi dalam bahasa inggris kita bisa menggunakan to, and then.

Students : In order to, so as to.

Teacher : So as to. Ada tiga. Apa saja?

Students : To, in order to, so as to.

Teacher : So as to bukan so as to. Sometimes hampir ke a sih so as to, tapi agak cepat ini nyayah. Well, nah tiga cara disitu ada pattern nya. Bagaimanapatternnya? Setelah tiga cara yangtadi ini. It must be followed by verb 1. Apa itu verb 1? Verb 1 for example, I have speak, spoke, spoken.

Students : Kata kerja pertama.

Teacher: Ya? Okay good, kata kerja pertama. Eh ini ya ada speak, spoke, and spoken.

Students : Spoes.

Teacher : *Spoes? Okay jadi kalau kita membahas yang ini we focus on ini karena dia harus verb 1, tidak boleh pakai yang ... ngerti ya? Okay, look at the example. Kita lihat contohnya disini. I want you to read one, first example. Contoh yang pertama silahkan dibaca.*

Students : Dita sent the letter this morning in order to be received in the afternoon.

Teacher : Very good. *Apa connector disitu yang kalian dapet tadi?*

Students : In order to.

Teacher : In order to. From the pattern *tadi kan sudah tahu berarti, apa kata setelah in orderto?*

Students : Be.

Teacher : Okay be itu real wordnya. *Kalau kita ini ke patternnya apa namanya?*

Students : *Apasih?*

Teacher : Be? Okay verb 1 *kan tidak, eh kan banyak sih verb 1 tidak hanya speak, read, sing tapi, be juga include verb 1. Kalau been baru bukan verb 1. Itu dia ya. Jadi, be itu adalah verb 1. Kita tidak boleh menggunakan been. Who knows the meaning? Siapa yang tahu artinya? You can get additional score.*

Selvi : *Dita mengirim surat pagi ini untuk...*

Teacher : Okay Selvi has tried, *sudah mencoba. Masih setengah ya, setengah lagi ya. Dita mengirim surat pagi ini. Do you bring dictionary? I have remind you to bring dictionary, right? Ya additional score from me. Artinya untuk ya. Ya reconsider first. Coba dipertimbangkan lagi. Okay Puwati*

Purwati : Dita sent the letter this morning in order to be received in the afternoon. *Dita mengirim surat pagi ini supaya diterima di sore hari.*

Teacher : *Iya, that's correct. Itu maksudnya. Okay Selvi I give you one point. And purwati one point. Yah Purwati continue your sentence. Yah good! For the others we still have chance masih punya kesempatan untuk yang the next example. Yah jadi untuk dan agar bisa kalianpahami kan. Any question? Ada yang masih bingung membedakan untuk dan agar?*

A student : *IyaMa'am, untuk itu so as to oh to.*

Teacher : *Iya kalau yang lainnya itu agar supaya. Okay the second example please read! Three, two, one.*

Students : Dita sent the letter this morning in order to be received in the afternoon.

Teacher : Okay read the second example.

Students : *Ooh.*

Teacher : *Tadi kanMa'amlihat ada yang tidak bersuara sama sekali. Okay read the second example. Three, two, one.*

Students : Sean is studying hard so as to get overseas scholarship.

Teacher : Which one connectors. Which one is the connector?

Students : So as to.

Teacher : Yeah so as to. And then, which one verb 1?

Students : Get.

Teacher : Good! Get is still the verb, the first verb *yah*. Get adalah kata kerja pertama. Berarti kita tidak boleh menggunakan got, gotten, atau getting. Berarti harus verb 1. Sama seperti yang contoh pertama artinya..apa itu yang kedua?Ma'amserahkan ke kalian untuk artinya.Adakah yang mau dapat nilai tambahan? Okay ini untuk tugas kalian mencari tahu artinyananti. Okay baca dulu three, two, one.

Students : She phones her boyfriend just to say hello!

Teacher : Okay good! Still in the same activity *masih aktivitas kalian, tugas kalian adalah* try to know the meaning. Atau maksudnya apa itu kalimatnya. So, here I'm waiting for you *yah*.Ma'am Vivi menunggu.

A student : Ma'amyang nomor 3 itu, dia menelpon pacarnya untuk berkata hello!

Teacher : Untuk ...

A student: Untuk berkata hello!

Teacher : *Iya untuk berkata hello! Untuk berkata hello! Untuk mengatakan hello! Ya memang lebih tepatnya to say hello! Bahasa inggris.* Okay Selvi for you I give one point. One sentence *masih yang nomor dua itu ya.*

Purwati: Ma'am.

Teacher : *Iya Purwati.*

Purwati : Sean sedang belajar keras supaya dapat gelar sarjana.

Teacher : Hard, yeah not always *keras*. Kerja keras okay. Coba artinya lebih dipahamilagi. Meskipun hard itu keras tidak salah. Belajar keras. Karena saya tidak pernah mendengar belajar keras, kalau kerja keras okay. Perhatikan yang lain bisa menambahkan. Salingmelengkapi coba. Kita hari ini sampai pukul?

Students : Setengah dua belasMa'am.

Teacher : Setengah dua belas?

Students : Yes.

Teacher : Masih banyak ya waktunya. Memahami makna setidaknya membuat kalian memahami bentuknya. Okay tidak mau dapat tidak mau dapat nilai tambahan? Okay Purwati I give you point. Atau ada yang bisa lebih menyempurnakan lagi? Okay, now let's continue. Sekarang kita lanjutkan.Yang tadi masih teka-teki ya, apasih sebenarnya the perfect one. Okay, now we continue to the second connectors, yang pertama tadi sudah purpose. Yang kedua yaitu reason. Apa reason? Kalau kalian terlambat pasti diminta.

Students : Penjelasan ya?

Teacher: Hm?

Students : Alasan alasan.

Teacher : Alasan. Reason itu adalah alasan.Alasan itu menjadi... kalian sering ya memberikan alasan. Ya kan? Kadang tidak ditanya saja sudah memberikan alasan. Kalau kalianada yang terlambat,Ma'amdiam saja pasti "Ma'amtelat Ma'amkarena

ini karena itu” tanpa diminta pun sudah memberikan alasan. Sekarang kira praktekan ke Bahasa Inggris. Jadinanti supaya lebih jago. Yang tadinya “Ma’am may I join in the classroom please?” nanti bisa ditambahkan ya kan? Kalau ada pertanyaan “why do you come late?” nanti kalian sudah bisa explain it in English. Bisa menjelaskan kedalam Bahasa Inggris. Okay for the reason, alasan, kita mengenali dulu dalam bahasa Indonesia. Alasan ada dua didalam bahasa Inggris. Kalau di kita hanya satu ya? Eeh saya terlambat karena ban motor saya pecah. Saya terlambat karena Dani. Misalkan si Resti ini nih berangkatnya sama si Dani. Nunggu Dani lama bener. Jadi dia mengatakan saya telat karena Dani. Tapi lain waktu atahu hal yang bersamaan juga ada yang terlambat si Agung. Saya terlambat karena ban motor saya pecah. Nah, yang mau kita bahas disini adalah antara Dani dan ban motor saya pecah. Apa yang terjadi kok bisa Dani? Kalau yang pertama tadi kan karena, sudah sama ya. Dani itu hanya Dani alasannya, tapi kalau yang kedua kan ban motor saya pecah alasannya. Ingat contoh yang tadi, nanti akan kita ini apa sambungkan kesini ya. Now let’s see. In English there are two ways in saying reason. Jadi ada dua. Yang pertama because dan yang kedua because of. Kalau yang because disini ada clause, klausa atau bisa juga sentence, kalimat. Klausa itu terdiri dari?

