



**THE USAGE OF INDONESIAN-ENGLISH CODE-
SWITCHING BY THE SEVENTH GRADE ENGLISH
TEACHER AT SMPN 03 JEMBER IN THE 2011/2012
ACADEMIC YEAR**

THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Marlani and my beloved mother, Sri Aisah.
2. My beloved brother, sister, grandma, aunt and all my family that have supported me to finish my thesis. Thank you for your support.
3. My Almamater

PERNYATAAN

Saya yang bertanda tangan dibawah ini:

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Menyatakan dengan sesungguhnya bahwa tugas akhir yang berjudul “The Usage of Indonesian-English Code-Switching by the Seventh Grade English Teacher at SMPN 03 Jember” adalah benar-benar hasil karya saya sendiri, kecuali kutipan yang sudah saya sebutkan sumbernya, belum pernah diajukan pada institusi mana pun, dan bukan karya jiplakan. Saya bertanggung jawab atas keabsahan dan kebenaran isinya sesuai dengan sikap ilmiah yang harus dijunjung tinggi.

Demikian pernyataan ini saya buat dengan sebenarnya, tanpa ada tekanan dan paksaan dari pihak mana pun serta bersedia mendapat sanksi akademik jika ternyata dikemudian hari pernyataan ini tidak benar.

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Yang menyatakan,

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To tell the truth, this thesis has not slipped away from carelessness and errors, but I have tried to strive for being perfect. It is expected to be useful either for the readers or the researcher. Finally, any constructive criticism as well as the advice from those who really want to have this thesis perfect will be fully appreciated.

Jember, 2011

The Writer

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SUMMARY

The Usage of Indonesian-English Code-Switching Used by the Seventh Grade English Teacher at SMPN 03 Jember; Dimas Yuli Rahardiyanto, 070210491154;2011;47 pages; English Language Education Study Program Language and Arts Department The Faculty of Teacher Training and Education, Jember University.

Language plays an important role in the world since language becomes a means for people to communicate. People from different countries can communicate each other by using an international language. One of the international languages is English. In Indonesia, students learn English as a foreign language. However, most of Indonesian students still have problems in learning English because English in Indonesia is considered as a foreign language.

Sometimes, English teachers tend to combine Indonesian and English in order to make the students understand the materials easier. This phenomenon shows that the teacher is a bilingual due to the teacher's ability to use more than one language. In this case, code-switching phenomenon can possibly occur due to the switch of two or more languages and there is a change of languages made by the speaker.

This research was descriptive qualitative research. It was intended to analyze what types and what functions of code-switching used by the seventh grade English teacher at SMPN 03 Jember. The types of code-switching were analyzed by employing Poplack's classification. Meanwhile, the functions of code-switching were analyzed based on Yletyinen's finding in her study. In this research, observation and interview were used to get the primary data. Questionnaire was used to collect supporting data. The data were analyzed by using descriptive statistic and the result of data analysis showed that there were three the types of code-switching as well as the four functions of code-switching

CHAPTER 1. INTRODUCTION

This chapter presents some aspects underlining the topics of the study. It includes background of the research, problems of the study, the objectives of the research, the operational definitions of the terms, the scope of the study, and the significance of the research.

1.1 Background of the Research

Language plays an important role in the world since language becomes a means for people to communicate. Malinowski, in Doughty (1974:32) states that language is the link in concerted human activity. Besides, language can be used as media to express our thought, feelings and desire.

There are so many languages in the world and every country has its own language. People from different countries can communicate each other by using an international language. It is a bridge to share knowledge, information and experience with other people from different countries. One of the international languages is English. Crystal (2003:108) states that English is spoken in approximately one third of world's population. It means that English has been widely used by many people around the world.

In Indonesia, the students learn English as a foreign language. English which is taught from Junior high school until university level becomes an essential course in every school in Indonesia since English has been regarded as one of the compulsory subjects. In addition, English has been recently taught in elementary level as a local content subject.

In learning English, there are four language skills, namely: listening, speaking, reading, and writing as well as three language components, namely: grammar, vocabulary and pronunciation that have to be mastered by the students.

However, most of Indonesian students still have problems in learning English because English in Indonesia is considered as a foreign language. In other

versa. The example of code-switching between Indonesian and local language is as follows:

Seller : “Nanti ada korting, mbak. *Radi mrike to mbak niku gadhahane mriku*”
 (Sis, there will be a sale later. *Come closer here sis, that belongs to them*)
 (taken from Rahardi, 2001:185)

Further, Hymes defines external code-switching as the switching of the languages that occurs between the national language and the foreign language and vice versa. In this case, the external code-switching occurs between the Indonesian and English. The example of code-switching between Indonesian and English is as follows:

“*jangan lupa ya, it’s really hot and absolutely gorgeous. Kamu pasti puas*”.
 (*don’t forget yeah, it’s really hot and absolutely gorgeous, you will be so satisfied.*)
 (taken from Jendra, 2010:74)

Based on the example above, we can see that there are language switches. The speaker begins the utterance with Indonesian then moves into English and back to Indonesian again.

Based on the explanation above, the code-switching phenomenon can occur in the EFL classroom. Sometimes, the English teacher uses code-switching in teaching the lesson when the students cannot catch the meaning of some words or phrases spoken by the teacher. By knowing more about code-switching, the English teacher can use it as a communication strategy in teaching English.

Before doing the research, the researcher conducted a preliminary study at SMPN 3 Jember in order to find out the code-switching phenomenon that is used by the English teacher. The preliminary study was conducted through an informal interview between the researcher and the seventh grade English teacher of SMPN 3 Jember. Although, the school has been known as an International Standard School (*Sekolah Berstandar Internasional/ SBI*), the seventh grade English teacher said that in the English teaching and learning process, it is still

1.4 Operational Definition of the Terms

An operational definition is used as a guide to understand the concepts of this study since it is very important to avoid misunderstanding of the broad interpretation of the terms in the study. The terms that are operationally defined are the usage of Indonesian-English code-switching applied by the seventh grade English teacher in the classroom.

In this research the code-switching means the use of two languages which implies some competences in two languages, even if bilingual fluency is not yet stable.

In this research, the usage of code-switching refers to the language switching between Indonesian and English used by the English teacher in the English teaching learning process. It can be seen from the conditions when the teacher explains the materials, move from one activity to another, clear misunderstanding, and check the understanding of the seventh grade students at SMPN 3 Jember.

In addition, the students' perceptions on the use of Indonesian-English code-switching during the English teaching and learning process in the classroom are investigated, in this research, as the supporting data.

1.5 Scope of the Research

The scope of this research is focused on describing the types and the functions of Indonesian-English code-switching used by the seventh grade English teacher in the English teaching and learning process in the classroom. The research subject in this research is limited to the seventh grade English teacher in the 2011/2012 academic year.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents the literature review related to the problems of the research. It covers bilingualism and bilinguality, the definitions of code-switching, code-switching in the EFL classroom, the reasons of using code-switching in the EFL classroom.

2.1 Bilingualism and Bilinguality

In the English as a Foreign Language (EFL) classroom in Indonesia, the consideration in the usage of language takes an important role since it is used as communication between the teacher and the students. Commonly, the teacher uses more than one language to communicate with their students to make the students catch the essence of the communication in the classroom. The English teacher can use more than one language since they are bilingual who can alternate between two different languages during teaching and learning process (Crystal, in Skiba, 1997).

Bilingualism can be regarded as the ability to communicate in two languages, but with greater skills in one language. The people who have the ability in using more than one language are called as bilingual. In many parts of the world, the ability to speak more than one language is not a special thing, since people in bilingual or multilingual countries are accustomed to using more than one language to communicate in their daily activities.

There are some opinions dealing with the definition of bilingualism and bilinguality that are proposed by experts. Nababan (1993: 27) differentiate bilingualism and bilinguality. According to him, bilingualism is a habit to use two languages to interact with other people. Bilinguality is an ability to use two languages.

lack in the base language. The base language itself refers to the dominant language used by the speaker. The example of code-mixing as follows:

Speaker: “mereka akan *married* bulan depan”
 (Speaker: “They will marry next month”)

Based on the example above, there is a code-mixing between English and Indonesian. It happens in the word “married”. The matrix language or base language at the example above is Indonesian and English as the embedded language.

2.3 Code-Switching

There are some ways in spelling code-switching. The following spellings are used by some experts: ‘code switching’, ‘code-switching’ and ‘codeswitching’. In this research, the researcher uses ‘code-switching’ spelling. The reason of choosing the spelling ‘code-switching’ is this spelling used by some experts. One among of the experts is Chloros (2009:4). He suggests the following:

“Code-switching is sometimes found in the literature written as two separate words, sometimes with a hyphen and sometimes as one word. Diachronically speaking, the move from two words to hyphenated words to a single word reflects the semantic acceptability and integration of the concept. I have stuck here with the intermediate solution, hyphenation.”

Defining code-switching, code itself refers to a language or a variety of language (Wardhaugh, 2006:88). Wardhaugh (2006:101) defines code-switching as a switch process from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code.

There are many definitions of code-switching proposed by some experts. Mayers-Scotton (2001) says “code-switching as the alternation between two or more languages or varieties of a language in the same utterance or dialogue.” It is a

is code-switching still has its autonomy, doing in conscious because of certain causes while code-mixing is a major code or basic code which is used having a function.

According to Jendra (2010:79), the differences between code-mixing and code-switching can be inferred. He states:

“In code-mixing, bilingual speakers seem to apply some foreign language words or phrases (piece of one language smaller than clause) while the other language functions as the base. Besides, bilingual speaker are said to mix codes (but not switch from one to another) when there is no topic that changes, nor does the situation. a different view proposed ”to separate the two said that if it involves changing into a foreign language clause or a sentence, it should be defined as a code-switching.”

Another point that can be used to differ between code-mixing and code switching is about formality of the situation. Jendra (2010, 79) says that code-mixing is found in the less formal situation while code-switching is possibly done in a formal one.

2.5 The Classification of Code-Switching

There are some opinions dealing with the classification of code-switching. Blom and Gumperz, in Hudson (1996:52) explain the kinds of code-switching, namely situational code-switching and metaphorical code-switching. Another expert, Poplack classifies code switching into three, they are: inter-sentential code-switching, tag-switching and intra-sentential code-switching.

2.5.1 Code-Switching Classification by Gumperz

Blom and Gumperz, in Hudson (1996:52) explain there are two types of code-switching. They are called situational and metaphorical code-switching.

a. Situational code-switching

In situational code-switching, the language switch is in response to change in situation. Hudson (1996:52) argues that situational code-switching occurs when the

(And, there we are surfing, swimming... *we will be dizzy then.. ha,ha,ha...*)
 Made : Are you joining, Jim?
 Jim : Okay, then.
 (Taken from Jendra, 2010:77)

2.5.2 Code-Switching Classification by Poplack

Poplack (1980), states that there are three types of code-switching, namely inter-sentential code-switching, tag-switching and intra-sentential code-switching.

a. Inter-Sentential Code-Switching

The first type of code-switching proposed by Poplack is inter-sentential code-switching. According to Poplack (1980), inter-sentential code-switching occurs at the sentence level, i.e. the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Moreover, she argues that inter-sentential switching may take place between turns. This type of switching requires the least integration as code-switching happens between sentences. The example is as follows:

Speaker : *Ini lagu lama, tahun 90an.* It's oldies but goodies. *Tapi, masih enak kok didengerin.*
 (This is an old song, 1960's. It's oldies but goodies. But, it is still good to be listened)

This example is quite clear that in the example above is using an inter-sentential code-switching because the language switch occurred between sentence to sentence, between Indonesian and English sentences.

b. Tag-Switching

The second type of code-switching is tag-switching and it also called as emblematic code-switching (Holmes, 2000:35). Tag-switching is simply an interjection, a tag, or sentences filler in another language which serves as an ethnic

The example of intra-sentential code-switching below occurs between English and Indonesian.

- Aris : We will go to Papuma beach, *ya, itu tempat kita biasa mancing*, and we are singing dan having fun, ok.
(We will go to Papuma beach ... *Yes, in that place we usually fishing* and we are singing, having fun, ok.)
- Eko : And, there we are surfing, swimming... *terus jadi pusing-pusing dah.. ha,ha,ha...*
(And, there we are surfing, swimming... *we will be dizzy then.. ha,ha,ha...*)

In order to make the explanation about the code-switching clearer, it will be explained more about the types of code-switching by using Figure1 below.

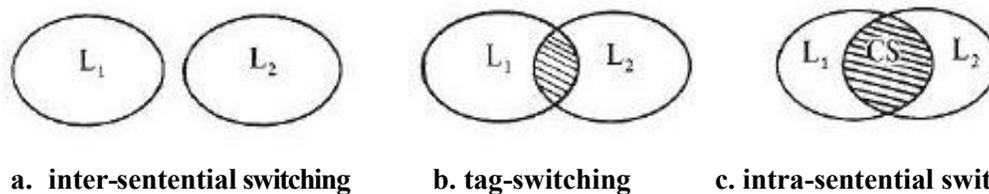


Figure 1. The types of code-switching and the degree of code-switching in them (Poplack 180: 615)

Based on Figure 1 above, it shows the different types of code-switching and the degree of language mixing in a sentence. As we can see at the first, inter-sentential switching, there is no code-switching within a sentence but the two different languages are in different sentences or clauses (the two circles represent the two sentences or clauses). The second situation, tag-switching, has little switching within a sentence or a clause, but this code-switching is usually a tag. The circles in the figure shows this as the two interlocked circles that consist one sentence or clause where in the middle there is little code-switching. In the third type, intrasentential switching, the amount of code-switching is the greatest.

When the teacher moves from one classroom activity to another, the use of code-switching may be as a device to get the students' attention. When the teacher gives an instruction in English, students have to pay more attention to the teacher. Because English is a foreign language to them, thus they need to use more efforts to understand the teacher. So, the teacher uses Indonesian, for example to get more attention from the students.

The third function of code-switching in the EFL is for clearing misunderstanding. Sometimes, in EFL classroom, we find misunderstanding between the teacher and the students. For instance, when the teacher gives instruction and the students are usually still confused or cannot get the point of the instruction. It commonly happens because the students fail to understand the instruction in the target language. This condition may become an obstacle in the teaching and learning process.

To avoid misunderstanding, the teacher usually switches the target language to the L1 (mother tongue) to make the communication easy to be understood by the students. Besides, by switching the target language to the mother tongue, the wrong perception between the teacher and the students can be minimized. For example, the teacher gives an instruction to the students in the target language. Nevertheless, the students do the instruction incorrectly because the students fail to understand the instruction. As the result, there will be misunderstanding between them. Then, the teacher can switch the target language to the Indonesian in order to avoid the misunderstanding.

The last function of code-switching in the EFL classroom is checking for the students' understanding. The teacher can use code-switching to check the students' understanding of teaching and learning materials. For example, when the teacher presents the differences between simple present tense and present continuous tense as in; "we go to school every day" and "we are going to school in the morning". Then, the teacher can check the students' understanding by asking the students about the differences between the two tenses by asking "Well, apakah kalian sudah mengerti

According to Atkinson (1987:242), mother tongue can be used since it can be very efficient as regard the amount of time that is needed to achieve a specific aim. By switching the target language into the first language in EFL teaching and learning process, the teacher can come to the point directly. As the result, the code-switching can produce the efficient use time in the EFL classroom teaching and learning process.