Students : Subjek, predikat.

Teacher : Ya predikat. Sedangkan untuk yang because of disini diikuti oleh noun atau...

Students : Noun atau noun phrase.

Teacher : Nah tadi contoh yang tadi diingat lagi. Sekarang Ma’am mau membuatkan paka bahasa Inggris. Kalau I come here because.. okay now let’s see tadi yang contoh tadi diingat, yang ada Dani dan ban motor saya pecah itu masih berlanjut ya. Uhm now take the example, ini contoh yang Ma’am ambil. I come here because I want to teach English. Kemudian yang kedua, I come here because of my duty. Yang ini pakai because, yang ini pakai because of. Kita tidak bisa mengatakan I come here because of I want to teach English atau dibalik I come here because my duty. Ini salah karena seperti inilah yang harus kita... menyesuaikan patternnya seperti ini atau bisa saja eeh bisa juga Ma’am mengatakan I come here because of you ya karena Ma’am memikirkan kalian kan jadinya Ma’am datang ke kelas ini, tapi Ma’am hanya simple saja pengen ngomongnya. Saya kesini ya karena kalian. Seperti itu, sama kalau kalian juga sama dengan my duty karena tugas saya, nah kalau yg diatas I want to teach English menggunakan because tapi kalau yang kedua ini kalian because of. Sekarang kalian lanjutkan yang tadi contoh dari Ma’am. Resti datang terlambat karena Dani. Agung datang terlambat karena ban motornya pecah. Mana yang pakai because, mana yang pakai because of.

Students : Yang pakai because of itu yang ban motornya pecah.

Teacher : Are you sure? Okay not only Selvi. Tidak hanya Selvi yang memberikan argumen. Semuanya boleh. Karena kan kita tahu dulu kan kalau kalian bisa menjawab pertanyaan yang tadi itu berarti paham. Lihat contohnya disini. Ban motor saya pecah setara dengan yang mana?

Students : Pertama.

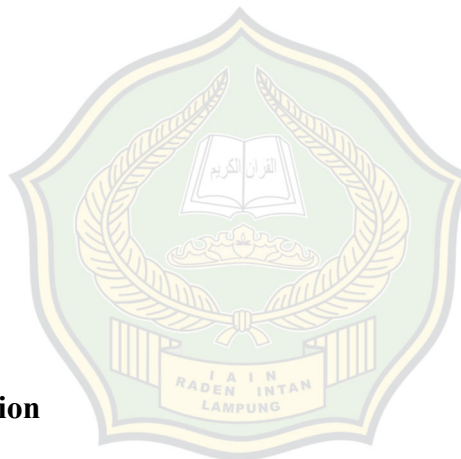
Teacher : Kalau karena Dani?

- Students : *Kedua.*
- Teacher : Right! *Nah okay contoh yang kedua silahkan dibacakan.*
- Students : I come late because of a traffic jam.
- Teacher : Okay, *dia lebih simpel kan. A traffic jam, dia dikatakan sebagai? Klausa atau noun?*
- Students : Noun.
- Teacher : *Atau noun phrase yah. Well, any question? Ada pertanyaan? Any question? No?*
- Students : *Ma'ambedanya antara because of sama because itu dari penjelasannyaMa'am?*
- Teacher : *Dari bentuk mana yang mau the next sentence, the next reason. Jadi dilihatnya darialasan kita. Misalkan nihMa'amatang kesini karena apa. JikaMa'ammau menyebutkannya lebih panjang dengan sentence atau klausa makaMa'ammenggunakan because, tapi ketikaMa'amhanya ingin menyebutkan simple saja pasti hanya because of. Contoh, I live until now because of Allah. Ya kan? I live until now because there is Allah. Because there is Allah. Kalau yang tadi because of Allah, yang kedua because there is Allah karena ada Allah. There is Allah itu sudah dikatakan sebagai sentence. Jelas? jadi yang lainnya jelas? Sebelum ke latihan adapertanyaan tidak? Jangan sampai nanti latihan kalian gak ngerti. Any question?*
- Resti : Ma'am.
- Teacher: Okay Resti.
- Resti : *Kalau yang to, in order to sama so as to itu dibedainnya dari apa Ma'am?*
- Teacher : *Itu untuk agar supaya sama. Heeh ini yang paling ini to yang paling susahdibedakan, to kan untuk. Kita makan teratur untuk sehat kan tidak mungkin. Artinya masih lebih tepat yang agar sehat.*
- Resti : *Jadi dari artinya yaMa'am?*
- Teacher : *Iya. Jelas? Okay kalau sudah jelas latihan.*
- Students : Oh no!
- Teacher : *Perintahnya Ma'amdektekan ya. tulisperintahnyaMa'amdektekan. Cuma satuperintah. Please make one sentence of connectors showing purpose by using dengan menggunakan tahu ya? By using to, in order to, so as to, sudah? And connectors showing reason by using because, because of. Yeah silahkan dikerjakan. Good luck!*

(A few minutes later)

- Teacher : My good students, I think time is over. So, please do it at home well yah.*Dikerjakan dengan baik dirumah.*
- Students : Yes Ma'am.
- Teacher : Of course next meeting I want to see the result, okay. Before I leave this room, any question?
- Students : No.
- Teacher : Okay that's all for today. Thank you for your nice attention. *Wassalammu'alaikum warahmatullahi wabarakatuh*

Students : *Wa'alaikumsalam warahmatullahi wabarakatuh.*



Appendix 3B. Result of Classroom Observation

THE RESULT OF CLASSROOM OBSERVATION

| Types of Code-Switching | Utterances | Functions of Code-switching | | |
|------------------------------|------------|-----------------------------|--------------------|---------------------|
| | | Topic Switch | Affective Function | Repetitive Function |
| Subject A (Session 1) | | | | |

| | | | | |
|----------------------------|---|---|---|---|
| | <p><i>maksud</i>Ma'am?</p> <p>17. <i>Saya makan sebelum mandi.</i> I had had breakfast before I took a bath.</p> <p>18. Okay for example. <i>Keliatan?</i></p> <p>19. <i>Sebelah sana,</i> over there!</p> <p>20. <i>Gak papa Jiz hari ini banyak amal sholeh ya jiz,</i> thank you.</p> <p>21. A: <i>Barusan kan?</i> B: Yes.</p> <p>22. <i>Ajiz sudah membersihkan papan tulis.</i> Ajiz had cleaned the board.</p> <p>23. That's all the answer. <i>Itulah jawabannya ya.</i></p> <p>24. <i>Lihat Penggunaan kata kerja beberapa yang dipake?</i> Verb three.</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> |
| Intra-sentential Switching | <p>1. This is object. Now change, <i>ini</i> to be, <i>ini</i> subject.</p> <p>2. <i>Hanya ini aja memindah</i> to remind you.</p> <p>3. <i>Pastipake</i> being <i>kalau</i> continuous.</p> <p>4. <i>Hati-hati ya!Sekarang saya kasih ini aja</i> cluenya.</p> <p>5. <i>Oke gitu, ada sedangnya. Sedang kan -ing yah,</i> continuous <i>sedang berlangsung.</i></p> <p>6. <i>Coba dulu, kalau salah gak papa. Gak dapet</i> minus.</p> <p>7. A: Present <i>atau</i> past continuous? B: Past continuous Ma'am.</p> <p>8. A: <i>Hah?</i> Present continuous <i>apa</i> past</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> | |

| | | | | |
|--|--|---|--|----------|
| | <p><i>pake yang ketiga.</i></p> <p>33. <i>Gampang kalau present sama past perfect. Kenapa gampang? Karena kata kerjanya sudah ketiga. Jadi gak usah lagi diubah kedua kesatu. Udah ngeliat aja bentuknya.</i></p> <p>34. <i>Oh itu passivenya gampang tinggal ngikut aja kata kerjanya ya.</i></p> <p>35. <i>Perubahannya apa kalau present perfect ke passive?</i></p> <p>36. <i>Iya been, ini aja sebelum kata kerja ketiga.</i></p> <p>37. <i>Apa subject dan object-nya itu yang diperhatikan. Ini subject. Object-nya mana? Bali.</i></p> <p>38. <i>Last month ini adverb of time itu pelengkap aja, gak masalah.</i></p> <p>39. <i>Yang penting kalian focus aja disini penggunaan passive ini loh.</i></p> <p>40. <i>Yah bedanya apa sih dengan present perfect aktifnya, di “been” itu aja.</i></p> <p>41. <i>Inget yah kalau dia have untuk subject jamak, kalau dia has untuk tunggal. Tunggalitu ya satu orang, satu benda. Kalau yang jamak banyak.</i></p> <p>42. <i>Bali subject. Ini Tominya sebagai object.</i></p> <p>43. <i>Pake has why? karena Balinya subject singular, tunggal.</i></p> <p>44. <i>Ini penggunaan been langsung verb three, sama verb three ya kan?</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | | <p>√</p> |
|--|--|---|--|----------|

| | | | | |
|--|---|--|--|----------|
| | <p>72. <i>Bedanya apa kalau passive? Siapa itu Dani..bedanya apa kalau passive?</i></p> <p>73. <i>Gak tau? Mikirin siapa sih? Bedanya apa kalau dia kalimat passive?</i></p> <p>74. <i>Iya ada been-nya.Iya ada Mr. Bean-nya ya. Iya, all of you semuanya maju nanti saya ambil nilainya, bener gak jawabannyamasing-masing. Jadi gak ngandelin temennya maju satu dua satu dua kayak tadi.</i></p> <p>75. <i>Ayok finish-finish, bring your book jadi kalau sudah dibawa kesini gak bisa diambil lagi.</i></p> <p>76. <i>Habis ya. Okay no one has been false ya. Gak ada yang salah ya, eh si ika tadi salah ya and indra, two people.</i></p> <p>77. <i>Now please attention look at this! Ajiz subject, objeknya the board.</i></p> <p>78. <i>Langsung kita pindahkan the board papan tulis had been pake been bedanya sudah dihapus oleh siapa? cleaned by Ajiz.</i></p> <p>79. <i>Uhm abis ini apa ya? Kayaknya “Modal” ya? abis itu finish we have test ulangan about passive.</i></p> <p>80. <i>See you insyaallah. Wassalammu’alaikum warahmatullahi wabarakatuh.</i></p> <p>81. <i>Uhm the next lesson siapa? AbisMa’amsiapa? Ibu setiowati? oke kalian istirahat dulu.</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> |
|--|---|--|--|----------|

| | | | | |
|------------------------------|--|-------------------------------------|--|-------------------|
| | | | | |
| Tag Switching | <ol style="list-style-type: none"> 1. Okay. Well, let's continue <i>ya?</i> The last present continuous. 2. Next I have a practice. Please answer all of you <i>yah?</i> 3. <i>Iya</i> Firnando is playing volleyball. Firnando is subject. 4. Now past continuous <i>yah.</i> 5. Wiwik enough <i>ya.</i> 6. Yes <i>mantap jawabannya yah.</i> 7. <i>Kalau waktu semenit, sedetik kalau sudahlewat jadi masa lalu, gak usah dikenang lagi masa lalu. Forget ya?</i> 8. Ika and indra <i>ya</i> two people. 9. <i>Iya</i> pass time is up. 10. Well enough for our meeting. Time is over <i>ya?</i> 11. <i>Inshaallah</i> we will continue on Tuesday. | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | |
| Subject A (Session 2) | | | | |
| Inter-sentential Switching | <ol style="list-style-type: none"> 1. Where is Hengki? Absent? There is no letter? <i>Ada surat gak?</i> 2. But before that, you should write down the material first. All of you must write it. Okay, | | | <p>√</p> <p>√</p> |

| | | | | |
|--|---|----------------------------|----------|---|
| | <p>write down,<i>tulis dulu.</i></p> <p>3. A: Do you have homework? B: No..... A: No no no <i>bagaimana?</i> B: <i>Aku ora reti.</i></p> <p>4. A: I'm sorry? Okay, we will discuss it later. <i>Ini apa ini? Yang remedi itu kan?</i> B: <i>Kok remedy? Bukan Ma'am.</i></p> <p>5. We will discuss it on Thursday. <i>Hari kamis aja ya?</i></p> <p>6. Write first, <i>tulis semuanya dulu yah.</i> Short text.</p> <p>7. Anybody has boardmarker? May I borrow? <i>Pinjem-pinjem sini.</i></p> <p>8. There are four paragraphs. <i>Ada empat paragraf.</i></p> <p>9. What kind of the text? <i>Jenis apa teksnya? Kira-kira apa?</i></p> <p>10. What is the characteristics? <i>karakter? Mana? Ini ciri-cirinya yah.</i></p> <p>11. We are waiting for the board marker. <i>Ma'amlupa isi tinta tadi.</i></p> <p>12. Actually I have two boardmarkers. <i>Punya dua sebenarnya.</i></p> <p>13. After this, you have write down the text and the questions and then you work it in a group. <i>Kerja kelompok ya.</i></p> <p>14. <i>Kalian nanti dicirikan aman itu bagian-bagian susunannya teksnya. Pertamanya</i></p> | <p>√</p> <p>√</p> <p>√</p> | <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> |
|--|---|----------------------------|----------|---|