In sum, it can be said that the reason of using code-switching used by the teacher in the EFL classroom is that the teacher tries to help the students easier to understand the materials by using the communicative language. As the result, the teacher does not waste the time for useless activities in the teaching and learning process.

employed in choosing the research area based on a certain purpose or reason. This research conducted at SMPN 3 Jember. This school was chosen because of some considerations. First, from the informal interview with the English teacher of SMPN 3 Jember, the researcher found the phenomenon about the usage of Indonesian-English code-switching applied by the English teacher in the classroom at SMPN 3 which well known as *Sekolah Berstandar Internasional (SBI)* or so called as the International Standard School. It was interesting for the researcher to investigate because as the International Standard School in teaching learning process, the teachers still allowed to use Indonesian in the English teaching and learning process. Second, the principal gave the permission to the researcher to conduct the research at that school.

3.3 Research Subject

McMillan (1992:68) says that a subject is an individual who participates in a research study or someone from whom data collected. In this research, purposive method is applied to select the research subject.

The research subject in this research was the seventh grade English teacher in SMPN 3 Jember. Based on the informal interview, the researcher found that there are two English teachers who teach in the seventh grade level. The first teacher is Mrs. I. and at the moment she is continuing her study for master degree in Malang. The second teacher is Mrs. T. she is active in using English in her class. She uses approximately 80% English and 20% Indonesian in teaching and learning process and in this research, Mrs. T was taken as a research subject.

3.4 Informants

The informants in this research were the seventh grade English teacher and the seventh grade students who gave the information about the usage of Indonesian-English code-switching by the seventh grade English teacher in the classroom.

out the interview using a set of questions arranged in advance and it's like a check list.

In this research, the structured interview was used to get the main data about the usage of Indonesian-English code-switching applied by the seventh grade English teacher. This interview was used in which list of questions were prepared in advance and the questions were open-ended but they were still specific to allow individual responses. The researcher was also allowed for probing, giving follow up and clarification. The interview was conducted with the seventh grade English teacher at SMPN 3 Jember. It was conducted by using Indonesian to avoid misunderstanding between the researcher and the teacher. The interview guide is enclosed on Appendix B.

3.5.3 Questionnaire

Questionnaire is a number of written questions used to get the information from the respondents (Arikunto, 2006:225). In this research questionnaire was used to know the students' opinions or perception about the usage of Indonesian-English code-switching by the seventh grade English teacher in the classroom.

The questionnaire was written in Indonesian to make the students easier to answer and to avoid difficulties in understanding the items given by the researcher. The result was discussed in English. The questionnaires were distributed to 100 seventh grade students who were taught by the research subject in this research. The questionnaire is enclosed on Appendix D.

3.6 Data Analysis Method

In this research, data analysis method was the method used to process and analyze the data obtained from observation and interview. The collected data would be analyzed by using descriptive qualitative because the main objective in this

- 5) Tabulating the teacher's utterances to count the frequency of the types and the functions of code-switching.
- 6) Making summary of the data based on the results of coding and labeling.
- 7) Discussing the occurrences of code-switching in the classroom made by the seventh grade English teacher.
- 8) Drawing a conclusion to answer the research problem.

Below is an example on how to analyze the data of code-switching utterances.

Situation: The English teacher is explaining about expression of asking and giving opinion to her students.

- T : "Expression of asking an opinion is an expression that is used to know someone's idea or opinion about a certain case. Do you get it, students?"
- S : "No, mom."
- T : "Expression of asking an opinion *adalah expresi that is used untuk mengetahui ide atau pendapat orang lain tentang sesuatu.*
(Expression of asking an opinion is an expression that is used to know someone's idea or opinion about something.)

The Teacher's switching utterance:

"Asking an opinion expression *adalah expresi yang digunakan untuk mengetahui ide atau pendapat orang lain tentang sesuatu.*"

The example above is the code-switching done by the English teacher (T). She tries to explain about asking an opinion expression to her students but the students (S) cannot catch the teacher's explanation. Hence, the teacher (T) firstly speaks in English and then switches to Indonesian to make the students easier to understand her explanation. The utterance above is identified as intra-sentential code-switching (Intra-S) since the utterance consists of two different languages in one sentence.

Then, based on the function of code-switching, that utterance is identified as explanation (E). In the utterance above, the teacher switches English to Indonesian to make the students easier to understand the explanation.

CHAPTER 4. RESULT AND DISCUSSION

This chapter is intended to describe and discuss the research result. The result of this research deals with the types and the functions of Indonesian-English code-switching used by the seventh grade of English teacher, and the students' perceptions on the usage of Indonesian-English code-switching by the seventh grade English teacher in the classroom.

The research was conducted four weeks, from 19 July to 10 August 2011. The first week was used to pre-research (asking permission from the headmaster of the school to conduct the research and discussing the school schedule with the English teacher). The second week was used to conduct the first and second observation. The third week the researcher did not conduct the observation because the holiday for the beginning of fast month. The fourth week was used to conduct the third and fourth observation. Besides, the researcher interviewed the English teacher and distributed the questionnaires to 100 seventh grade students in this week.

4.1 Research Result

The research result covered the result of the primary and secondary data. They are presented as follows:

4.1.1 The Result of the Primary Data

The results of the primary data were the results from the observation. The observation was conducted to get the data about the usage of Indonesian-English code-switching used by the seventh grade English teacher in the classroom. The observation was conducted four times by recording the English teacher's voice by using voice recorder. It was conducted on July 25th, 27th, August 8th and 10th 2011.

the students comprehend the materials. Besides, using Indonesian-English code-switching could avoid misunderstanding between her and the students. The seventh grade English teacher said that by switching English to Indonesian, it was easier to communicate with the students in the classroom but she did not use the Indonesian-English code-switching too much in the classroom. She usually used Indonesian-English code-switching when she checked the students' understanding, cleared misunderstanding, explained the materials and moved from one activity to another.

b. The Result of Questionnaire

The questionnaires were distributed to 100 seventh grade students to know their perceptions on the usage of Indonesian-English code-switching by the seventh grade English teacher in the classroom. The results showed that all students (100%) agreed with the usage of Indonesian-English in the English teaching and learning process. Most of the seventh grade students (90%) said that, their English teacher sometimes used Indonesian-English code-switching in the teaching and learning process. Then, 7% of the students said that the English teacher often used Indonesian-English code-switching in the classroom, and 3% of the students said their English teacher never used Indonesian-English code-switching.

According to the results of the questionnaire, it was known that 94% of the students agreed that Indonesian-English code-switching could be used by their teacher for explaining the materials, 96% students said Indonesian-English code-switching could be used to start new activity in teaching and learning process, 100% students said their English teacher could use Indonesian-English code-switching for clearing misunderstanding that occurred between them, 88% students said that Indonesian-English code-switching could be used for checking their understanding, 100% said that Indonesian-English code-switching could help them to understand their teacher's explanations, 92% said that they were happy when their teacher used Indonesian-English code-switching in the classroom, and 96% said that they got some benefits when their teacher used Indonesian-English code-switching, such as: they

3	Intra-sentential code-switching.	$\frac{62}{159} \times 100\%$	39%
Total all types of the code-switching		$\frac{159}{159} \times 100\%$	100%

Based on the table above, we could see that the most frequent type of code-switching used by the seventh grade English teacher was intra-sentential code-switching (39%), followed by inter-sentential code-switching (36%) and tag-switching (24.5%). It could be known that the seventh grade English teacher used intra-sentential code-switching 62 times as presented on Table 4.1. Based on this condition, it could be concluded that the English teacher was a fluent bilingual because intra-sentential code-switching requires a lot of integration in two different languages (Poplack 1980). Besides, it also involves the greatest syntactic risk as words or phrases from another language that are inserted into the first language within one sentence or utterances. As two languages are combined within a sentence, there are also two different grammars in play which means that the speaker has to know both grammars in order to produce grammatically correct utterances. The English teacher used intra-sentential code-switching because she wanted the students understand the utterances spoken.