| | | | | |
|-----------------------------------|--|---|---|---|
| | <p>43. You can open dictionary on the phone, <i>yang penting jangan bbman facebookan.</i></p> <p>44. A: Time is over, <i>waktunya sudah habis.</i> B: <i>PR yaMa'am?</i> A: No homework, <i>tugas.</i> B: <i>Tugas sendiri-sendiri?</i> A: No! <i>tugas kelompok.</i></p> <p>45. Finish? <i>bawa sini.</i></p> <p>46. <i>Pilih yang mana? Ada atau tidak.</i> Yes there were or no there were not.</p> <p>47. <i>Itu udah dibantuMa'am.</i> Finish?</p> <p>48. Back to your place. <i>Balik ketempatnya.</i></p> <p>49. Nine... finish. Uhm <i>Dani dani mana pena?</i></p> <p>50. Okay attention please. <i>perhatiin saya.</i></p> <p>51. A: See you!<i>wassalamualaikum warahmatullahi wabarakatuh.</i> B: <i>Wa'alaikumsalam warahmatullahi wabarakatuh</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> |
| <p>Intra-sentential Switching</p> | <p>1. Prayer first before we do our activity. Okay, <i>Tina do'a.</i></p> <p>2. <i>Ini still apa? Teksnya masih jenis apa ini kira-kira?</i></p> <p>3. <i>Ciri-cirinya diawal</i> in the first type <i>itu</i>, first word <i>kata pertamanya itu</i> the name of place.</p> <p>4. <i>Ya kan ciri-cirinya biasanya nama tempat.</i> Kalau <i>dikoran kayak JAKARTA</i> berarti the accident or the event happened in Jakarta.</p> <p>5. <i>Itu ciri-ciri news item berita, teks berita.</i></p> <p>6. <i>Spokesman itu pake S itu. Bukan poksmon</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> |

| | | | | |
|--|--|---|---|---|
| | <p><i>kira pokemon jadinya.</i></p> <p>7. <i>Yang keluar.. one.. two.. two people ya? Oh jadi thirty five, Tiga lima. Oh Egi kemana Egi? Keluar?</i></p> <p>8. <i>Jadi tiga lima, thirty five ya?</i></p> <p>9. <i>Si siapa si Arif seven.</i></p> <p>10. <i>Nanti-nanti later nanti tunjuk tangan yang nomornya sama. One, two, three, four, five, six Jimi six.</i></p> <p>11. <i>Number four, mana number four look at your friends. Mana temennya tuh?</i></p> <p>12. <i>Ini spokesman ya.</i></p> <p>13. <i>Group one itu disini, iya disini tempat Selvi sama Wita ya.</i></p> <p>14. <i>Dede iya sama si Cahyanto ini dua tables ini group one.</i></p> <p>15. <i>Ini meja Gina sama meja Arin group three. Mejanya Fatma sama mejanya Ali group four. Mejanya novi sama mejanya Egi group five. Rini and Poniti's table group six. Ini the last group seven.</i></p> <p>16. <i>Kan taunya yes no aja. Udah nih hpnyakata Ma'amberapa dendanya?</i></p> <p>17. <i>Kalau gak ambilnya setelah semesteran choose the choice, pilihannya itu. Fifty thousands or take when you have finished semester test. Mangkanya kalau belajar itu hpnya jangan dipakai dulu.</i></p> <p>18. <i>Earthquake, coba diulangin please si... siapa</i></p> | √ | √ | √ |
|--|--|---|---|---|

| | | | | |
|--|--|---|----------------------------|--|
| | <p><i>Ade juni, follow me kamu gak ngomong. ini apa nih De?</i></p> <p>19. Okay listen again, Earthquake jolts.. <i>desis s nya ya jolts Japan capital. Tokyo.. a slight Earthquake jolted.. akhiran d ini kalau ketemu d dibaca tid. Jolted the Japanese capital last night but bisa juga you can say but (bət or bʌt) mana yah but okay up to you. Authorities said there were no immediate reports of casualties or damage.</i></p> <p>20. Agency said an earth tremor. Treme e e treme. <i>Kan Ma'am udah bilang ini E bacanya E sama ə. Gini cara tulisannya kan. Nah ini carabacanya e kebalik kataMa'amcara bacanya e treme buka tremor apa termos gitu yah.</i></p> <p>21. Yes itu pake yang E bukan yes.</p> <p>22. <i>Mana ada yes.</i></p> <p>23. <i>Engges palingan ya.</i></p> <p>24. In Tokyo, <i>kalau nama daerah ama tempat samain aja Tokyo gitu but there are no reports of casualties or damage ujungnya seperti hurufj damage.</i></p> <p>25. <i>Belakangnya si Mesin sama mejanya Firgi group two.</i></p> <p>26. Residents of central Tokyo said the tremor was the strongest in several months in the capital. <i>Jadi ini bagian apa ini?</i></p> <p>27. Okay number two <i>belum number two. Siapa</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> | |
|--|--|---|----------------------------|--|

| | | | | |
|--|---|---|----------|----------|
| | <p>number two <i>yang belum jawab?</i></p> <p>28. For answering number two, <i>jawaban nomor dua ini kan ada apa ini namanya? eeh kata bantu tobe past ya, tobe nya past ya were. Kalau tobe atau kata bantu didepan kalimat tanya itu cuman pertanyaan apakah, jadi apakah itu jawabannya cuma dua yes or no.</i></p> <p>29. <i>Jadi were there apakah disana ada any victim and damage? Apakah ada korban dan kerusakan?</i></p> <p>30. <i>Tinggal jawab yes there were or no there were not.</i></p> <p>31. <i>Pilihannya cuma itu aja. Kalimat tanya apakah, yes or no. Bisa yes there were or no there were not atau there weren't.</i></p> <p>32. <i>Finish Gina? Sini bring your book. Okay, if you have finish you may move to your chair pindah.</i></p> <p>33. B: <i>Ma'am authorities itu apa?</i> A: <i>Authorities ahli, yang berwenang. Pihak-pihak yang berwenang.</i> B: <i>Immediately?</i> A: <i>Segera.</i></p> <p>34. <i>Yang tadi cuma itu jawabannya. Yes there were atau no there were not.</i></p> <p>35. <i>Kan tobe nya were, subjectnya apa subjectnya? There. Jadi, yes there were, ya ada. no there were not.</i></p> <p>36. <i>Insyaallah we continue your task discussion</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> | <p>√</p> |
|--|---|---|----------|----------|

| | | | | |
|------------------------------|--|--|--|-------------------------------------|
| | 18. Thank you <i>geh</i> . | | √ | |
| Subject B (Session 1) | | | | |
| Inter-sentential Switching | <ol style="list-style-type: none"> 1. <i>Assalamualaikum</i>, so how about this? Ma'ampikir sudah selesai. 2. A: (The students looked confuse) <i>Kenapa liat Ma'amgitu?</i> A: Where is Beni B: <i>Alpa</i>. A: Absent. 3. <i>Ada beberapa itu</i>, a few. 4. Yeah systematically you just choose from the easiest, <i>dari yang termudah</i>. 5. A: <i>Iya</i>, because I want to know your comprehension about analysis of questions. <i>Tadi dimana, dibuku atau dimana?</i> B: <i>Dikertas</i> 6. So, connectors. <i>Apasih connectors itu?</i> 7. <i>Apa.. apa bedanya?</i> Who knows the different? 8. Okay good. <i>Berarti yang menghubungkan itu yang akhirannya –ing</i>. 9. That's great. <i>Bener Nisa yah</i>. 10. There are three ways. <i>Apa itu?</i> 11. A: <i>Tujuan, kalau tujuan itu berarti hasilnya apa? Kita mau, kita harus bla bla bla bersih ruangnya</i>. | | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> |