The English teacher used inter-sentential code-switching 58 times from four observations. To make her instruction clear and easy to be understood, she switched the target language to Indonesian. Besides, she used this type to make the students understand the message delivered to them. That's why; she repeated her utterances from English to Indonesian to make her message clear and easy to be understood by the students.

The smallest percentage of type of code-switching was tag-switching with the percentage 24.5%. Actually, the usage "ya" at the end of English utterance was not common and the main factor that made the English teacher used it because of her

teaching and learning process since it could be used as a usable tool when clearing a misunderstanding. For instance, when the teacher gave instructions and the students were usually still confused or cannot get the point of the instruction because the students failed to understand the instruction in the target language. This condition may become an obstacle in the teaching and learning process.

To avoid misunderstanding, the teacher usually switched the target language to the L1 (mother tongue) to make the communication easy to be understood by the students. Besides, by switching the target language to the mother tongue, the wrong perception between the teacher and the students can be minimized.

The code-switching for explaining was in third place with 18%. The teacher used it she wanted to repeat what has been previously said in Indonesian in order to help the students understand her explanation. Code-switching for explaining was extremely important to be used by the teacher since most of the students are less competent in the foreign language and may need an explanation in Indonesian to help them to understand the lesson better.

At the last place there was code-switching for moving from one activity to another with 5%. It happened when the teacher moved from one activity to another. For example, after explained the material, the teacher asked the students to do the exercises. To help them did the correct instructions, she switched the target language to Indonesian. The use of this code-switching could be a device to get the students' attention. When the teacher gave an instruction in English, students had to pay more attention to the teacher. Because English is a foreign language to them, thus they need to use more efforts to understand the teacher.

4.2.1 The Code-Switching Classification Based on the Types of Code-Switching

The types of code-switching were identified by employing Poplack's classification, namely inter-sentential code-switching, tag-switching and intra-sentential code-switching. There were 159 teacher's utterances that contained code-switching form and they were classified into inter-sentential code-switching

(U14) Sorry, can you hear her voice? Yang lain bisa mendengar?

According to the types of code-switching, in U14 the English teacher used two different languages in the same utterance. Therefore it could be classified as inter-sentential code-switching since it takes place between sentence and the switch occurs at a clause or sentence boundary where each clause or sentences is in different language (Romaine in, Yletyinen, 2004:53).

- b. The second type of code-switching was tag switching and the teacher's utterances belonged to this type and they were U3, U8 and U95. (see Appendix G.1)

(U3) "You have to introduce yourself using this sentences, ya!"

According to the type of code-switching in U3 was tag-switching. Romaine in Yletyinen (2004:14) argues that tag switching involves inserting a tag in one language to an utterance which is otherwise in another language. In U3, the English teacher inserted Indonesian tag in the base language.

(U8) "You should fill this blank with this the adjective starting of first letter of your name, ya!"

Based on the type of code-switching, the utterance "You should fill this blank with this the adjective starting of first letter of your name, ya!" was classified as tag switching since there is an Indonesian short expression (tag) that inserted by the English teacher at the end of English utterance. Holmes (2000:35) states that tag switching is simply an interjection, a tag, or sentences filler in another language which serves an ethnic identity marker.

(U95) "Ok now please open your dictionary and find the meaning of announcement, ya!"

requires a lot of integration and it usually associated with the most fluent bilinguals (Poplack 1980)

4.2.2 The Code-Switching Classification Based on the Functions of Code-Switching

The Functions of code-switching were identified by employing Yletyinen's theory. The functions of code-switching namely code-switching for explaining, code-switching for moving from one activity to another, code-switching for clearing misunderstanding and code-switching for checking students' understanding. There were 159 teacher's utterances that contained code-switching form and those of the category code-switching for explaining (29 utterances), code-switching for moving from one activity to another (7 utterances), a code-switching for clearing misunderstanding (22 utterances), and code-switching for checking students' understanding (88 utterances).

In the following discussion, the researcher analyzed some examples of data analysis of the teacher's utterances obtained from class observation based Yletyinen's theory from each type of the code-switching, since the typical occurrence of the code-switching were same in each utterance. Further information about the classification of the types of code-switching, can be seen on Appendix G.2.

- a. Some of the English teacher's utterances belonged to code-switching for explaining were U32, U76, U143. (see Appendix G.2.)

(U32) "We can say good night when we will leave somebody at night. Ketika akan berpisah dimalam hari."

According to the function of code-switching, U32 "We can say good night when we will leave somebody at night. Ketika akan berpisah dimalam hari." was categorized as the code-switching for explaining. Since the English teacher repeated her utterance to make the students easier to understand her explanation. According to

that the time for finishing the task was over and asked the students to read their task. Besides, by using code-switching, she can get the students' attention. Yletyinen's (2004:66) argues codeswitching may be a device to get the pupils' attention. If the English teacher only used English in giving an instruction, they have to pay more attention to the teaching. This is because English is a foreign language to them, thus they need to use more effort to understand the teacher.

(U135) Yang sudah kemudian read your friends' result.

According to the function of code-switching, U135 was classified as code-switching for moving from one activity to another. Yletyinen (2004:66) says that when the teacher moves from one classroom activity to another, the use of code-switching may be as a device to get the students' attention. When the teacher gives an instruction in English, students have to pay more attention to the teacher. Because English is a foreign language to them, thus they need to use more efforts to understand the teacher. So, the teacher uses Indonesian, for example to get more attention from the students.

(U159) "After you have finished you have to make paragraph, membuat paragraph ya!"

Based on the function of code-switching, U159 was classified as the code-switching for moving from one activity to another. Canagarajah in Yletyinen (2004L68) says that English (L2) was used only for interaction demanded by the textbook and the lesson while the mother tongue was used for all other interactions. At U159 "After you have finished you have to make paragraph, ya!" the English teacher switched English to Indonesian because the students less know what they are supposed to do next. This means that the teacher's codeswitching helped them to pay more attention to the lesson.

for clearing the misunderstanding that may occur between the teacher and the students, (Yletyinen, 2004:72).

- d. The last function of code-switching was code-switching for checking understanding, some of utterances belonged to this type were U29, U39 and U100. (see Appendix G.2.)

(U29) Any question about our appointment? Ada pertanyaan tentang perjanjian, gak ada ya!

The code-switching function of U29 belonged to code-switching for checking for understanding. In U29, the English teacher asked her students if there any question about her appointment in English and to check her students' understanding she switch d her question in Indonesian to ensure her students understand about her she meant. Yletyinen's (2004:75) states that in checking for the pupils' understanding, code-switching occurs since the teacher wants to make sure they understand what it means.

(U39) Iya, perbedaannya kenapa harus e the second and the third dialogue?

Based on the function of code-switching U39 was belonged to code-switching for checking for understanding since the English teacher wanted to ensure the students comprehend with the materials that were delivered to them.. Yletyinen (2004:75) states that in checking for the pupils' understanding, code-switching occurs since the teacher wants to make sure they understand what she means.

(U100) Have you got the point of the announcement? Sudah mengerti maksudnya?