| | | | | |
|--|--|--|---|----------|
| | <p><i>memberikan empat contoh.</i></p> <p>22. <i>Kemudian contoh lagi</i>, it seems that I must call Nodi. <i>Tadi contoh Ma'amyang ketiga apa Nodi ya?</i></p> <p>23. A: <i>Yang kedua tadi apa?</i> B: I can't sleep because of you.</p> <p>24. <i>Nih perhatikan lagi. Apa bedanya?</i> I will give you additional score for those who can answer.</p> <p>25. A: Where is the Eraser? B: <i>Tadi di selorokan Ma'am.</i> A: Oh okay this my or your mistake.</p> <p>26. Okay this one ya! <i>Sama kan dengan contoh yang tadi Ma'am kasih kan bentuknya.</i></p> <p>27. <i>Uh Nodi nanti ditanya lagi gak bisa.</i> Okay pay attention. Tuti repeat. <i>Iya because and because of.</i></p> <p>28. Okay Charles what is on your mind? <i>Charles ini lesu banget hari ini. Kata tuti benar tidak Charles? Is it true? Charles ngomong sesuatu. Ma'am khawatir kalau kamu diam saja.</i></p> <p>29. Because you have understood. <i>Sudah mengerti ya?</i></p> <p>30. A: Well, I think that's all for our meeting. <i>Wassalammu'alaikum warahmatullahi wabarakatuh.</i> B: <i>Wa'alaikumsalam warahmatullahi wabarakatuh.</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> |
|--|--|--|---|----------|

| | | | | |
|----------------------------|---|---|-------------------------------------|----------|
| Intra-sentential Switching | <p>1. And it seems that this is our first meeting after <i>UN</i> or last examination for twelfth grade, right?</p> <p>2. B: Ma'am. A: <i>Iya.</i> B: <i>Itu emang kayak gitu tulisannya.</i> A: Present continuous. B: <i>Kayak gitu tulisannya?</i> A: <i>Iya continuous.. kurang u nya miss type. Diperbaiki saja.</i></p> <p>3. <i>Untuk</i> review two, I think for spoken it will spend much time for us.</p> <p>4. So please make it by having written. <i>Jadi kalian tulis saja</i> for review two.</p> <p>5. <i>Ada beberapa kemarin yang sudah</i> get additional score, like Sindi and the others.</p> <p>6. You write your analysis. <i>Jadi kalian tulis</i> the reason why you choose that.</p> <p>7. Well, I think this time for us to discuss about that one, right? <i>Sudah ya, jangan terlalu lama menulisnya</i> because it will spend much time.</p> <p>8. <i>Ketika kalian ini... dilaptop atau di</i> computer. <i>Kan kalian sering di internet ya?</i> <i>Ada yang connecting terus ada yang connected. Tahu maksudnya apa sebenarnya?</i></p> <p>9. <i>Jadi, kalau misalkan kalian internetan tau bedanya</i> connected dengan connecting?</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> |
|----------------------------|---|---|-------------------------------------|----------|

| | | | | |
|--|---|--|--|--|
| | <p>10. Jadi sebelum kita kesini kita itu dulu, bahas yang ini dulu ya connected and connecting.</p> <p>11. Sedangkan kalau yang pakai ed connected berarti dia sudah terhubung atau tersambung.</p> <p>12. Well, nah sekarang kalau sudah tahu connected connecting, automatically you will know our discussion today.</p> <p>13. Berarti tentang apa ini? Kalau ada connectors.</p> <p>14. Kalau tadi kan sebagai verb iya kan? Sebagai verb kemudian adjective. Verbnya itu kan connecting connectednya itu kan adjective. Kalau yang ini connector, apa?</p> <p>15. Okay, dia sebagai nounnya.</p> <p>16. Nah penghubung itu ada dua nih yang kita bahas ini ada dua. Yang pertama connectors of... tinggal baca saja loh. Purpose! And the second reason.</p> <p>17. Jadi tugas kita atau kalian nanti kompetensinya you will know the difference between connectors showing reason and purpose.</p> <p>18. Well, the first one. Untuk yang ini yang number one focus on purpose.</p> <p>19. Kita fokusnya disitu number one.</p> <p>20. Ada tiga, tiga yah untuk ini showing purpose. Apa saja?</p> <p>21. Ini apa namanya cara kita . eeh apa</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | | |
|--|---|--|--|--|

| | | | | |
|--|--|---|--|----------|
| | <p><i>maksudnya kalau Ma'am mengatakan you must clean the room in order to be clean.</i></p> <p>22. <i>Berarti agar dan supaya itu ada dua kata yang sama ya, padahal satu saja sudah cukup. Agar or supaya.</i></p> <p>23. <i>Kemudian, dari tiga kata ini selanjutnya itu kayak tadiMa'ammengatakan in order to be clean.</i></p> <p>24. <i>Iya be itu termasuk kedalam kata kerja.</i></p> <p>25. <i>Yang harus kita garis bawah adalah to get. Tidak boleh to got atau to gotten.</i></p> <p>26. <i>Because we have to use verb 1. Berarti kalau kita simpulkan to, in order to, so as to must be followed by verb 1.</i></p> <p>27. <i>Kalian tinggal menambahkan verb one nya saja ya.</i></p> <p>28. <i>The first example, please read dibaca bareng-bareng three, two, one.</i></p> <p>29. <i>Itu ada in order to be received. Be ya? Karena disitu untuk menggantikan... dia passive bentuk kalimatnya.</i></p> <p>30. <i>Sama halnya seperti kita adjective kalau mau diawali verb 1 berarti harus dengan be.</i></p> <p>31. <i>Kemudian yang the second one, contohnya yang nomor dua please read three, two, one.</i></p> <p>32. <i>Yak get verb 1nya.</i></p> <p>33. <i>Okay, kalau tadi yang pertama kita menggunakan in order to, yang kedua pakai so as to, and this one use to.</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | | <p>√</p> |
|--|--|---|--|----------|

| | | | | |
|--|---|---|--|--|
| | <p>34. <i>Jangan mau yang simple-simple saja.</i></p> <p>35. <i>Okay to say. Berarti tidak boleh to said. Kita harus menggunakan verb 1.</i></p> <p>36. <i>Bagaimana dengan to saying, boleh tidak?</i></p> <p>37. <i>Takutnya any question? No.. do you understand? No..</i></p> <p>38. <i>Simple yang penting ngerti ya, because we don't have much time.</i></p> <p>39. <i>Kalau tadi purpose, sekarang kita mau bahas reason.</i></p> <p>40. <i>It's all about reason. Apa itu reason? Kalian suka sekali yang namanya reason.</i></p> <p>41. <i>Kemudian kita harus tahu untuk yang reason ini ada satu kata almost same hampir sama tapi berbeda.</i></p> <p>42. <i>Yang pertama adalah because yang kedua adalah because of.</i></p> <p>43. <i>Before going to my explanation, who can differentiate apa bedanya antara because dengan because of.</i></p> <p>44. <i>Okay Example, contohnya, misal I'm sick because I haven't eaten yet.</i></p> <p>45. <i>Okay, I was sick yang tadi I'm sick.</i></p> <p>46. <i>Misalnya Ma'ammengatakan I was sick because I didn't eat.</i></p> <p>47. <i>Masih menggunakan, kalau yang tadi I haven't eaten yet, yang ini I didn't eat.</i></p> <p>48. <i>Ini agak berbeda kalau tadi dua kalimat itu sama. Yang lain, misalkan kalian ada nih</i></p> | <p>√</p> <p>√</p> <p></p> <p></p> <p>√</p> <p>√</p> <p>√</p> <p></p> <p>√</p> <p></p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p></p> <p>√</p> <p>√</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> | <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>√</p> <p></p> <p>√</p> <p>√</p> <p></p> <p></p> <p></p> <p></p> |
|--|---|---|--|--|