The code-switching of U100 was identified as code-switching for checking students' understanding. Yletyinen (2004:53) says that code-switching for checking students' understanding occurs when (usually) the teacher wants or sees a need to

grade students thought that the usage of Indonesian-English code-switching by their English teacher could help them learn English better.

Based on the data in Table 4.1, It could be known that the seventh grade English teacher used intra-sentential code-switching 62 times .Based on this condition, it could be concluded that the English teacher was a fluent bilingual because intra-sentential code-switching requires a lot of integration in two different languages (Poplack 1980). Besides, it also involves the greatest syntactic risk as words or phrases from another language that are inserted into the first language within one sentence or utterances.. The English teacher used intra-sentential code-switching because she wanted the students understand the utterances spoken.

The English teacher used inter-sentential code-switching 58 times in four observations. To make her instruction clear and easy to be understood, she switched the target language to Indonesian. Besides, she used this type to make the students understand the message delivered to them. That's why; she repeated her utterances from English to Indonesian to make her message clear and easy to be understood by the students.

The smallest percentage of type of code-switching was tag-switching 24.5%. Actually, the usage "ya" at the end of English utterance was not common. The main factor that made the English teacher used it because of her habit to say a "ya" in the end of her utterance. Mostly, the English teacher used this code-switching to check whether or not the students have already understood the materials or her instruction.

Based on the data in Table 4.2, it could be known that the code-switching for checking students' understanding was the most function used by the English teacher with 55%. By using this function, the teacher was able to make sure her message to be understood by the students. Sometimes, the students had some problems in decoding the target language. This condition could be an obstacle in the teaching and learning process. The use of this code-switching could help the teacher to set the context that could identify the students' understanding effectively.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

The final chapter provides the conclusion from data analysis, discussion and suggestions proposed to the English teacher, the university students of the English Department, and the other researchers. They are presented as follows.

5.1 Conclusion

Based on the research results, data analysis and discussion in Chapter 4, it could be concluded as follows:

5.1.1 The types of Code-Switching

The types of Indonesian-English code-switching that were used by the English teacher while teaching English covered inter-sentential code-switching, intra-sentential code-switching, and tag-switching.

From 159 utterances that contained Indonesian-English code-switching, there were 58 utterances (36.5%) identified as inter-sentential code-switching, there were 39 (24.5%) utterances identified as tag-switching, and there were 62 utterances (39%) identified as intra-sentential code-switching.

5.1.2 The functions of Code-Switching

The Indonesian-English code-switching functions that were used by the English teacher while teaching English covered code-switching for explaining, code-switching for moving from one activity to another, code-switching for clearing misunderstanding and code-switching for checking understanding.

From 159 the English teacher's utterances that contained Indonesian-English code-switching, there were 29 utterances (18%) belonged to the code-switching for explaining, there were 7 utterances (5%) belonged to the code-switching for moving from one activity to another, there were 35 utterances (22%) belonged to the code-switching for clearing misunderstanding, and there were 88

difficulties in comprehending the English materials, he/she may use code-switching. However, the English teacher is expected not to use Indonesian-English code-switching too often, so the use of English still dominates in the English teaching and learning process.

b. Suggestions for the University Students of English Department

The university students of the English Department are necessary to get better understanding about code-switching theory. They can use this research result as an additional material in their understanding of sociolinguistic phenomena.

c. Suggestions for the Other Researchers

The other researchers are suggested to use the research result as a consideration to conduct a further research dealing with a similar problem, such as the usage of Indonesian-English code-switching by the students in the classroom.

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APPENDIX B. THE INTERVIEW GUIDE WITH THE ENGLISH TEACHER

1. Menurut ibu, apakah alih kode bahasa Indonesia - bahasa Inggris dapat digunakan dalam kelas bahasa Inggris? Jelaskan mengapa?
2. Menurut ibu, pada saat apa alih kode bahasa Indonesia-bahasa Inggris dapat digunakan dalam mengajar bahasa Inggris?
3. Dalam mengajarkan *language skill* atau *language component* apa biasanya ibu menggunakan alih kode bahasa Indonesia-bahasa Inggris?
4. Apakah ibu menggunakan alih kode bahasa Indonesia-bahasa Inggris dalam mengajarkan kosakata baru kepada siswa? Mengapa?
5. Menurut ibu, dapatkah alih kode bahasa Indonesia-bahasa Inggris digunakan dalam memberikan perintah dalam bahasa Inggris? Mengapa?
6. Apakah penggunaan alih kode bahasa Indonesia-bahasa Inggris dalam kelas bahasa Inggris dapat membantu siswa dalam memahami pelajaran? Mengapa?
7. Menurut ibu, apakah alih kode bahasa Indonesia-bahasa Inggris dapat digunakan dalam berdiskusi di kelas tentang materi pelajaran Bahasa Inggris? Jelaskan mengapa?
8. Menurut ibu, apakah alih kode bahasa Indonesia dapat mengurangi waktu di dalam kelas bahasa Inggris?
9. Menurut ibu, berapa persentase penggunaan alih kode bahasa Indonesia-bahasa Inggris untuk membuat kelas menjadi efektif? Jelaskan mengapa?
10. Menurut ibu, apakah penggunaan alih kode bahasa Indonesia-bahasa Inggris perlu dilakukan dalam mengajarkan bahasa Inggris kepada siswa? Jelaskan mengapa?

	kelas tentang materi pelajaran Bahasa Inggris? Jelaskan mengapa?	
8	Menurut ibu, apakah alih kode bahasa Indonesia dapat mengurangi waktu di dalam kelas bahasa Inggris?	Iya saya fikir begitu, tidak mereka tidak meraba-raba lagi apa maksud dari pembelajaran itu.
9	Menurut ibu, berapa persentase penggunaan alih kode bahasa Indonesia-bahasa Inggris untuk membuat kelas menjadi efektif? Jelaskan mengapa?	Kira-kira dua puluh persen.
10	Menurut ibu, apakah penggunaan alih kode bahasa Indonesia-bahasa Inggris perlu dalam dilakukan dalam mengajarkan bahasa Inggris kepada siswa? Jelaskan mengapa?	E .Tergantung kondisi siswa jadi kapan alih kode itu harus digunakan kapan tidak itu harus melihat kondisi siswa itu pada saat pembelajaran berlangsung.

3. Apakah anda setuju bila guru anda menerangkan materi pembelajaran dengan menggunakan kombinasi bahasa Indonesia dan bahasa Inggris?
a. Ya b. Tidak c. Kadang-kadang
4. Apakah anda setuju bila guru anda menggunakan kombinasi bahasa Indonesia dan bahasa Inggris untuk memulai kegiatan baru dalam proses belajar dan mengajar?
a. Ya b. Tidak c. Kadang-kadang
5. Apakah anda setuju bila guru anda menggunakan kombinasi bahasa Indonesia dan bahasa Inggris dalam meyelesaikan kesalah pahaman dalam proses belajar dan mengajar?
a. Ya b. Tidak c. Kadang-kadang
6. Apakah anda setuju bila guru anda menggunakan kombinasi bahasa Indonesia dan bahasa Inggris dalam mengecek pemahaman anda dalam proses belajar dan mengajar?
a. Ya b. Tidak c. Kadang-kadang
7. Dengan adanya penggunaan kombinasi bahasa Indonesia dan Bahasa Inggris, apakah dapat membantu anda untuk dapat lebih memahami penjelasan guru?
a. Ya b. Tidak c. Kadang-kadang
8. Senangkah anda bila guru anda menjelaskan pelajaran Bahasa Inggris dengan menggunakan kombinasi bahasa Indonesia dan Bahasa Inggris?
a. Ya b. Tidak c. Kadang-kadang
9. Apakah ada manfaat yang anda terima dari kombinasi bahasa Indonesia dan Bahasa Inggris dalam penerimaan atau pemahaman tentang bahasa Inggris?
a. Ya b. Tidak c. Kadang-kadang
(jika ada,sebutkan!)

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.....

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.....

	dan bahasa Inggris dalam menyelesaikan kesalahan pahaman dalam proses belajar dan mengajar?						
6	Apakah anda setuju bila guru anda menggunakan kombinasi bahasa Indonesia dan bahasa Inggris dalam mengecek pemahaman anda dalam proses belajar dan mengajar?	88 (88%)	12 (12%)				
7	Dengan adanya penggunaan kombinasi bahasa Indonesia dan Bahasa Inggris, apakah dapat membantu anda untuk dapat lebih memahami penjelasan guru?	100 (100%)					
8	Senangkah anda bila guru anda menjelaskan pelajaran Bahasa Inggris dengan menggunakan kombinasi bahasa Indonesia dan Bahasa Inggris?	92 (92%)	8 (8%)				
9	Apakah ada manfaat yang anda terima dari kombinasi bahasa Indonesia dan Bahasa Inggris dalam penerimaan atau pemahaman tentang bahasa Inggris?	96 (96%)	4 (4%)				

APPENDIX F. THE POPULATION OF THE TYPES AND FUNCTIONS OF CODE-SWITCHING

Table F.1 Types and Functions of Code-Switching from 1st observation

No	The English Teacher's Utterances	The Types of code-switching			The Functions of code-switching			
		Inter-S	TS	Intra-S	E	Mf O	CM	CfU
1.	Who has finished write down my phone number, ada yang sudah selesai?			✓				✓
2	Is there anybody who haven't finished write down my phone number? Ada yang belum?	✓						✓
3	You have to introduce yourself using this sentences, ya!		✓					✓
4	What do you think about T? T kenapa kok saya tulis T?	✓						✓
5	Yaa, because my nick name is Tanti. Have good it?		✓		✓			
6	Ya, this is the example.		✓		✓			
7	So, what kind of word is that? Jenis kata apa itu?	✓						✓
8	You should fill this blank with this the adjective starting of first letter of your name, ya!		✓					✓
9	Any question about how to introduce yourself? Ada pertanyaan?	✓						✓
10	Now is time for you to read your result, ya!		✓			✓		
11	Louder please, yang keras!			✓				✓
12	Is there anybody know about		✓					✓

	please! mana bukunya,sudah punya semua?							
26	So you have to bring your notebook and your exercise book, dua ya, buku tulisnya dua.			✓				✓
27	Listen, if you don't bring your book, so please study in front of this class. Tahu maksudnya, kalo tidak bawa buku, boleh belajar didepan kelas,diluar.	✓						✓
28	So, remember that you have to bring your five books whenever you have English subject, ya!		✓					✓
29	Any question about our appointment? Ada pertanyaan tentang perjanjian, gak ada ya!	✓						✓
30	Remember the stress and the intonation, be carefull hati-hati stresnya bukan stress yang begini ya!			✓	✓			
31	If you want ee go to sleep so you say good night to who? Kepada siapa kita bilang?	✓						✓
32	We can say good night when we will leave somebody at night. Ketika akan berpisah dimalam hari.	✓			✓			
33	Ok, any question about good morning, good afternoon, good evening and goo night? Ada pertanyaan?	✓						✓

45	So, what did you say? Apa yang kalian lakukan, langsung tidur?	✓						✓
46	Hello, this is the differences ee the different culture between our culture and the western people, perbedaan budaya ya.			✓	✓			
47	Do you know what I mean? Tahu maksudnya, apa maksudnya?	✓						✓
48	Ok then now, everybody Ari for all boys, didengarkan ya and then Mrs. Anderson All girls.			✓				✓
49	Pay attention to your intination, ya!		✓					✓
50	Listen, this is very short dialogue, dialogue pendek tetapi bermakna ya			✓	✓			
51	Do you have any questions so far? Ada pertanyaan?	✓						✓
52	There are five topics ada lima topics ya.			✓	✓			
53	Berdua ya, make short dialogue based on the five topics lima topic itu.			✓				✓
54	Listen, you don't need to write anything tidak perlu menulis just practise			✓			✓	
55	Tidak memilih salah satu but all of the topics!			✓			✓	
56	Time is up. This is for your homework, you can continue in		✓					✓

	in English?							
7	Do you know the meaning of thin? Kurus, bukan kecil ya bukan kecil, kurus.	✓					✓	
8	Hopefully that you find the other adjective, ya!		✓					✓
9	So, you have to find as more as possible the other adjective, adjective - adjective yang lain dengan antonimnya.			✓				✓
10	The pen is white and ada lagi ya?			✓	✓			
11	Pay attention to one white pen. One white pen, apa maksudnya?			✓				✓
12	This is what we call noun phrase, ya!		✓		✓			
13	Mice, what is mice? Yang banyak tikus yang banyak.	✓					✓	
14	Barang-barang punyamu your, your things and then make one noun phrase.			✓	✓			
15	One black wallet. Ada lagi?	✓						✓
16	The other example of for adjective ya!		✓					✓
17	Ee sorry, tadi sudah membuat satu noun phrase using color.			✓			✓	
18	One cute pencil case, I think so. Bagus sekali itu ya.	✓						✓
19	Nineteen girl bagus ya OK!			✓				✓
20	Would you please read the sentences dibaca bareng-bareng.			✓				✓

	describe the desk, ya!							
Total		10	9	14	9	0	7	17
Total all types of CS		33			XXXXXXXXXXXXXXXXXXXXXX			
Total all functions of CS		XXXXXXXXXXXXXXXXXXXXXX			33			

(Source: Observation)

Table F.3 Types and Functions of Code-Switching from 3rd observation

No	The English Teacher's Utterances	The Types of code-switching			The Functions of code-switching			
		Inter-S	TS	Intra-S	E	Mf O	CM	CfU
1.	Is there any boy here? Oh gak ada berarti ya?	✓						✓
2	Key kunci ya not Kei but key ada lagi yang mau membaca?			✓			✓	
3	Ok now please open your dictionary and find the meaning of announcement, ya!		✓					✓
4	Oh sorry, have you ever wrote announcement apakah pernah menulis in English?			✓				✓
5	Hello students, please don't write anything here you can answer the question in your exercise book, ya!		✓					✓
6	Now please all of you read this announcement. Semua dibaca bareng-bareng ya!	✓						✓
7	Did you find any difficult word? Apakah ada kata-kata yang sulit?	✓						✓
8	Have you got the point of the announcement? Sudah mengerti	✓						✓

	your reading more. Harus banyak membaca lagi semuanya.							
21	Please you have to practice your reading more harus belajar membaca lagi ya!			✓	✓			
22	Kalo kita bilang pipet ya pipa atau selang. What about the other students?	✓					✓	
23	What does it mean? Tepat jam sebelas lima belas tepat, ya!			✓			✓	
24	No, I mean the other difficult word. Ada masih ada?	✓					✓	
25	Have got the point of this announcement? Tahu sudah tahu maksudnya kan?	✓						✓
26	You may join to this group bertiga ya boleh menghadap kesini.			✓				✓
27	Just read the sentence please. Hayo dari mana kok bisa jawab?	✓						✓
28	Iya jelas tersurat at the second line.			✓			✓	
29	Yes everyone does. Jadi semuanya harus membawa dua skrop ya.	✓						✓
30	Read first and then answer five questions. Five minutes for you lima menit saja ya.			✓				✓
31	Finish? Oh my God, one more minutes satu menit lagi ya.			✓				✓
32	Heloo, Finish? one more minutes satu menit lagi			✓				

	your friends' result! Sampai hari apa ada lagi?							
45	And then you can read on two day dua hari membaca and then please find best arrangement yang paling benar susunannya.			✓	✓			
Total		19	7	19	5	1	17	22
Total all types of CS		45			XXXXXXXXXXXXXXXXXXXXXX			
Total all functions of CS		XXXXXXXXXXXXXXXXXXXXXX			45			