| | | | | |
|---------------|---|--|----------------------------|--|
| | <p>showing reason using by using <i>dengan menggunakan</i> because and because of.</p> <p>70. <i>Silahkan dikerjakan. Ini yang penting kan sudah kalian catat</i> for the second one about passive voice.</p> <p>71. <i>Tugas kalian ini dipelajari dulu, jadi nanti saatMa'amjelaskan kalian sudah ada knowledge.</i></p> <p>72. <i>Yang tadi PR because next meeting I will see. Kita masih punya waktu... No.</i></p> | | <p>√</p> <p>√</p> <p>√</p> | |
| Tag Switching | <ol style="list-style-type: none"> 1. Well, <i>iya</i> just continue. 2. <i>Kemudian</i> for sixty questions you choose at least twenty questions, you answer it in a piece of paper so just analyze. 3. <i>Jadi</i>, you choose twenty questions and answers, right? And twenty analysis. 4. Okay. <i>Jelas ya?</i> 5. Okay <i>ini sudah semua lah ya?</i> 6. <i>Iya</i>, because I want to know your comprehension about analysis of questions. 7. <i>Coba</i>, how can you differenciate between connected and connecting before we go to | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | | |

| | | | | |
|------------------------------|--|---|--|--|
| | <p>our material.</p> <p>8. <i>Iya</i> how can you differenciate?</p> <p>9. <i>Jadi</i> as a noun, right?</p> <p>10. Why, <i>Kenapa tidak boleh?</i></p> <p>11. <i>Berarti</i> must use to be.</p> <p>12. Okay, <i>nanti tugas kalian untuk menerjemahkan.</i></p> <p>13. So, <i>ya harus kita bagi-bagi nanti waktunya.</i></p> <p>14. So, reason <i>adalah alasan.</i></p> <p>15. <i>Hampir sama</i>, right?</p> <p>16. Okay <i>terus ada lagi istilahnya apa itu kalau sudah BBM-bbm.</i></p> <p>17. <i>Ini nyata</i>, right?</p> <p>18. Okay <i>si Bangkit?</i></p> <p>19. <i>Kemudian untuk yang because of, kayak tadi yang contohnya itu kan lebih simpel</i>, right?</p> <p>20. A: So, how many sentence? B: Five. A: <i>Iya</i> five.</p> <p>21. Okay don't forget for passive form <i>ya</i> passive voice.</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> |
| Subject B (Session 2) | | | | |
| Inter-sentential Switching | <p>1. A: Well. <i>Assalammu'alaikum warahmatullahi wabarakatuh.</i> B: <i>Wa'alaikum salam warahmatullahi wabarakatuh.</i></p> <p>2. <i>Dalam mimpi saja sudah.</i> Well, uhm please clean the white board.</p> | | <p>√</p> <p>√</p> | |

| | | | | |
|--|---|---|---|----------|
| | <p>3. <i>Iya disini</i>. So later you will be here.</p> <p>4. A: I don't see gilang. Where is gilang? Uhm galang. B: <i>Alpa</i>. A: Absent. Galang absent, Fernandes sick. That's all.</p> <p>5. <i>Dari segi tulisan jadi seteliti mungkin. Jangan ada huruf yang tertinggal</i>. Well, this is our discussion today. And you can read by you yourself for the tittle. What is the tittle?</p> <p>6. <i>Lah kok lemes yang jawab cuma satu dua siswa? Ma'ammau you read by you yourself first. Baca dulu apa judulnya itu</i>.</p> <p>7. Connectors, this is one word. <i>Ini kuncinya dari sini nih konektornya</i>.</p> <p>8. <i>Iya penghubung</i>, very good!</p> <p>9. <i>Pasti maknanya masih ada kaitannya yah? masih berkaitan</i>. So, my question is, how can you differentiate between connecting and connected?</p> <p>10. Okay good! <i>sinyalnya tidak ada</i>.</p> <p>11. A: <i>Nah sekarang kira putar lagi, kalau tidak ada sinyal, tidak ada kuota, berarti apa yang terjadi?</i> B: Loading.</p> <p>12. A: So, loading and connecting. <i>Sama?</i> Is it same? <i>Sama?</i> B: Different.</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> |
|--|---|---|---|----------|

| | | | | | | | | |
|--|--|---|---|---|---|---|---|---|
| | <p>two, one.</p> <p>24. <i>Tadi kanMa'amlihat ada yang tidak bersuara sama sekali. Okay read the second example. Three, two, one.</i></p> <p>25. So, here I'm waiting for you <i>yah. Ma'amVivi menunggu.</i></p> <p>26. Okay, now let's continue. <i>sekarang kita lanjutkan.</i></p> <p>27. Now let's see. In English there are two ways in saying reason. <i>Jadi ada dua.</i></p> <p>28. Uhm now take the example, <i>ini contoh yang Ma'am ambil.</i></p> <p>29. <i>Kemudian yang kedua, I come here because of my duty.</i></p> <p>30. Are you sure? Okay not only Selvi. <i>Tidak hanya Selvi yang memberikan argumen.</i></p> <p>31. Well, any question? <i>Ada pertanyaan? Any question? No?</i></p> <p>32. <i>Sebelum ke latihan ada pertanyaan tidak? Jangan sampai nanti latihan kalian gak ngerti. Any question?</i></p> <p>33. My good students, I think time is over. So, please do it at home well <i>yah. Dikerjakan dengan baik dirumah.</i></p> <p>34. Okay that's all for today. Thank you for your nice attention. <i>Wassalammu'alaikum warahmatullahi wabarakatuh</i></p> | √ | √ | √ | √ | √ | √ | √ |
|--|--|---|---|---|---|---|---|---|

| | | | | |
|----------------------------|--|---|---|--|
| | | | | |
| Intra-sentential Switching | <ol style="list-style-type: none"> 1. <i>Panas-panas jadi no problemlah ya.</i> 2. <i>And long tong time no see you, right? After UNBK. Jadi setelah UNBK itu, this is our first meeting right?</i> 3. <i>Atau sudah ada yang bertemu dalam mimpi? Yasudah yes berarti kan jawabannya kan?</i> 4. <i>A: Kita last meeting apasih, what was our last activity? Did you still remember?</i> <i>B: Yes</i> 5. <i>Takutnya nanti lama gak ketemu sudah ini kan hilang, disappearsaja.</i> 6. <i>Yeah that's our last activity. Well, for today we have untuk hari ini we have new material.</i> 7. <i>Kalau come back berarti kembali ketempat yang sama kan? Si Eko dimana sekarang?</i> 8. <i>Nah kalau sudah baca kemudian kan kalian mau tidak mau. Oh ya saya pernah mengungkapkan nih ada connectors showing purpose and reason.</i> | <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> | √ | |

| | | | | |
|--|---|---|--|----------|
| | <p>9. <i>Nah, it is better for us to comprehend first. Untuk memahami dulu apa itu connector.</i></p> <p>10. <i>Connector adalah penghubung and nah kita sedikit keluar dulu dari jalur sini.</i></p> <p>11. <i>Connector penghubung, kemudian kalian sering searching diinternet yah? ada kata connecting and connected.</i></p> <p>12. <i>So, Ma'amtakutnya kalian tidak mengerti connected and connecting.</i></p> <p>13. <i>Sulit masuk ke facebook karena connecting melulu ya kan? Tapi kalau sudah connected ya lancar. There is no trouble.</i></p> <p>14. <i>Terus apa bedanya antara connecting dengan connected? Ma'amtanyakan ini sebelum my explanation because it's your apa ya, ini kan sudah menjadi ini kalian sehari-hari kan? Diinternet kan? Iya seharusnya tahu connecting dengan connected.</i></p> <p>15. <i>Itu tidak hanya satu alasan. Anggap saja to give illustration lah. Untuk ilustrasi, kalian kan bisa berpikir oh yakarena kuotanya habis.</i></p> <p>16. <i>Ini kita sudah ke alasannya ini loh, iya kan? sudah bagus dong ini belum ke connecting sendiri itu apa.</i></p> <p>17. <i>Connecting itu sedang menghubungkan. Nah itulah poinnya, kalau loading ya membuka.</i></p> <p>18. <i>Well, that's for Purwati tadi sudah</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | | <p>√</p> |
|--|---|---|--|----------|

| | | | | |
|--|--|---|--|--|
| | connecting. <i>Bagaimana dengan connected? Berarti contrastnyakebalikannya ya?</i> | √ | | |
| | 19. <i>Berarti kalau connected itu ada kuota, and then ada sinyal, terus apa jadinya?</i> | √ | | |
| | 20. <i>Nice connected, kalau connect itu beda lagi ya. Connect belum tentu connected.</i> | √ | | |
| | 21. <i>Tadi sudah singgung bahwa connectors itu adalah penghubung.</i> | √ | | |
| | 22. <i>Ada dua connectors disini, yang pertama yaitu purpose, this one and the second one is reason.</i> | √ | | |
| | 23. <i>Ada purpose, ada reason. What is purpose?</i> | √ | | |
| | 24. <i>Masih inget ya kalau kita belajar the previous one yang teks-teks itu kan ada purpose ya, tujuan berarti connector itu sifatnya untuk menunjukkan suatu tujuan.</i> | √ | | |
| | 25. <i>Okay, good! Before to the reason now we.. apa we discuss about purpose.</i> | √ | | |
| | 26. <i>Nah kita disini lihat dulu yang purpose.</i> | √ | | |
| | 27. <i>Mana yang pertama connectornya manakalau dalam bahasa Indonesia?</i> | √ | | |
| | 28. <i>Saya datang ke kelas kalian untuk mengajar bahasa inggris. Mana yang menjadi connector purpose?</i> | √ | | |
| | 29. <i>Good! Itu dua sudah kita dapat ya in order to, sama ini sama.</i> | √ | | |
| | 30. <i>Tadi yang kalimat terakhir. Iya masih ingat Resti what is my sentence?</i> | √ | | |
| | 31. <i>Jadi dalam bahasa inggris kita bisa</i> | | | |

| | | | | |
|--|---|---|----------|----------|
| | <p><i>menggunakan to, and then..</i></p> <p>32. So as to <i>bukan</i> so as to. <i>Sometimes hampir ke a sih</i> so as to, <i>tapi</i> agak cepat ini nya yah.</p> <p>33. Well, <i>nah</i> tiga cara disitu ada pattern nya.</p> <p>34. <i>Apa itu</i> verb 1?</p> <p>35. <i>Ya?</i> Okay good, <i>kata kerja pertama. Eh ini ya</i> ada speak, spoke, and spoken.</p> <p>36. Okay jadi kalau kita membahas yang ini we focus on ini karena dia harus verb 1, tidak boleh pakai yang ... ngerti ya?</p> <p>37. <i>Apa connector</i> disitu yang kalian dapet tadi?</p> <p>38. From the pattern tadi kan sudah tahu berarti, apa kata setelah in order to?</p> <p>39. Okay be itu real wordnya. Kalau kita ini ke patternnya apa namanya?</p> <p>40. Okay verb 1 kan tidak, eh kan banyak sih verb 1 tidak hanya speak, read, sing tapi, be juga include verb 1. Kalau been baru bukan verb 1. Itu dia ya. Jadi, be itu adalah verb 1. Kita tidak boleh menggunakan been.</p> <p>41. For the others we still have chance masih punya kesempatan untuk yang the next example.</p> <p>42. Get adalah kata kerja pertama. Berarti kita tidak boleh menggunakan got, gotten, atau getting. Berarti harus verb 1.</p> <p>43. Still in the same activity, masih aktivitas kalian, tugas kalian adalah try to know the meaning.</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> | <p>√</p> |
|--|---|---|----------|----------|

| | | | | |
|--|---|--|--|-------------------|
| | <p>44. <i>Ya memang lebih tepatnya to say hello!</i></p> <p>45. One sentence <i>masih yang nomor dua itu ya.</i></p> <p>46. Hard, yeah not always <i>keras. Kerja keras</i> okay. <i>Coba meaningnya lebih dipahami lagi. Meskipun hard itu keras tidak salah.</i></p> <p>47. <i>Yang tadi masih teka-teki ya, apasih sebenarnya the perfect one.</i></p> <p>48. Okay, now we continue to the second connectors, <i>yang pertama tadi sudah purpose. Yang kedua yaitu reason.</i></p> <p>49. <i>Alasan. Reason itu adalah alasan.</i></p> <p>50. <i>Yang tadinya “Ma’am may I join in the classroom please?” nanti bisa ditambahkan ya kan? Kalau ada pertanyaan “why do you come late?” nanti kalian sudah bisa explain it in English. Bisa menjelaskan kedalam bahasa inggris.</i></p> <p>51. Okay for the reason, <i>alasan, kita mengenali dulu dalam bahasa Indonesia.</i></p> <p>52. <i>Yang pertama because dan yang kedua because of. Kalau yang because disini ada clause, klausa atau bisa juga sentence, kalimat.</i></p> <p>53. <i>Sedangkan untuk yang because of disini diikuti oleh noun.</i></p> <p>54. <i>Kalau I come here because.. okay now let’s see tadi yang contoh tadi diingat, yang ada Dani dan ban motor saya pecah itu masih berlanjut ya.</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | | <p>√</p> <p>√</p> |
|--|---|--|--|-------------------|

| | | | | |
|--|---|---|--|--|
| | <p>55. <i>Yang ini pakai because, yang ini pakai because of. Kita tidak bisa mengatakan I come here because of I want to teach English atau dibalik I come here because my duty.</i></p> <p>56. <i>Ini salah karena seperti inilah yang harus kita... menyesuaikan patternnya seperti ini atau bisa saja eeh bisa jugaMa'ammengatakan I come here because of you ya karenaMa'ammemikirkan kalian kan jadinya Ma'amdatang ke kelas ini, tapiMa'amhanya simple saja pengen ngomongnya.</i></p> <p>57. <i>Seperti itu, sama kalau kalian juga sama dengan my duty karena tugas saya, nah kalau yg diatas I want to teach English menggunakan because tapi kalau yang kedua ini kalian because of.</i></p> <p>58. <i>Mana yang pakai because, mana yang pakai because of.</i></p> <p>59. <i>Right! Nah okay contoh yang kedua silahkan dibacakan.</i></p> <p>60. <i>A traffic jam, dia dikatakan sebagai? Klausa atau noun?</i></p> <p>61. <i>Dari bentuk mana yang mau the next sentence, the next reason.</i></p> <p>62. <i>Misalkan nihMa'amdatang kesini karena apa. Jika Ma'am mau menyebutkannya lebih panjang dengan sentence atau klausa makaMa'ammenggunakan because, tapi</i></p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | | |
|--|---|---|--|--|

| | | | | |
|---------------|---|---|-------------------------------------|----------|
| | <p><i>ketika</i> Ma'amhanya ingin menyebutkan simple saja pasti hanya because of.</p> <p>63. Kalau yang tadi because of Allah, yang kedua because there is Allah karena ada Allah.</p> <p>64. There is Allah itu sudah dikatakan sebagai sentence.</p> <p>65. Heeh ini yang paling ini to yang paling susah dibedakan, to kan untuk.</p> <p>66. Please make one sentence of connectors showing purpose by using <i>dengan menggunakan tahu ya?</i></p> <p>67. By using to, in order to, so as to, <i>sudah?</i> and connectors showing reason by using because, because of <i>yah silahkan dikerjakan</i>. Good luck!</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> | <p>√</p> |
| Tag Switching | <p>1. Fine, okay, fantastic <i>ya?</i></p> <p>2. Okay, well first question. My question goes to.. <i>iya</i> Resti.</p> <p>3. Please one student help me to write the theory. <i>Iya</i> Selvi, because I have to check the attendance, your present, right?</p> <p>4. <i>Tapi</i> come back again, right?</p> <p>5. Uh be careful <i>yah!</i></p> <p>6. <i>Hah?</i> Can you read the tittle?</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> |

| | | | |
|---|---|---|--|
| 7. <i>Iya</i> be louder. <i>Iya</i> repeat! | | | |
| 8. <i>Kalau</i> if we talk about connector. | √ | | |
| 9. <i>Nah</i> , it is better for us to comprehend first. | √ | | |
| 10. Yeah..ini hal yang ini kan yang sering kalian temui kan? | √ | | |
| 11. So, Ma'amtakutnya kalian tidak mengerti connected and connecting. | √ | | |
| 12. <i>Kemudian</i> , it is very difficult for you to find facebook because still connecting. | √ | | |
| 13. <i>Tapi</i> , that's not one reason. | √ | | |
| 14. Well, <i>sekarang</i> kita ke konektor. | √ | | |
| 15. <i>Nah</i> , there are two. | √ | | |
| 16. Okay <i>satu-satu</i> berarti. | √ | | |
| 17. Okay <i>agar</i> pintar bisa kita ubah-ubah <i>agar</i> dan <i>supaya</i> . | √ | | |
| 18. <i>Ya</i> additional score from me. | √ | | |
| 19. <i>Ya</i> reconsider first. | | √ | |
| 20. <i>Iya</i> , that's correct. | | √ | |
| 21. <i>Yah</i> Purwati continue your sentence. | | √ | |
| 22. <i>Yah</i> good! | | √ | |
| 23. Good! Get is still the verb, the first verb <i>yah</i> . | √ | | |
| 24. Okay <i>ini</i> untuk tugas kalian mencari tahu artinya nanti. | √ | | |
| 25. Okay <i>baca</i> dulu three, two, one. | √ | | |
| 26. So, here I'm waiting for you <i>yah</i> . | | √ | |
| 27. Okay <i>tidak mau dapat tidak mau dapat nilai tambahan?</i> | | √ | |
| 28. <i>Contoh</i> , I live until now because of Allah. <i>Ya</i> kan? | √ | | |
| | | √ | |

| | | | | |
|--|--|--|--|--|
| | 29. So, please do it at home well <i>yah</i> . | | | |
|--|--|--|--|--|



Appendix 4. PhotosEvidence of the Research

First Session of Observation

Date : May 8th, 2017
Observed : The English Teacher Who Teaches at Grade X (Subject A)
Classroom : X3



The teacher opened the class and asked her students to prepare the book.



The teacher was giving the examples of present perfect sentence and how to change it into a passive form.

Date : May 9th, 2017

Observed : The English Teacher Who Teaches at Grade XI (Subject B)

Classroom : XI IPA 3



the



The students were listening teacher's explanation about connectors showing purpose and reasons. **Second Session of Observation**

Date : May 15th, 2017

Observed : The English Teacher Who Teaches at Grade X (Subject A)

Classroom : X2



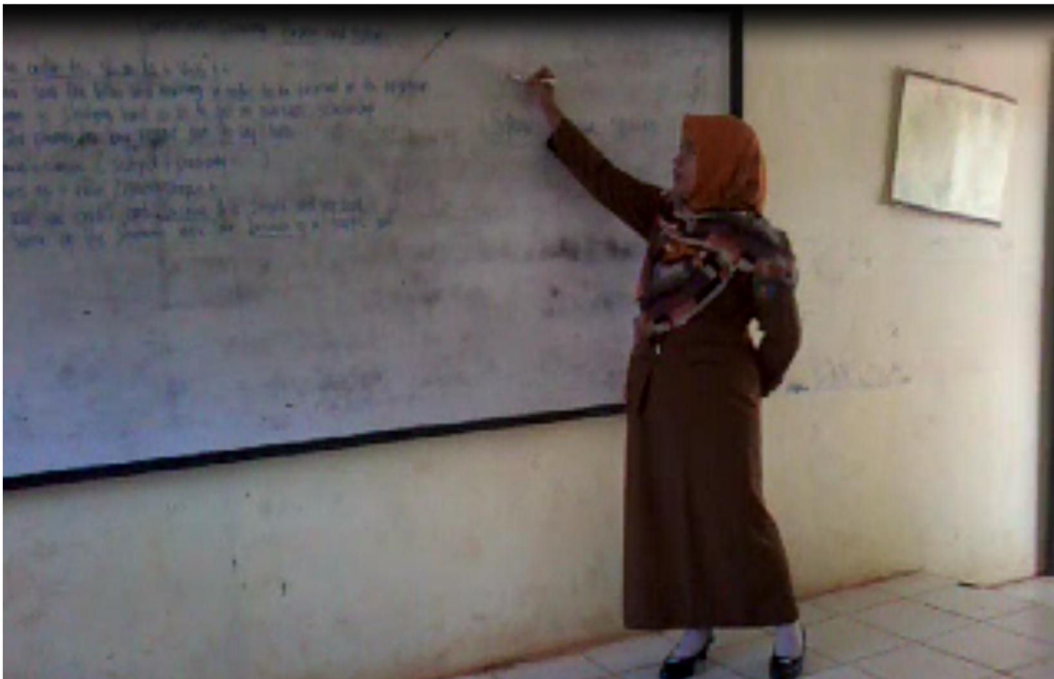
The teacher opened the class and had a small talk with the students in order to build a good relationship before teaching learning activity.



w to



Date : May 16th, 2017
Observed : The English Teacher Who Teaches at Grade XI (Subject B)
Classroom : XI IPA 3



and



The researcher with the teachers after conducted the interview
on May 16th, 2017