(Source: Observation)

Table F.4 Types and Functions of Code-Switching from the 4th observation

No	The English Teacher's Utterances	The Types of code-switching			The Functions of code-switching			
		Inter-S	TS	Intra-S	E	Mf O	CM	CfU
1.	What about you, ya?		✓					✓
2	Say one word for this cat, ya!		✓					✓
3	Betul ya, betul ya look at it ears. The cat has small ears			✓			✓	
4	Do you know fur? Bulu, bulunya halus ya.	✓					✓	
5	Off course, the cat has four legs, ya!		✓				✓	
6	And the next fur, bulu, bulunya bagaimana.			✓	✓			
7	We are going to talk about its tail, ya!		✓					✓
8	Do you know the meaning of naughty? Artinya, nakal ya.	✓					✓	

	elephant, Ya.							
21	Iya boleh, habitat where does it live.			✓	✓			
22	After you have finished you have to make paragraph, ya!		✓			✓		
Total		4	8	10	6	3	8	5
Total all types of CS		22			XXXXXXXXXXXXXXXXXXXXXX			
Total all functions of CS		XXXXXXXXXXXXXXXXXXXXXX			22			

(Source: Observation)

- (U44) Did you say this kind of expression to your parents when you are going to bed?
Apakah kalian menggunakan expresi ini etika mau tidur?
- (U45) So, what did you say? Apa yang kalian lakukan, langsung tidur?
- (U47) Do you know what I mean? Tahu maksudnya, apa maksudnya?
- (U51) Do you have any questions so far? Ada pertanyaan?
- (U57) So, what we have learnt today? Apa yang kita pelajari hari ini?
- (U60) Do you think so? Heavy and light! Berat dan ringan
- (U61) Can you give some examples of the thing that will be float? Contoh benda yang akan terapung!
- (U65) Tertidur dan terjaga. How do say in English?
- (U66) Do you know the meaning of thin? Kurus, bukan kecil ya bukan kecil, kurus.
- (U72) Mice, what is mice? Yang banyak tikus yang banyak.
- (U74) One black wallet. Ada lagi?
- (U77) One cute pencil case, I think so. Bagus sekali itu ya.
- (U84) Look at your friend thing. Dilihat bendanya temannya
- (U91) If you are finish, bring your result to me, I will check your work. yang sudah boleh dibawa ke saya,saya cek.
- (U93) Is there any boy here? Oh gak ada berarti ya?
- (U98) Now please all of you read this announcement. Semua dibaca bareng-bareng ya!
- (U99) Did you find any difficult word? Apakah ada kata-kata yang sulit?
- (U100) Have you got the point of the announcement? Sudah mengerti maksudnya?
- (U103) Do you know the meaning of visit? Iya artinya mengunjungi.
- (U105) The boy in the corner, have you got the point? Sudah mengerti maksudnya?
- (U107) How do you know? Itu,dibagian mana?
- (U108) This announcement is not for all students but for all OSIS committee member. Bukan untuk semua siswa tapi untuk semua anggota OSIS.
- (U112) You have to read more to practice your reading more. Harus banyak membaca lagi semuanya.

- (U28) So, remember that you have to bring your five books whenever you have English subject, ya!
- (U37) Student and teacher maybe, ya!
- (U40) So, this is about formal and informal situation, ya.
- (U42) Ayo, let's start now!
- (U49) Pay attention to your intonation, ya!
- (U56) Time is up. This is for your homework, you can continue in your home, ya!
- (U58) So hopefully than you can use some of this expression in your daily life, ya.
- (U63) You will learn about the thing which will float and see in your physics subject, ya!
- (U64) The girl in the corner, ya!
- (U67) Hopefully that you find the other adjective, ya!
- (U71) This is what we call noun phrase, ya!
- (U75) The other example of for adjective ya!
- (U80) There are, more than one, ya!
- (U81) There is a small pond, ya!
- (U85) They are have two pencil case? Is that right? Ya, we don't need to use are.
- (U87) Find in your dictionary maybe, ya!
- (U92) Look at the picture! How do describe the desk, ya!
- (U95) Ok now please open your dictionary and find the meaning of announcement, ya!
- (U97) Hello students, please don't write anything here you can answer the question in your exercise book, ya
- (106) Iya the class will visit the computer factory is false!
- (U110) Because July 26 is the meeting of OSIS member, ya!
- (U129) Mrs. Erika is the person who in charge of the program, ya!
- (U133) I give you this paper write down your sentences here, ya!
- (U136) I give you time for you to read your friends' result! Sampai hari apa ada lagi?
- (U138) What about you, ya?

- (U50) Listen, this is very short dialogue, dialogue pendek tetapi bermkana ya
- (U52) There are five topics ada lima topics ya.
- (U53) Berdua ya, make short dialogue based on the five topics lima topic itu.
- (U54) Listen, you don't need to write anything tidak perlu menulis just practice.
- (U55) Tidak memilih salah satu but all of the topics!
- (U59) Dipraktikkan sehari-hari can you do it?
- (U62) What do you mean by well? Wheel oh I see, roda ya ban ban.
- (U68) So, you have to find as more as possible the other adjective, adjective - adjective yang lain dengan antonimnya.
- (U69) The pen is white and ada lagi ya?
- (U70) Pay attention to one white pen. One white pen, apa maksudnya?
- (U73) Barang-barang punyamu your, your things and then make one noun phrase.
- (U76) Ee sorry, tadi sudah membuat satu noun phrase using color.
- (U78) Nineteen girl bagus ya OK!
- (U79) Would you please read the sentences dibaca bareng-bareng.
- (U82) So, this is about the use of this is, that is, there is, there are, these are and then those are. Any question about it,ada pertanyaan?
- (U83) Now look at your friend dilihat bukan orangnya ya.
- (U86) What do you mean? Arrogant means sombong masak rambutnya sombong!
- (U88) Misalnya ini your badroom.
- (U89) Suppose that this is your bedroom. You know what I mean, misalnya ini kamarmu.
- (U90) You can use color or the other adjective, boleh color atau yang lain.
- (U94) Key kunci ya not Kei but key ada lagi yang mau membaca?
- (U96) Oh sorry, have you ever wrote announcement apakah pernah menulis in English?
- (U101) Kalo ndak berarti ada kata yang sulit did you find any difficult word?
- (U102) Do you know the meaning of this sentence,dear friend? Tahu maksudnya ya?
- (U104) Heeh tolong anggota OSIS come to our meeting.

(U155) And then what you are going to talk about, misalnya it size, you know size?

Iya kemudian disini apanya.

(U158) Iya boleh, habitat where does it live.

- (U34) You do not need to make it long tidak perlu dipanjangkan ya!
- (U35) Hello, Adiii, you don't need to make it long, long tidak perlu diperpanjang
kalo ndak perlu ya
- (U37) Student and teacher maybe, ya!
- (U40) So, this is about formal and informal situation, ya.
- (U41) And then the fourth, mother and Sarah. Siapa yang mau membaca?
- (U42) Ayo, let's start now!
- (U43) Good night darling, Good night Mom, sudah ngantuk sekali iya mungkin
Fadel.
- (U46) Hello, this is the differences ee the different culture between our culture and the
western people, perbedaan budaya ya.
- (U48) Ok then now, everybody Ari for all boys, didengarkan ya and then Mrs.
Anderson All girls.
- (U49) Pay attention to your intonation, ya!
- (U50) Listen, this is very short dialogue, dialogue pendek tetapi bermkna ya
- (U52) There are five topics ada lima topics ya.
- (U53) Berdua ya, make short dialogue based on the five topics lima topic itu hari ini?
- (U58) So hopefully than you can use some of this expression in your daily life, ya.
- (U59) Dipraktikkan sehari-hari can you do it?
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- (U64) The girl in the corner, ya!
- (U67) Hopefully that you find the other adjective, ya!
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adjective yang lain dengan antonimnya.
- (U69) The pen is white and ada lagi ya?
- (U71) This is what we call noun phrase, ya!
- (U73) Barang-barang punyamu your, your things and then make one noun phrase.
- (U74) One black wallet. Ada lagi?

(U124) Heloo, Finish? one more minutes satu menit lagi

(U133) I give you this paper write down your sentences here, ya!

(U134) After you have finish doing your exercise you have to put on the wall. Nanti dipajang dibelakang setelah selesai.

(U136) I give you time for you to read your friends' result! Sampai hari apa ada lagi?

(U137) And then you can read on two day dua hari membaca and then please find best arrangement yang paling benar susunannya.

(U139) Say one word for this cat, ya!

(U143) And the next fur, bulu, bulunya bagaimana.

(U144) We are going to talk about its tail, ya!

(U146) Read this text loudly semuanya bareng-bareng.

(U149) No, no,no this is English class, ya!

(U150) Write down one word that you are going to tell about elephant, semuanya jelas oke

(U151) People in Asia and Africa use elephant as work animal, ya.

(U152) Iya, elephant, like this and then heeh disini apanya,.

(U156) What do you want to talk about? Apakah punya nama gajah?

(U158) Iya boleh, habitat where does it live.

The second function of code-switching was the code-switching for moving from one activity to another, they were:

(U10) Now is time for you to read your result, ya!

(U56) Time is up. This is for your homework, you can continue in your home, ya!

(U135) Yang sudah kemudian read your friends' result.

(U148) And then now, what have you to do is make a group. Each group consists of four student's jadi berempat ya!

(U157) After you make a spider gram and then make paragraph about an elephant, Ya.

(U159) After you have finished you have to make paragraph, ya!

(U130) Jadi yang bertanggung jawab adalah Mrs. Erika. You can see from the last paragraph.

(U131) The students for organization yang melaksanakan bukan koordinator.

(U132) Ya, you can count from dari mana menghitungnya.

(U140) Betul ya, betul ya look at it ears. The cat has small ears

(U141) Do you know fur? Bulu, bulunya halus ya.

(U142) Off course, the cat has four legs, ya!

(U145) Do you know the meaning of naughty? Artinya, nakal ya.

(U153) Trunk or nose? Belalai is nose, elephant's nose and a trunk is apa itu, gadiing!

(U154) Kalau belalali kan nose ya, its nose!

(U155) And then what you are going to talk about, misalnya it size, you know size?
Iya kemudian disini apanya.

The last function of code-switching was code-switching for checking understanding, they were:

(U4) What do you think about T? T kenapa kok saya tulis T?"

(U7) So, what kind of word is that? Jenis kata apa itu?

(U9) Any question about how to introduce yourself? Ada pertanyaan?

(U12) Is there anybody who haven't finished write down my phone number? Ada yang belum?

(U19) Dou you understand what I mean? Tahu maksudnya ya?

(U20) Ooh, you don't know, why? Kenapa kok belum?

(U29) Any question about our appointment? Ada pertanyaan tentang perjanjian, gak ada ya!

(U31) If you want ee go to sleep so you say good night to who? Kepada siapa kita bilang?

(U33) Ok, any question about good morning, good afternoon, good evening and good night? Ada pertanyaan?

(U123) Finish? Oh my God, one more minutes satu menit lagi ya.

(U125) The program will be held on January the fourth 2010, ok. Semuanya benar ya?

(U126) Who can participate in the program? Siapa yang bisa berpartisipasi ?

(U138) What about you, ya?

(U147) Now please imagine ee an elephant. Semua dibayangkan ya, bisa membayangkan?

APPENDIX I. THE CLASSIFICATION OF THE OF THE TYPES AND THE FUNCTIONS OF CODE-SWITCHING

The English Teacher's Utterances	Language instrument being code-switched	The Types of Code-Switching	The Functions of Code-Switching
U56 "Time is up. This is for your homework, you can continue in your home, ya!"	English to Indonesian	T-S	MfO
U29 "Any question about our appointment? Ada pertanyaan tentang perjanjian, gak ada ya!"	Indonesian to English	Inter-S	CfU
U54 "Listen, you don't need to write anything tidak perlu menulis just practice."	English to Indonesian	Intra-S	CM
U98 "Now please all of you read this announcement. Semua dibaca bareng-bareng ya!"	English to Indonesian	Inter-S	CfU
U65 "Tertidur dan terjaga. How do you say in English?"	English to Indonesian	Inter-S	CfU

U143 “And then the next, fur. bulu, bulunya bagaimana.”	English to Indonesian	T-S	CfU
U147 “Now please imagine ee an elephant. Semua dibayangkan ya, bisa membayangkan?”	English to Indonesian	Intra-S	CfU
U152 “Iya, elephant, like this and then heeh disini apanya,..”	English to Indonesian	Inter-S	E

Note:**The types of code-switching**

- Inter-sentential switching (Labeled Inter-S)
- Tag-switching (Labeled TS)
- Intra-sentential switching (Labeled Intra-S)

The functions of code-switching

- Explanation (Labeled E)
- Moving from one activity to another (Labeled MfO)
- Clearing misunderstanding (Labeled CM)
- Checking for understanding (Labeled CfU)



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SURAT KETERANGAN

Nomor : 421.3/945/413.03.20523891/2011

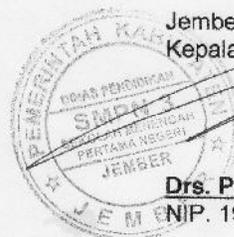
Yang bertanda tangan di bawah ini Kepala SMPN 3 Jember dengan ini menerangkan bahwa :

1. Nama : DIMAS YULI RAHARDIYANTO
- NIM : 070210491154
- Jurusan/Program : Pend. Bahasa dan Seni / Pend. Bhs. Inggris
- Fakultas : FKIP UNIVERSITAS JEMBER

Bahwa yang bersangkutan benar-benar telah melakukan penelitian pada SMPN 3 Jember pada tanggal 12 Juli s/d 10 Agustus 2011 dengan tema :

"The Usage of Indonesian and English Code Switching by The Seventh Grade English Teachers at SMPN 3 jember in The 2011/2012 Academic Year"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Jember, 11 Agustus 2011
Kepala Sekolah,

Drs. PONIMAN, MM.

NIP. 19550228 198002 1 002

**KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Dimas Yuli Rd
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 Jurusan/Program Studi : PENDIDIKAN BAHASA DAN SENI / P. BAHASA INGGRIS
 Judul Skripsi : THE USAGE OF INDONESIAN-ENGLISH CODE-SWITCHING
 BY THE SEVENTH GRADE ENGLISH TEACHER AT SMPN 03
 JEMBER
 Pembimbing I : Dra. Siti Sundari, M.A.
 Pembimbing II : Drs. Annur Rofiq, M.A, M.sc

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	May 27, 2011	Research matrix, chapter 1, 2, and 3	
2.	June 7,2011	Instrument	
3.	June 8,2011	Revision research matrix, chapter 1, 2, 3 and instruments	
4.	September 30,2011	Chapter 1,2,3,4,5 and Appendices	
5.			
6.			
7.			
8.			
9.			

CATATAN: 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi