

CHAPTER I

INTRODUCTION

A. Background of Study

In today's society, people use language for doing things with each other. Language is a way for us to communicate and language gives us the prosperity to let others know our thoughts and our feeling. It occurs because they come from different culture which contains of several languages and they are in contact with other. People tend to use their ability to speak more than one language. There are many language used in this world, such as Indonesia, English, Arabic, French, Chinese, Japanese and many others. English become the most important language in the world, because recently people's dependence on English for their activities including politics, business, entertainment media and education. Therefore now English becomes an international language.

As an international language, English has been divided into three broad categories: English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL). There are two terms to describe English in language classroom: English

as a second language and English as a foreign language. In ESL classroom the students are expected to understand and communicate in second language, they have to practice the language in natural circumstances. Whereas in EFL classroom, the students learn the language in an environment where there is a little natural use of the language though they are expected to use the target language as the language teaching and for communication.

English in Indonesia is as foreign language. In foreign language classrooms the language to be learned is as the target and as the instruction, even though, in addition to the target language usually there is another language present in the language classroom as well, it is usually the native language of the teachers and the students. For Indonesian students it is not easy to master English because it is not used to communicate in their daily activities. They use Bahasa Indonesia in their daily communication. They rarely use English in communication. So, they will feel difficulties if teaching learning process using full English.

For senior high school students, it is too difficult in learning English using full English. So, sometimes the teachers switched from English become Indonesia language in teaching English subject, and it

is called as code-switching. Code switching can be defined as the alternative use of two or more language by bilinguals in a conversation. Code switching requires the speakers know at least two or more varieties of languages and making it an exclusive activity to only bilinguals. Jingxia states “code switching is one of the unavoidable consequences of communication between different language varieties especially in multilingual and multicultural communities”.¹

According to Cook, code switching is the process of switching language from target language to mother tongue in a natural situation in the classroom and a highly activity in teaching and learning process.² He suggests that the teachers use the L1 when explaining grammar, organizing tasks, disciplining students, and implementing test in order to avoid difficulties for the learners.

Code switching takes place in many occasions, whether in EFL classroom or ESL classroom. Teacher tends to switch the language from English to Indonesian when he taught English in the classroom. This topic arises based on the researcher’s experience when the researcher was in teaching practical (PPLK). The researcher realized

¹Liu Jingxia, “Teachers’ Code-Switching to the L1 in EFL Classroom”, *The Open Applied Linguistic Journal*, Vol. 3, (June-September 2010), 10-23.

²V Cook.Using the first language in the classroom.*The Canadian modern language review*, Vol. 57, No. 3, (March 2001) 403-414.

that English teacher used code switching while teaching learning process in the class.

Code switching is commonly viewed with suspicion in learned EFL classes to avoid the misunderstanding between teacher and students. It is because students whose first language is not English, so they should have intensive time to learn English. This reality make the researcher feel enthusiastic to know deeply about this phenomenon. The researcher wants to know code switching is effective or not use in teaching English in the classroom, and also want to know code switching will give the influence or not to the students when learn English. It is important to take a look into the process, why and how this phenomenon happens in our surrounding. Therefore the researcher is interested in conducting the research entitled **“An Analysis of Teacher’s Code Switching in Teaching English as a Foreign Language (EFL) in the Classroom”**.

Based on the overview above, this study intend to investigate the types of code switching in an EFL classroom, find out the reason of the teacher for using code switching in EFL classroom and explain the student’s perception towards the teachers’ code switching in EFL classroom.

B. Identification of problem

Based on the description above, there are some problems that can be identified as follow:

1. An English teacher often switches several languages between Indonesia and English while teaching English subject.
2. It is difficult for the senior high school students to understand the material in English.

C. Formulation of The Problem

This study will be conducted to answer the following question:

1. What types of code switching are found in the EFL classroom?
2. Why does the teacher switch codes in the EFL classroom?
3. What are the student's perceptions toward the teacher's switching in the EFL classroom?

D. The Objective of The Study

Based on the statement of the problems, the purposes of this study are as follows:

1. To identify the types of code switching found in the EFL classroom
2. To find out the reasons of the teachers for using code switching
3. To analyze the student's perception toward the teacher's code switching in the EFL classroom.

E. Significance of the Research

The findings of this study are expected to improve both students and English teachers in teaching and learning process.

1. For the teachers: it can give some valuable input to support in teaching about bilingual and code switching in terms of contributing theories and literature about code switching. And hopefully provides useful information for evaluating the development of teacher's English performance in the classroom and it will bring awareness in implementing classroom interaction and achieving objective of lesson in English classroom
2. For the students, it helps the students to learn and understand more about bilingual and code switching.

F. Limitation of the Problem

The research investigates teacher's switching in English as a foreign language classroom. It identifies the types of code switching that used by English teachers in the EFL classroom, find out the reason of the teacher for using code switching in the EFL classroom and analysis the student's perceptions toward the teacher's switching in the EFL classroom.

G. Focus of the Research

The study is case study of English teachers in SMANegeri 1 Warunggunung. It use qualitatif analysis by using observation, recording and interview to investigate the teacher's code switching in teaching English in the classroom. The analysis focus on what types of code switching that the teachers use, what factors cause they use code switching in teaching English and what students perception towards the teacher's code switching in EFL classroom.

H. Organization of Writing

This paper is divided into five chapters. The chapter as follows:

Chapter I: Introduction provides background of the study, identification of the problem, formulation of the problem, the objective of the study, significant of the research, limitation of the problem, focus of the research and organization of writing.

Chapter II: Theoretical framework, it consists of the description of theory, definition of code switching, the types of code switching, the reason of code switching, definition of bilingualism, the description of English teaching, the description of skills of English, and the description of teaching English as a foreign language.

Chapter III:Methodology of the research gives clear explanation about how the study will be conducted and analyzed. It consists of research design, place of research, research instrument, technique of data collection and technique of data analysis.

Chapter IV: Result and discussion report the findings of the research clearly. It will show the types of code switching used by the teachers and their reason of using code switching, and the students perception.

Chapter V: Consist of conclusion and suggestion contain the researcher's concluding based on the analysis in chapter four as answers towards the statements of problem and suggestion for the teacher, students, readers and the next researcher.

CHAPTER II

THEORETICAL FRAMEWORK

A. Code Switching

1. Definition of code switching

The phenomenon in which teacher switches the language into another language is called as code switching. Code switching commonly used throughout the world. Both occur when two language are used spontaneously in one clause or utterance. Code switching requires the speakers know at least two or more varieties of languages and making it an exclusive activity to only bilinguals.

As a phenomenon, code switching is related with bilingualism. Scotton defines code switching as the use of two language varieties in the same conversation.³ While switch one language or other languages in conversation, that person must be mastered more than one language or she can't do that. As we know, someone who has ability to mastered more than one language called bilingual.

Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn.

³Myers-Scotton. *Multiple Voices: an Introduction to Bilingualism*. 239.

In the latter case it can occur between sentences (inter-sentential) or within a single sentence (intra-sentential). Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits.⁴

From the explanation above we can know code switching has many types, like inter sentential and intra sentential. And it's occurs when the speakers who knows two or more languages do the conversation.

2. Types of Code Switching

According to Muysken, there are several types of code switching, each type will be describes bellow:

a. Tag-switching

Tag-switches involve an exclamation, a tag, or a parenthetical in another language than the rest of the sentence. In this kind of code switching, tags, exclamation and certain set phrases is one language are inserted into an utterance otherwise in another.⁵

⁴R. Wardaugh, *An Introduction to Sociolinguistics*, 101.

⁵Rene Appel, Pieter Muysken. *Language Contact and Bilingualism* (London: Amsterdam University Press, 2005), 118.

It's mean that tag-switching is insertion of a tag from one language into an utterance which is entirely in another language. It's often very short, although it rarely happens in class activity, sometimes the teacher switches from both Indonesian into English and English into Indonesian.

According to Poplack Tag elements are words or phrases from another language which are inserted at the end of a sentence or utterance boundary. The switch occurs outside the sentences or phrase as explained prior. In most cases they are not in the same base language as the entire sentence. Examples of extra-sentential code switching include the addition of “okay”, “well” or “you know” to a normal monolingual Northern Sotho discourse. The example is “*Banabalehonogabanamekgwa, right?*”(Today's children do not have manners.

b. Intra-sentential

Intra-sentential switches occur in the middle of a sentence. This type of intimate switching is often called code mixing. In this case the speaker may switch parts of clauses, lexical items, or even morphemes.⁶It's concern language alternation that occurs within

⁶Rene Appel, Pieter Muysken. *Language Contact and Bilingualism*, 118.

sentence or a clause boundaries. Sometimes it's includes mixing within words boundaries.

According to Poplack the intra-sentential code switching is characterized by a switch from one language to another language within a single utterance. The examples below show the speakers switching or mixing languages from English to Indonesia: *disclose (closed) or translate the second paragraph. Cukup the first sentence and the second sentence.*

c. Inter-sentential

Inter-sentential switches occur between sentences, as their name indicates. Inter-sentential switching refers to switching at the sentence or utterance boundary.⁷ It's involving movement from one language to other between sentences.

According to Poplack inter-sentential code switching where switching occurs at the sentence boundary. The base language is Northern Sotho and it is followed by English:

Ngwanawarakgadi o sepelebošego and she doesn't want to be reprimanded. (My aunt's child likes going out during the night and she doesn't want to be called to order.)

⁷Rene Appel, Pieter Muysken. *Language Contact and Bilingualism*, 118.

3. Reason of Code Switching

When speakers switch their languages, there might be reasons for it. Mabule in discussing “what is this? Is it code switching, code mixing or language alternating?” In South Africa explained six reasons for speakers to code-switch.

The following are some of the causes or reason of code switching:

a. Lack of proper or equivalent terminology

The causes of code switching can be explained as a result of the language varieties and different settings in which codes are used.⁸An example below is a conversation between nurses who tend to discuss nursing matters in Northern Sotho and then switch to English in the course of their conversation. In this case the reason for code switching is that most of their terminology and medical concepts lack equivalent words in Northern Sotho.

Example:

⁸D R,Mabule.“What is this? Is it code switching, code mixing or language alternating”.*Journal of Educational and social Research MCSEER Publishing*, Vol. 5, No. 1, (January, 2015), 346-348.

Keya off duty ya six weeks kageketlokopanyabeke ye le next week's day off. (I am going to be off duty for six nights as I will be combining this week and next week's days off.)

b. Acceptance

The other cause of code switching is social identity and linguistic integration. This is done in order for someone to feel accepted by a particular society. The issue of social acceptability tends to influence people to borrow words by switching to a more socially acceptable form of expression.⁹

Example:

Hao, comrade why o sa re botsa? Gape rena re be re lobiyawena gore o se kotamesetulosabochairman. (Oh, comrade, why did you not tell us? We were lobbying for you to be a chairman.)

c. Social and identity function

Code switching is often seen as functional when participants in a conversation are being social. A father will often code switch while having a social conversation with his teenage sons, yet it can be considered as a marked code switching because even if the relationship and the socialization are relaxed, they are not in the

⁹D R.Mabule. "What is this? Is it code switching, code mixing or language alternating".346-348.

same social group, because of age difference. The function of code switching to establish a form of identity is often noted between teenagers, who are able to understand one another and the code switches that they make.¹⁰ The following example in Northern Sotho will substantiate:

Father: *Banenyanaba le ga se bamaemo a lena. Gagobjalo?*

(Father: Those girls are not of your social level. Is that so?)

Teenage son 1: *Eetate, e be e le bamaemo a godimo.*

(Teenage son 1: Yes daddy, they were of a high standard.)

Father: *Moloko o be a float kabiriyagagwekasekhutlwaneng, o be a nagana gore I can't see him.*

(Father: Moloko was floating with his beer in the corner. He thought that I did not see him.)

Teenage son 2: *Aowatate, ga se ke float kabirimo lifelong leothroughout. Ke be kena le Mokgadi.*

(Teenage son 2: No daddy, I did not float with my beer at that place throughout. I was with Mokgadi

¹⁰D R, Mabule. "What is this? Is it code switching, code mixing or language alternating". 346-348.

d. Code switching for confirmation

This type of code switching occurs when someone is seeking some form of confirmation.¹¹ The following example shows a conversation between colleagues whereby one seeks for a confirmation of what was said in a meeting about the due dates for submission of certain documents:

MS: *I was not in a meeting yesterday enekeutlwaba re reswanetše go nokeladikleimitsarena before the 28th tšakgwedi ye.*

(I was not in a meeting yesterday and I heard that we should submit our claims before the 28th of this month.)

RR: *Yes, it is true. Ge o ka se dire bjalobaka se go patele. E bile gabasanyaka to issue cheques. Ba re di costly for the university.*

(Yes, it is true. If you don't do that they won't pay you. They no longer want to issue cheques. They say it is too costly for the university.)

This code switching conversation serves as some form of confirmation of what should be done. MS wants to confirm what she has heard about submission of certain claim forms.

¹¹D R, Mabule. "What is this? Is it code switching, code mixing or language alternating". 346-348.

e. Expansion

Code switching can be used to expand on a fact that, in another language, may be understood better by the recipient.

f. Exclusion or to show expertise

People code switch to exclude others in a conversation that is regarded for the ears of those who understand the lingua franca used at that point in time.

B. Bilingualism

The phenomenon of people having more than one code (language) is called bilingualism or multilingualism.¹² Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. Bloomer defines bilingualism as means of two languages (from bi = 2+ lingua = languages), but the term is often used when the individuals speaks more than one languages.¹³ There are many expert explain about bilingualism. Some expert define people who can speak second languages called as bilingualism, other say that a person can be called

¹²Ronald Wardaugh, *An Introduction to Sociolinguistics*. (United Kingdom: Blackwell Publisher, 2006), 101.

¹³Aileen Bloomer, Patrick Griffiths, and Andrew John Merrison. *Introducing Language in Use*. (USA: Routledge, 2005), 368.

bilingualism if she or he masters four languages skills in second language.

According to Myers-Scotton, bilingualism is the term for speaking one or more language. Usually the speaker mother tongue or first language is one of the two languages that make them bilinguals.¹⁴

Bilingualism refers to the phenomenon of competence and communication in two languages. A bilingual individual is someone who has the ability to communicate in two languages alternately. Such an ability or psychological state in the individual has been referred to as bilinguality.¹⁵ A bilingual society is one in which two languages are used for communication. In a bilingual society, it is possible to have a large number of monolinguals (those who speak only one of the two languages used in that society), provided that there are enough bilinguals to perform the functions requiring bilingual competence in that society. There is therefore a distinction between individual bilingualism and societal bilingualism.¹⁶

¹⁴Carol Myers-Scotton. *Multiple Voices: an Introduction to Bilingualism*. (United Kingdom: Blackwell Publisher, 2006), 2.

¹⁵Harmer J, and Blanc, M.H. *Bilinguality and Bilingualism*. (Cambridge: Cambridge University Press, 200), 25.

¹⁶David Nunan. and Ronald Carter. *Teaching English to Speakers of Other Languages*. (Cambridge: Cambridge University Press, 2001). 93.

From the explanation above the researcher concludes that a bilingual is a person who speaks more than one language besides their mother tongue and bilingualism is the ability from the bilingual in using two or more language.

C. English Teaching

English is learnt and taught in many different contexts, and in many different class arrangements. Such differences will have a considerable effect on how and what it's we teach. A huge number of students learnt English in primary and secondary classroom around the world. They have not chosen to do this themselves, but learn because English is on curriculum.¹⁷

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level.

Many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community. A target language community is a place where English is the national language or where it is one of the main language of culture and commerce.¹⁸

¹⁷Jeremy Harmer. *How to teach English: new edition*. (England And China: Pearson Education, 2010).

¹⁸Jeremy Harmer. *How to teach English: new edition*. 11.

How long we have to spend on language study will depend on who the students are, what their level is and what elements of language we are asking them to study. Many people have contrasted two approaches for introducing students to specific aspects of language as explained below:

1. The deductive approach

In a deductive approach, students are given explanation or grammar rules, for example. And then, based on these explanations or rules, they make phrases and sentences using the new language.¹⁹

2. Inductive approach

In inductive approach, things happen the other way round. In other words, instead of going from the rules to the examples, students are see examples of language and try to work out the rules.²⁰

Its mean, after students have read a text, we might ask them to find examples of different past tense and say how and why they are used.

D. Skill of English

- 1. Listening**

Most students want to be able to understand what people are saying to them in English. Listening is good for the students' pronunciation, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress

¹⁹Jeremy Harmer. *How to teach English: new edition*. 81.

²⁰Jeremy Harmer. *How to teach English: new edition*. 82

and the sounds of both individual words and those which blend together in connected speech.²¹

Listening is one of the fundamental language skills. Listening is the ability to identify and understand what other saying. Listening is the first language mode that children acquire. A foundation for all aspects of language and cognitive development.

Listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it's worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

At first sight it appears that listening is a passive skill, and speaking is an active one. This is not really true, since the decoding of a message (i.e. listening) calls for active participation in the communication between the participants. A receptive skill is involved in understanding the message. Indeed, it is essential to the speaker in any interaction that he is assured continually that his words are being understood. This is usually overtly

²¹Jeremy Harmer. *How to teach English: new edition*. 133

signalled to him in a conversation by the nods, glances, body movements and often by the non-verbal noises (mm, uh-huh, oh, etc.) of his listener.²²

According to Harmer, listening activity can be divided into two kinds, they are as follows:

a. Extensive listening

A very basic use of extensive listening is the re-presentation of already known material in a new environment. Extensive listening can serve the further function of letting the student hear vocabulary items and structures which are as yet unfamiliar to him, interposed in the flow of language which is within his capacity to handle.²³

This kind of listening, a listener doesn't need to understand details deeply. The students are expected to hear for pleasure without being threatened of comprehension exercise after hearing the text.

b. Intensive listening

Intensive listening is different from extensive listening in that student listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers

²²Geoffrey Broughton, Christopher Brumfit, and Roger Flavell (eds), *Teaching English As a Foreign Language: Second Edition*. (London and New York: Taylor Francis e-Library, 2003). 65.

²³Geoffrey Broughton, Christopher Brumfit, and Roger Flavell (eds), *Teaching English As a Foreign Language: Second Edition*. 72

are present to guide student through any listening difficulties, and point them to areas of interest.²⁴

In this kind of listening, the students demand to understand deeply what the speaker has uttered.

2. Speaking skill

Speaking is the ability to express the ideas or someone emotion through the words. There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, chance to practice real-life speaking in the safety classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successfully they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

According to Brown there were five basic types of speaking, as a follows:

²⁴Jeremy Harmer. *How to teach English: new edition*. 134

a. Imitative

At one of continuum of types speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence.

b. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship

c. Responsive

Responsive assessment task include interaction and test comprehension, standard getting and small talk, simple request and comment.

d. Interactive

The different between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of main thing social relationship.

e. Extensive

Extensive oral production tasks include speeches, oral presentation, and storytelling, during which opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal response) or ruled out altogether.²⁵

3. Reading skill

Reading is private. It's a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Reading may be defined as an individual's total interrelationship with symbolic information. Reading is a communication process requiring a series of skill. As such reading a thinking process rather than an exercise in eye movement.²⁶

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read the better they get at it. Reading also has a positive effect on student's vocabulary knowledge, on their spelling and on their writing.

Here is a quick overview of the four types of reading skills in every language:

a. Skimming

²⁵H. Douglas Brown, *Language AssesmentPrinciplesand Classroom Practices*.(san Francisco: Longman). 140.

²⁶Naf'anTarihoran, MiftahulRachmat. *Reading 1 Basic Reading Skills*. (Serang: Loquen Press, 2010). 3.

Students need to be able to skim a text, as we know skimming is the ability to identify the main ideas while very rapidly and selectively skipping over the reading material. Skimming is used to quickly gather the most important information, or gist. For example, Newspaper (quickly to get the general news of the day).

b. Scanning

Students need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for. This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully. Scanning is used to find a particular piece of information. For example, an airplane schedule.

c. Extensive reading refers to reading which students do often (but not exclusively) away from the classroom.²⁷ Its mean extensive reading should involve reading for pleasure such as reading novels, magazine or newspaper.

d. Intensive reading refer to the detailed focus on the construction of reading text which take place usually (but not always) in classroom.²⁸ Intensive reading is usually accompanied by study activities.

²⁷Jeremy Harmer. *How to teach English: new edition*. 99.

²⁸Jeremy Harmer. *How to teach English: new edition*. 99.

4. Writing skill

Within the communicative framework of language teaching, the skill of writing enjoys special status, it's via writing that a person can communicate a variety of messages to a close or distant known or unknown reader or readers.²⁹

Viewing writing as an act of communication suggests an interactive process which takes places between the writer and the reader via the text. In writing we will demand to understand about grammar, because grammar is an important basic of writing. The first step in writing skill is the mechanic, usually it's refer to letter recognition, letter discrimination, word recognition and basic rule of spelling, punctuation and capitalization, as well as recognition of whole sentences and paragraphs.

According to Alice and Hogue there are four main stages in the writing process, as a follows:³⁰

a. Prewriting

Writing occurs in stage, writing isa process whose finished product is a sentence, a paragraph or an essay. Prewriting is the first stage during which the writer needs to consider three main factors: topic,

²⁹Marianne Celce. Murcia. *Teaching English as a Second or Foreign Language: third edition*. (America: Library of Congress Cataloging-Publication Data, 2001). 207.

³⁰Alice Oshima. Ann Hogue. *Introduction to academicwriting, third edition*.(Addison Wesley longman, 1998). 3.

audience and purpose. Prewriting is also a brainstorming activity in which you write freely about a topic because you are looking for a specific focus.

It's meant before we are going to writing. You decide what we are going to write about. Then we plan what we are going to write.

b. Planning (outlining)

Planning is to organize the ideas you generated by brainstorming into an outline. Or we can say that an outline is a list of the information that we will put in your essay. Writing an outline is a useful way of organizing our ideas and seeing how they will work together.

c. Writing and revising drafts

In this stage you start to write rough draft, using your outline as a guide. After you write a rough draft, the next step is to revise it because no piece of writing is ever perfect the first time.

d. Writing the final copy to hand in

It will expect to be written neatly and legibly in ink or typed. Be sure to make all the corrections that you noted on your second draft.

From the explanation above we can conclude that writing is a progressive activity, it needs many steps to make a good writing.

E. Teaching English as a Foreign Language

In the rest of the world, English is a foreign language that taught in schools, often widely, but it does not play an essential role in national or social life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the normal medium of communication and instruction. The average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement. English, as a world language, is taught among other schools, but there is no regional variety of English which embodies a Spanish, Brazilian, or Japanese cultural identity. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language.³¹

Language teaching is influenced by ideas on the nature of language (language theories) and the learning condition that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in learning

³¹Geoffrey Broughton, Christopher Brumfit, and Roger Flavell (eds), *Teaching English As a Foreign Language: Second Edition.(USA and Canada: Routledge,1980)*. 6.

theories may affect the teaching method. A method that is based on the assumption that we learn another language as a child learn his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching in English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives. Some people prefer to call the former learning English as a foreign language and the latter learning as a second language e.³²

In Indonesia, English is learned as a foreign language. It is mean that for English foreign language (EFL) students, it is not easy to master English because it is not use to communicate in their daily activities. English is not easy for the daily communication. Unlike Indonesian as their first language that usually use for daily communication, especially for EFL students. Wong-Fillmore (as cited in Jingxia, 2010) emphasizes that is important for foreign language

³²Bambang Setiyadi *Teaching English as a Foreign Language*. (Yogyakarta: Graha Ilmu, 2006), 20.

teachers to explore their students or the learners to produce as many language functions as possible in the target language. In addition, Ellis (as cited in Jingxia, 2010) points out that the use or overuse of the L1 by foreign language teachers will deprive learners of valuable target language input. Wong Fillmore (as cited in Jingxia, 2010) thought that students who usually hear their teacher speaks in L1 tend to ignore or not pay attention to the target language and do not benefit fully from the value of the target language input. Although both teacher and students are expected to use full English in the classroom, the use of Indonesian as an alternative in teaching and learning process is unavoidable in particular situations.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia.

So, teaching English as a foreign language refers to the English teaching and learning process in the country where it is not used in daily activities such as in Indonesia. It is only used in certain situation and for a certain purpose. In addition, the materials and instructional guideline is covered in the curriculum, syllabus and lesson plan.

CHAPTER III

RESEARCH METHODOOGY

A. Research design

The researcher will conduct this research by applying qualitative approach with qualitative case study as a method. Qualitative is a research methods of the social sciences that collect data and analyze the data in the form of words (verbal and written) and actions of human beings as well as researchers did not attempt to calculate or quantify qualitative data that has been obtained and thus did not analyze the figures. Data were analyzed in qualitative research is the words and deeds of human.³³The data itself in the form of words. Therefore, what actually will happens in the research field described as factual and accurate as possible.

Case study is an exploration of “bounden system” or case or multiple cases over time through detailed in depth data collection involving multiple sources of information rich in context.³⁴Qualitative case study method is chosen because it allows the researcher to capture

³³Afrizal, *Metode Penelitian Kualitatif*. (Jakarta: Raja Grafindo Persada, 2014), 13.

³⁴Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson Education, 2012)

naturally people's personal perspective, interaction and experience. In this case, the researcher will explore the phenomenon teacher's switching naturally in the classroom. Analyzing the types, reasons and the students perception towards teacher's switching in EFL classroom.

B. Place and Time of Research

The research will be conducted in one of Senior High School in Rangkas Bitung, and the researcher chooses SMAN 1 Warunggunung. The research will be conducted on May 2017.

C. Research Instrument

Research instrument is device or facility that will be used by the researcher in data collection process in order to get a good result. Instruments are the tools that are necessary or used to collect the data. In qualitative research, tools or main instrument of the data collection are human, the researchers themselves or others who helped her. In qualitative research, the researcher collected the data by asking, asking, listening and taking.³⁵

The instruments of this research are the researcher, tape recorder/phone cellular, field note, observation sheet and interview guideline. To answer the first question, the researcher will use recording

³⁵Afrizal. *Metode Penelitian Kualitatif*. 134

and observation. To answer the second and the third research question, researcher will use interview as the instrument.

In addition, through four forms of data collecting techniques the researcher will identify the types of code switching that find in an EFLclassroom, find out the reason of the teachers for using code switching and will analyze student's perception toward teacher's switching in an EFL classroom. Each instruments of data collection is explained below:

1. Field note

In qualitative research, the researcher is the main instrument in research. When the researcher conducts the research by observing, it should be as soon as possible to record all events in the form of description into his field note.

Field note is used by the researcher to describe the recording of events that occurring in the field.

2. Observation sheet

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research

site.³⁶ Some steps of observing that can be shortened from pre-observing where the researcher should select the observation site and make sure about who will be observed, and for how long the observation will be held. The second step was observing and the researcher has to start recording. In observation, the researcher should be passive and give no treatment to the object. The last step was after observing, slowly withdraw from the site, thanking the participants and informing them of the use of the data and their accessibility to the study.³⁷

While doing the observation, the researcher prepares a sheet of observation to check the teachers' activities in the classroom.

3. Tape recorder/ Phone cellular

In discussing observation and interviewing procedures, mention the use of a protocol, a predesigned form used to record information collected during an observation or interview. The interview protocol enables a person to take notes during interview about the responses of the interview. It also helps a researcher organize thoughts on items such as headings, information about

³⁶John W Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th edition*, (Boston: Pearson Education, 2012),

³⁷John Cresswell, *Qualitative Inquiry and Research Design, Choosing among the Five Traditions*. (California: SAGE Publication, 1998), 134.

starting the interview, concluding ideas, information on ending the interview, and thanking the respondent.³⁸

The recording will really helpful for the researcher to repeat the record of the field during observation to have deep understanding about the case that will be studying.

4. Interview guideline

One of the data collection techniques commonly used by researchers in qualitative research is in-depth interviews. The depth interview is an informal social interaction between the researchers with their informants.³⁹

The researcher will use interview to collect main data. The interviews will in structure interview, the researcher will ask some question to the teachers and students in order to get the data.

To get more detailed information, the researcher will interview all English teachers and the students. Students who will involve in the interview are choosing based on their English score in their class. They are the students who get the highest score, students who get middle score and students who get lowest score.

³⁸John Cresswell. *Qualitative Inquiry and Research Design, Choosing among the Five Traditions*.135

³⁹Afrizal.*Metode Penelitian Kualitatif*. 135.

D. Data Collecting Technique

In this research, several procedure will use to get the empirical data require. The research will conduct in three ways as follows:

1. Observation

The researcher will prepare field note and observation sheet, and then observe the teaching learning process at the back side of the class. Note some important point that related to the use of code switching. The aim of observation is to describe some important point of code switching that will use by the teachers while teaching in order to support the data.

2. Recording

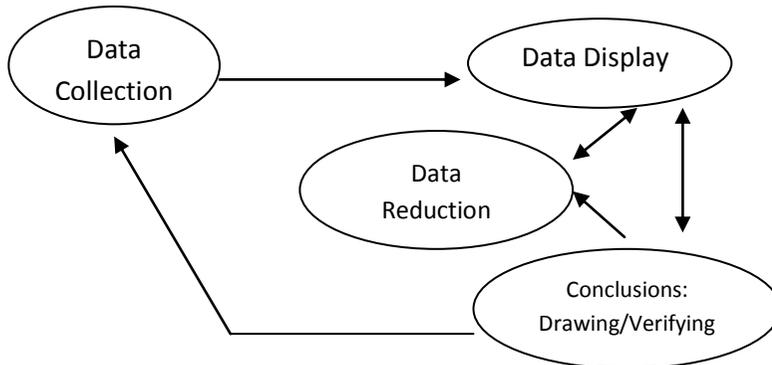
Recording will begin by preparing recorder, and setting the recorder in the right place in order to get the clear voice of the teacher. The researcher will record once during teaching learning process. The aim of recording is to get the source of data in order to know the types of code switching that will use by the teachers. Recording itself will change into form of transcript to make the researcher easier to analyze the data.

3. Interview

Interview begins by preparing questions for the teachers and the students. During the interview, the researcher will document the activity use voice recorder. The recording will convert into transcription. The transcript of the interview will analyze to see the reason of the teacher for using code switching in EFL classroom, and to see the student's perceptions toward teachers switching in an EFL classroom. The researcher does the interview after teaching learning process.

E. Data Analysis Technique

In this research, the data will be analyzed by using content analysis. In analyzing the data, the researcher use matrix analysis from Miles and Huberman that explain the analysis as consisting of three concurrent flows of activity: Data Reduction, Data Display, and Conclusion Drawing.



Picture 1.1 The relation between data analysis and data collecting according to Miles and Huberman

1. Data Reduction

Based on Miles and Huberman, the first of their three elements of qualitative data analysis was data reduction. Data reduction referred to the process of collecting the data that appeared in written up field notes or transcriptions.

Data reduction often forced choices about which aspects of the assembled data should be emphasizes, minimized, or set aside completely for the purposes of the research.⁴⁰

In this qualitative analysis, the researcher wills decides which data that shorted for description according to principles of

⁴⁰M, B, Miles.M,Huberman. *Qualitative Data Analysis: an expanded sourcebook*. 10

selectivity. Initial categorizations or selectivity are supported by pre-establishing study question.

2. Data display

According to Miles and Huberman, a display was organize, compress assembly of information that permits conclusion drawing and action.⁴¹

The researcher will organize the information in an immediately accessible, so that the researcher can see what happen, arrange and thought about the more textually embedded data, and also display descriptively conclusions or move on to the next step analysis which the display suggests may be useful.

3. Conclusion drawing and verification

The third step of analyzing data was conclusion drawing and verification. Conclusion drawing is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as a brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes.⁴²

⁴¹M, B, Miles. M,Huberman.*Qualitative Data Analysis: an expanded sourcebook.* 11

⁴²Miles, M. B, Huberman, M. *Qualitative Data Analysis: an expanded sourcebook.* 11

It uses to describe all of the data that will be collect to be write in the conclusion, which is easily understand by the researcher and others.

CHAPTER IV

THE RESULT AND DISCUSSION

The researcher conducted this research on May 2017. In this chapter, the researcher focused on the finding and discussion of teacher's code switching in teaching English subject. This chapter displayed about finding consisted about data reduction, data display and conclusion drawing/verification. Besides that, it's also dealt with discussion which discussed about the type of teacher code switching, the reasons of using code switching in teaching English subject and the students perception toward teachers' code switching.

A. The Result

In this part the researcher present the result from observation, recording, interview based on Miles and Huberman's stage which were data reduction, data display and conclusion drawing/verification.

1. Data Reduction

The interview was conducted on May 05th and 13th, 2017. It had been given to the teachers to get the description or opinions to support the data from the observation and transcript. And to get the answer of

the researcher's question about the reason of using code switching in the classroom.

The aim of the interview is to find out the reason of the teachers using code switching in the classroom, and the researcher did structured interview with the English teachers. The interview was given to an English teacher at tenth grade, Afriani, S.Pd. and English teacher at eleventh grade, Nenda, S.Pd. the interview consisted of ten questions and the result are as follows:

Table 4.1 the result of the interview (Afriani S.Pd)

NO	QUESTION AND ANSWER
1.	<p>Q: What is your preparation before teaching English subject?</p> <p>A: as usually if I want to teach in the classroom, of course I have lesson plan. And then I have to teach based on the lesson plan</p>
2.	<p>Q: Based on your experience what is the difficulty in teaching English subject?</p> <p>A: of course if I teach in the classroom I get difficult if I talk to the student in English. Maybe they understand what I say to them but they can't answer my question in English. maybe they less vocabulary I think so it difficult for me and many of the student don't understand what I say</p>
3.	<p>Q: What is the most problem do you usually face when you are teaching?</p> <p>A: of course I have much problem if I teaching in the classroom. I think in this school many of the</p>

	<p>students when they were at junior high school they were lazy to study English, so when they continued their study to SMA of course they get the problem about how to learn well in English especially that the list of vocabulary. And then of course grammar because they were lazy when they in junior high school. So I get the difficult how to teach them because they have don't understand how to speak well and how to make a good sentences</p>
4.	<p>Q: What strategies do you use to face the difficulties while teaching English subject?</p> <p>A: I think when I first coming to the classroom I will make the student happy to study English first. I will tell the story for example and then I will ask about what their activity before going to school and maybe I invite student to sing or joke in English.</p>
5.	<p>Q: What language do you use to deliver the material?</p> <p>A: of course when I teach English in the classroom I have bilingual because if I teach in the class always speak English of course the student won't understand what I have said to them so I talked to them in English and then when I see them they are just quite of course they don't understand what I say so I translate into Indonesia</p>
6.	<p>Q: Do you use English in the whole activities at the classroom?</p> <p>A: actually not, because sometimes I switch my language when I teach in the class</p>
7.	<p>Q: Do you switch your language while teaching English subject?</p> <p>A: Yes, I switch my language while teaching English</p>
8.	<p>Q: When you switch your language?</p> <p>A: when I teach in the classroom. And maybe some time when I meet the students outside of the classroom</p>

	and they are take rest.
9.	Q: Could you explain why you switch your language while teaching? A: because many of the students don't understand what I say to them of course I have to switch to Indonesia
10	Q: What is your suggestion to make the implementation of English usage at SMAN 1 Warunggunung could be increased? A: we have extracurricular for example English club. The student if they want to increase their English they have to join to English club and then they have to practice their English with their friends

Table 4.2 the result of the Interview (Nenda, S.Pd)

NO	QUESTION AND ANSWER
1.	Q: What is your preparation before teaching English subject? A: the first think that important is preparing the lesson plan, all the books and everything we get into the class
2.	Q: Based on your experience what is the difficulty in teaching English subject? A: English for this school, some of students think that English is difficult language, not everyone at the school or in the class understand what am I speaking about in the class
3.	Q: What is the most problem do you usually face when you are teaching? A: the most problem is the students in this school is very lake of vocabularies and it make me hard to teach in the class because the lackness of the vocabulary
4.	Q: What strategies do you use to face the difficulties while teaching English subject?

	<p>A: every student has their own thinking of English and every teacher have to be smart to think about the technique what they use in the class so make the student in the class understand what I'm teaching of in the class. So I have to give different technique different method for teaching in the class</p>
5.	<p>Q: What language do you use to deliver the material? A: actually English is the most important thing that I have to give them, but it depend on the situation on the class, as I see in this school is still lackness of the English so sometime I using indonsian language and sometime also I use sundanis language</p>
6.	<p>Q: Do you use English in the whole activities at the classroom? A: unleslly not, because it's hard to them to understand that if I speak English. Actually I want give 50-50. Fifty in English and fifty in Indonesia, but it still thirty percent in English 30% in Indonesia and a lot of sundanis</p>
7.	<p>Q: Do you switch your language while teaching English subject? A: Yes, I switch my language while teaching English</p>
8.	<p>Q: When you switch your language? A: I switch my language when I teaching</p>
9.	<p>Q: Could you explain why you switch your language while teaching? A: because not all the student understand English language as I said in the first quest that they are still lackness of vocabularies so I need to switch my language well</p>
10	<p>Q: What is your suggestion to make the implementation of English usage at SMAN 1 Warunggunung could be increased? A: for this time actually I still force them to make their</p>

	English well, first I never give my phone number to the student so when they want to call me they have to use English and I try to make the communication in English when they are meet with me in this school they have to speak in English. and then I make some technique or some games to make English is more fun for them so they understand English in different way.
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From the interview, the researcher found many answer from the teachers related to the research question. The researcher found some factor that causing the teachers used code switching in teaching English. All of the teachers said that teaching English is not easy if the students didn't know about English and still lack in vocabulary. They won't understand what the teachers say and it can make the teaching learning process unsuccessful. So for that reason the teachers in SMA Negeri 1 Warunggunung switch their language while they are teaching English in the classroom. They said that code switching is need to clarify the meaning, repetition used for clarification, and the teacher give the command in English and repeat in the second sentence becomes Bahasa Indonesia to make the students understand.

The researcher observed the research in the classroom. The purposes of the research were to get the data about the types of code switching used by the teachers in teaching learning process. The

researcher conducted the process of recording and observation in the class on May 2017.

The researcher recorded the situation of teaching learning process. The researcher put the voice recorder at the desk of teachers to get the clear voice of the teachers. The result of recording had changed into transcript form to make clear the process of analyzing code switching, transcript used as data complement in this research, all written text based on the teachers when they were teaching. When the researcher conducted the observation and took the data by recording, the researcher found out some types of code switching that were intra-sentential switching, inter-sentential switching and tag switching used by the teachers.

From the observation the researcher found that the teachers inserted some of Indonesian language in the level of phrases or words in her English sentence. For example: “*Berdasarkan* text that you have read” and it call as intra sentential switching.

To get the data of students’ perception toward code switching used by the teachers, the researcher also did structured interview with some of them. The interview was given to three students at tenth grade and three students at the eleventh grade. They chosen based on their

English score. The interview consisted of six questions, the results are as follows:

Table 4.3 the result of the interview (tenth grade students)

No	Question and Answer
1.	<p><i>Q: Apakah kalian mengerti jika guru mengajar dengan menggunakan alih kode?</i></p> <p><i>S1: yes I can understand what miss afri told</i></p> <p><i>S2: mengerti, soalnya kan belum mengerti bahasa inggris jadi kalau pakai bahasa Indonesia mengerti</i></p> <p><i>S3: sedikit mengerti, soalnya kan belum mengerti banget bahasa inggris</i></p>
2.	<p><i>Q: Apakah guru kalian sering melakukan alih kode dalam mengajar?</i></p> <p><i>S1: yes, often</i></p> <p><i>S2: iya sering</i></p> <p><i>S3: iya</i></p>
3.	<p><i>Q: Apakah alih kode yang dilakukan oleh guru membantu kalian dalam memahami materi?</i></p> <p><i>S1: iya sangat membantu, sedikit-sedikit tau. Kan ada kata kuncinya gitu dan memudahkan kita.</i></p> <p><i>S2: iya sangat membantu, karena kan pertamanya dijelasin pake bahasa inggris terus dijelasin ulang pake bahasa Indonesia jadi mengerti</i></p> <p><i>S3: iya sangat membantu, kita kan belum memahami bahasa inggris ya jadi kalau pake bahasa Indonesia kita jadi mengerti.</i></p>
4.	<p><i>Q: Menurut kalian, dalam belajar bahasa inggris lebih nyaman diterangkan dengan menggunakan bahasa inggris atau bahasa indonesia?</i></p> <p><i>S 1: saya lebih nyaman dua-duanya. Tapi lebih suka ke bahasa inggris</i></p> <p><i>S2: lebih nyaman dua-duanya juga, tapi lebih suka ke</i></p>

	<p><i>bahasa Indonesia</i></p> <p><i>S3: saya lebih nyaman pake bahasa Indonesia, karena lebih paham pake bahasa Indonesia.</i></p>
5.	<p><i>Q: Menurut kalian, perlukah dilakukan alih kode dalam belajar bahasa inggris?</i></p> <p><i>S1: kalau untuk kelas X itu sangat perlu, karena masih tahap pengenalan. Tapi kalau sudah naik ke kelas XI itu harus sudah pakai bahasa inggris</i></p> <p><i>S2: kalau menurut saya perlu, kan belum semua orang bisa bahasa inggris, belum mengerti artinya, jadi kalau pakai bahasa Indonesia jadi ngerti</i></p> <p><i>S3: sangat perlu</i></p>
6.	<p><i>Q: Lebih suka guru menerangkan dengan bahasa inggris atau bahasa Indonesia dalam mengajar? Mengapa?</i></p> <p><i>S1: lebih suka bahasa inggris, karena dalam bahasa inggris itu kita diajak untuk berfikir. Jadi kita berusaha sendiri untuk tau artinya dengan melihat kamus.</i></p> <p><i>S 2: lebih suka bahasa Indonesia, karena belum ngerti bahasa inggris.</i></p> <p><i>S3: lebih suka bahasa Indonesia.</i></p>

Table 4.4 the result of the interview (eleventh grade students)

No	Question and Answer
1.	<p><i>Q: Apakah kalian mengerti jika guru mengajar dengan menggunakan alih kode?</i></p> <p><i>S1: sedikit-sedikit</i></p> <p><i>S2: sedikit-sedikit</i></p> <p><i>S3: sama, sedikit-sedikit</i></p>
2.	<p><i>Q: Apakah guru kalian sering melakukan alih kode dalam mengajar?</i></p> <p><i>S1: of course</i></p> <p><i>S2: iya</i></p>

	<i>S3: iya</i>
3.	<p><i>Q: Apakah alih kode yang dilakukan oleh guru membantu kalian dalam memahami materi?</i></p> <p><i>S1: sangat membantu</i></p> <p><i>S2: sangat membantu</i></p> <p><i>S3: iya, sangat membantu</i></p>
4.	<p><i>Q: Menurut kalian, dalam belajar bahasa inggris lebih nyaman diterangkan dengan menggunakan bahasa inggris atau bahasa indonesia?</i></p> <p><i>S1: kalau menurut saya belajar bahasa inggris itu paling nyaman pakai bahasa inggris secara keseluruhan, karena itu menguji kemampuan kita.</i></p> <p><i>S2: kalau menurut saya lebih baik setengah-setengah, bahasa inggris dan bahasa Indonesia, untuk pendalaman itu pakai bahasa Indonesia karena engga semua siswa mengerti bahsa inggris.</i></p> <p><i>S3: lebih suka bahasa indonsia, campur-campur aja supaya ngerti.</i></p>
5.	<p><i>Q: Menurut kalian, perlukah dilakukan alih kode dalam belajar bahasa inggris?</i></p> <p><i>S1: sangat perlu</i></p> <p><i>S2: campur aja sih, ada inggrisnya, Indonesia buat ngejelasin</i></p> <p><i>S3: campur aja, supaya ngerti</i></p>
6.	<p><i>Q: Lebih suka guru menerangkan dengan bahasa inggris atau bahasa Indonesia dalam mengajar? Mengapa?</i></p> <p><i>S1: bahasa inggris dan Indonesia, tapi lebih dominan bahasa Indonesia, karena kalau inggris banyak kata yang belum kita ngerti, kalau bahasa Indonesia kan kita udah ngerti.</i></p> <p><i>S2: lebih suka campur aja</i></p> <p><i>S3: campur aja.</i></p>

After did the interview the researcher found the answer for the third research question, the result of the interview showed that the students agreed that code switching used by the teacher when they are teaching English, it helped them to understand what the material that explained by the teachers.

2. Data Display

After doing data reduction the researcher did data display in the second stage. In the data display, the researcher would display the result of observation that had been simplified. The result was displayed based on the types of code switching those were found based on Muysken's theory.

In concluding the observations, the research used field note observation that was written during an observation session in the classroom. It contained the language used by the teachers. And also the researcher used observation sheet to support the data, it contained the activities of the teacher in the classroom.

After observing and analyzing the whole data, the researcher analyzed the type of code switching by Muysken's theory. And the types of code switching used by the teacher were: intra-sentential switching, inter-sentential switching and Tag switching.

From the observation and transcript analysis it can be concluded that the first teacher used intra-sentential switching in 31 times and the second teacher 23 times. In intra sentential switching, the teacher switched involved a shift in language in the first or in the middle of a sentence, and it usually performed without pause, interruption or hesitation. For example “*Setelah itu* I will ask some question about this so be prepare”

From the observation and transcript analysis it can be conclude that the first teacher used inter sentential switching in 40 times and the second teacher 10 times. In inter-sentential switching, the teacher switched at phrasal, sentence or discourse boundaries, for example: “When I was a child I went to my uncle house and then I asked him to tell me a story *ketika ibu kecil, pergi kerumah paman dan paman menceritakan sebuah cerita*”

For the last type of code switching the researcher found that the first teacher used tag switching in 8 times and the second teacher in 5 times. In tag switching the teachers inserted tags and phrases in one language into utterance otherwise in another, for example: “Because all of the kings are good *gitu?*”

To give a clear description about the types of code switching that used by the teachers, the researcher showed the result of the transcript analysis as follow:

1) Intra-sentential switching

Table 4.5 Intra-sentential switching the first teacher

No	Case
1.	<i>Ya resda</i> what kind of story do you like?
2.	<i>Ya</i> about folk story or novel?
3.	Although one story in your live? <i>Kasian amat ya</i>
4.	Cecep you say yes, what story? <i>Ya kancil dan buaya</i>
5.	Speak in English, you can combine Indonesia and English! <i>enggak bisa di combine?</i>
6.	Mother told me a story when I was a child, <i>kalau anak-anak children kalau child kan satu orang ya</i>
7.	<i>Ya</i> we have to be diligent
8.	Don't be rugged <i>harusnya</i> we have to obey
9.	ok we have to obey <i>ya</i> we have to obey our parent I mean
10	Of course <i>ya</i> of course
11	<i>Karena kenapa?</i> Because I have many sisters and brothers
12	<i>Paling</i> when I was a child I went to my uncle house
13	What? <i>Ya</i> narrative text
14	Oke now, <i>ya coba sekarang baca</i> text readingnya
15	<i>Ya</i> , you know there is a place
16	<i>Ya</i> one day, <i>jadi</i> king sindorjo ask sidopaksa to search. what does man search?
17	<i>Kalau</i> daughter <i>apa?</i>
18	<i>Kalau</i> in law?
19	<i>Cara</i> to separate. What does mean separate?

20	Oke and then <i>yawhy</i> did sidapaksa leave his wife?
21	<i>Tugasnya</i> so important and urgent
22	<i>Jadi</i> the assignment from the king was so important and urgent
23	<i>Ya</i> what in English?
24	<i>Ya</i> what is your reason?
25	Because <i>apalagi?</i>
26	<i>Jadi disini</i> quote the sentence that support your answer
27	<i>Ya banyuwangi</i> is from east java
28	<i>Kemudian kamu disuruh</i> find the word in the text as the antonym of the following word
29	Failed <i>lawannya</i> succeed
30	His wife had thrown their baby <i>kemudian</i> he drew his kriss
31	<i>Karena</i> she was take care us

Table 4.6 Intra-sentential switching the second teacher

No	Case
1.	Of ward <i>artinya?</i>
2.	Oke yuk <i>lanjut</i>
3.	No no no <i>tar dulu</i>
4.	<i>Kamu</i> translate <i>engga?</i>
5.	<i>Saya</i> translate <i>dari z sampai</i> watch <i>ya</i>
6.	<i>Kalau</i> popular <i>apa?</i>
7.	<i>Setelah itu</i> I will ask some question about this so be prepare
8.	Please five minutes, <i>sabari susulan</i> imam
9.	Expressing blessing <i>sama apa?</i>
10	I will ask you some question about the text <i>yang bisa jawab</i> raise your hand
11	Each question <i>nilainya sepuluh</i>

12	Ok <i>dengerin</i> who is complaining for ads in TV program?
13	<i>Berdasarkan</i> text that you have read
14	<i>Pertanyaan keempat</i> why ads should be end from TV?
15	<i>Tar dulu</i> hold <i>dulu</i>
16	Ok <i>udah</i> how many reason?
17	One <i>apa</i> ?
18	The Question <i>sayaclose</i> ?
19	<i>Karena banyak yang</i> open book
20	<i>Pertanyaan selanjutnya</i> what is the antonym of word stop?
21	<i>Lanjutan dari Rian</i> what are they the three reasons?
22	<i>Pertanyaan berikutnya</i> there are so much unhealthy food, what are they?
23	<i>Oke satu lagi</i> why some program which are not popular get stop?

2) Inter-sentential switching

Table 4.7 Inter-sentential switching the first teacher

No	CASE
1.	Where is the other one? <i>Yang lainnya mana?</i>
2.	Page eight I think. <i>Ya halaman delapan ya</i>
3.	Especially your mother <i>khususnya ibu</i>
4.	We have to cleaver <i>pintar ya</i>
5.	Because I have many sister and brother. <i>Punya banyak saudara</i>
6.	When I was a child I went to my uncle house and then I asked him to tell me a story <i>ketika ibu kecil, pergi kerumah paman dan paman menceritakan sebuah cerita.</i>
7.	<i>Cerita-cerita yang lucu</i> funny story

8.	Legend itu <i>legenda</i>
9.	Ok next <i>berikutnya</i>
10	What is the moral value of malin kundang story? <i>Tadi kan udah tuh di ceritakan</i>
11	Ok do you know what is the main idea of the story? Can you tell me <i>siapa yang bisa ceritakan main ideanya aja dari cerita ini apa</i>
12	<i>Jadi jawabannya apa tadi?</i> Can you repeat again?
13	East java <i>jawa timur</i>
14	What is the king sindurejo ask sidapaksa for? <i>Ya jadi raja sindorejo ini menyuruh sidapaksa untuk apa katanya</i>
15	Magic flower on mount ijen <i>bunga ajaib yang ada di gunung ijen</i>
16	Ok now the question is <i>sekarang pertanyaannya</i>
17	Sidapaksa's mother <i>ibunya sidapaksa</i>
18	Sidapaksa loved his wife deeply <i>sidapaksa sangat mencintai istrinya</i>
19	They lived in complete happiness <i>kehidupan mereka itu sangat bahagia</i>
20	However sidapaksa's mother didn't like her daughter in law <i>tetapi bagaimanapun juga ibunya sidapaksa tidak menyukai menantunya</i>
21	Each day <i>setiap hari</i>
22	To think a way <i>untuk memikirkan cara</i>
23	So important <i>sangat penting</i> and urgent <i>ya darurat</i>
24	Sidapaksa had to leave his pregnant wife sidapaksa <i>harus meninggalkan istrinya yang pregnant</i>
25	Why was sidapaksa's wife so sad? <i>Kenapa istrinya sidapaksa itu sangat sedih?</i>
26	Ok what else? <i>Apa lagi selain itu?</i>
27	Had been leave <i>ditinggalkanya</i>
28	<i>Terus apa lagi?</i> What else?
29	Two years pass <i>dua tahun berlalu</i>

30	He had a prime minister <i>dia mempunyai seorang perdana menteri</i>
31	Sidapaksa had a very beautiful wife <i>sidapaksa mempunyai seorang istri yang cantik</i>
32	What did sidapaksa use to kill his wife? <i>Apa yang digunakan sidapaksa untuk membunuh istrinya?</i>
33	<i>Kalau menurut kamu</i> in your opinion
34	Sidapaksa believed his mother's story <i>sidapaksa percaya cerita ibunya</i>
35	He was too angry <i>dia sangat marah</i>
36	Oh my dearest husband <i>suamiku tersayang</i>
37	I am innocent <i>saya tidak bersalah</i>
38	Our mother is not god <i>ibu kita bukan tuhan</i>
39	But we must obey our parent <i>tapi kita harus mematuhi</i>
40	Since we are in her... <i>sejak kita di dalam...</i>

Table 4.8 Inter-sentential switching the second teacher

No	Case
1.	Raise your hand <i>setelah itu baru jawab</i>
2.	<i>Oke diulang pertanyaannya</i> what is the antonym of popular?
3.	<i>Inget ga minggu kemaren,</i> you are coming to school for fair not for cheating
4.	Because there is a lot of ads and popular program that watch by a lot of people. <i>Karena banyak iklan dan acara terkenal yang banyak orang tonton</i>
5.	Some program <i>beberapa acara</i>
6.	Stop <i>berhenti</i>
7.	Enough <i>cukup</i>
8.	Ok. They interrupt the program <i>mereka mengganggu acara</i>

9.	Because ads are molest, <i>karena iklan itu mengganggu</i>
10	They try to encourage people to buy unhealthy food like beers <i>mereka berusaha untuk mempengaruhi orang-orang untuk membeli makanan yang tidak sehat seperti bir.</i>

3) Tag switching

Table 4.9 Tag switching the first teacher

No	Case
1.	We have to cleaver <i>ya</i>
2.	What does mean daughter in law? <i>Apa?</i>
3.	Because all of the king are good <i>gitu?</i>
4.	Daughter in law <i>apa?</i>
5.	That is a story, main idea <i>itu apa?</i>
6.	King sindorejo asked sidopaksa to search for the bud of a magic flower <i>ya</i>
7.	Middle, gradually <i>apa?</i>
8.	All of the story narrative text <i>ya</i>

Table 4.10 Tag switching the second teacher

No	Case
1.	Something wrong with your ear <i>ya?</i>
2.	Sometime <i>apa?</i>
3.	Close the book, close the dictionary <i>sudah?</i>
4.	Ok as usual <i>ya</i>
5.	Can you think before you are talking? <i>Bisa ga?</i>

After doing data reduction toward the results of interview, the researcher found many answer from the teachers related to the research question. The researcher found some factor that causing the teachers used code switching in teaching English. All of the teachers said that teaching English is not easy if the students didn't know about English and still lack in vocabulary. They won't understand what the teachers say and it can make the teaching learning process unsuccessful. So for that reason the teachers in SMA Negeri 1 Warunggunung switch their language while they are teaching English in the classroom. They said that code switching is need to clarify the meaning, repetition used for clarification, and the teacher give the command in English and repeat in the second sentence becomes Bahasa Indonesia to make the students understand.

And for the students' perception towards code switching that used by the teachers, the researcher interviewed some of the students. The researcher found some answer related to the third research questions. It revealed that the students have positive perception toward teachers' switching in the classroom. the result of the interview showed that the students agreed that code switching has a great benefit in term

of increasing their vocabulary and it helps the students understand the material that explained by the teachers in the classroom.

3. Conclusion Drawing/Verification

Conclusion drawing/Verification is the last stage, in this stage the researcher would explain and conclude the result of the observation and recording. And in this stage would answer the first, second and third research question which were: 1) what types of code switching that used by the teachers? 2) what are the reason of the teachers used code switching? 3) what are the students' perceptions toward code switching that used by the teachers?. And the answer are as follows:

1. Types of code switching
 - a. Teachers' intra-sentential switching

From the table of intra sentential switching the researcher found that the teachers used the form of intra sentential switching during teaching English in the classroom. From the observation and transcript analysis, the researcher found that the first teacher used 31 times in intra-sentential switching and the second teacher used 23 times. The table exposed that teachers inserted some of Indonesian language in the level of phrases or words in her English sentence. For example:

Speak in English, you can combine Indonesian and English! *enggak bisa di combine?*

From the example of intra-sentential above, we can conclude that the teacher used the first type of code-switching based on Muysken's theory which is intra-sentential switching in teaching English subject in the classroom.

b. Teachers' inter-sentential switching

From the result of the observation and transcript analysis the researcher found that the teachers used the second type of code switching which is inter-sentential switching. The teachers switched their sentences from English sentence into Indonesian sentence during the teaching process in the classroom. This inter-sentential switching came up from the first teacher when she asked the students "where is the other one? *Yang lainnyamana?*". And the second teacher used intra-sentential when she explain the material "they try to encourage people to buy unhealthy food like beers. *Mereka berusaha untuk mempengaruhi orang untuk membeli makanan yang tidak sehat seperti bir.*"

From the explanation above it could be conclude that the teachers used the type of code switching based on Muysken's

theory which called inter-sentential switching. From the observation and transcript analysis, the researcher found that the first teacher used 40 times and the second teacher used 10 times in inter-sentential switching. The teacher used code switching where the level of the switching is between sentences when teaching learning occurred.

c. Teachers' tag switching

From the observation and transcript analysis, the researcher found that the first teacher used 8 times and the second teacher used 5 times in tag switching. Based on the table of tag switching in the finding result of observation it showed that the teacher also used the third type of code switching based on Muysken's theory. There were some forms of tag in Indonesian language was used by the English teacher during teaching English subject in the classroom. As an example, the first teacher said tag switching in Indonesian language such as "because all of the king are good *gitu*?". The word *gitu* is called as tag switching.

In conclusion, the English teacher in SMAN 1 Warunggunung used code switching when they were teaching English subject in the classroom. Which the first teacher used 79

code switching and the second teacher used 38 code switching in three types of code switching based on Muysken's theory. And they are intra-sentential switching, inter-sentential switching and tag switching.

2. The reason of the teachers in using code switching

The result of interview used to answer the second question of the research questions. After did the interview the researcher found many answer from the teachers related to the second research questions. It found the reason was causing the teachers used code switching in teaching English subject in the classroom. Both teachers have the similar answer, actually the reason is not all students understand what the teachers said in English, because actually they still lack in vocabulary and still don't understand to make the sentences in English especially for the tenth grade. So for this reasons both teachers used code switching in teaching English subject in the classroom to clarify the meaning, repetition for clarification. The teachers switched their language when the teachers want to clarify their speech so that it will be understood by the students.

3. Students' perception towards code switching

From the result of the interview with the students of SMAN 1 Warunggunung, the researcher got the different answer toward her research question about the students' perception toward code switching that used by the teachers in their school. Some of the students have positive perception toward code switching, they said that code switching helped them to understand what the teacher said and understand about the material that explained by the teachers, because many of them still lack at the vocabularies and grammar. But there are the other students answer that in learning English the teachers should used full English to make them think hard and make them sharpen their English.

B. Discussions

The researcher had already taken the data from an English teacher at the tenth and eleventh grade of SMA Negeri 1 Warunggunung. In this research the researcher focused to analyze code-switching used by the teachers when they were teaching English subject in the classroom. The researcher had done the observation to describe how the teachers used code switching in teaching English

subject. The researcher also transcribed the teachers' speech when they were teaching English.

Scotton defines that code switching is the two language varieties in the same conversation. Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sentential) or within a single sentence (intra-sentential) or tag switching.

The use of English from the teachers at SMA Negeri 1 Warunggunung was good enough, they tried to deliver the material with English but some of the students did not understand the material. It's because the students still difficult to study English, they still need to increase their English especially in vocabulary and grammar.

After observing and analyzing the whole data, the researcher analyzed the types of code switching and found that both English teachers used code switching. The types of code switching that used by the teacher were: intra-sentential switching, inter-sentential switching and tag switching.

Intra-sentential switches occur in the middle of a sentence. This type of intimate switching is often called code mixing. In this case the

speaker may switch parts of clauses, lexical items, or even morphemes. Inter-sentential switches occur between sentences, as their name indicates. Inter-sentential switching refers to switching at the sentence or utterance boundary, and Tag-switches involve an exclamation, a tag, or a parenthetical in another language than the rest of the sentence. It's mean that tag-switching is insertion of a tag from one language into an utterance which is entirely in another language. It's often very short, although it rarely happens in class activity, sometimes the teacher switches from both Indonesian into English and English into Indonesian.

In intra-sentential switching, the teachers switched involved a shift in language in the first sentence or in middle of a sentence, usually performed without pause, from the observation and transcript analysis it can be conclude that the first teacher used intra-sentential switching in 31 times and the second teacher used 23 times of intra-sentential switching.

From the observation and transcript analysis it can be concluded that the first teacher used inter-sentential switching in 40 times and the second teacher used 10 times of inter-sentential switching. In inter-

sentential switching, the teacher switched at phrasal, sentence or discourse boundaries.

In tag switching, the teachers used tag, exclamation and phrases in one language into an utterance otherwise in another, from the observation and transcript analysis it can be concluded that the first teachers used tag switching in 8 times and the second teacher used 5 times of tag switching.

Code switching occurred in teaching learning process because of the students' lack of the vocabulary and grammar specially for the tenth grade, so for this reason the teachers switch their language become Indonesian language to make the students understood the material. So it helps the teachers to deliver their material and helps the students to understand what the teachers say to them, so it could avoid misunderstanding between the teachers and the students.

From the observation and interview, it could be found the factor of the teachers used code switching in teaching learning process in the classroom. Actually the teachers switched their language when the teachers want to clarify their speech so that it will be understood by the students. They used both of the language that they mastered to say the same message. For example "page eight I think, yahalamandelapanya"

it showed that the teacher switch the language and repeat the sentence in another language to make it clear for the students.

The result of the interview with the students, the researcher got different perception from them about code switching that used by their teachers in the classroom. some of them agreed toward code switching used by the teachers while they teaching English in the classroom, but also there's the students give the perception that the teachers should use English while they are teaching English in the class.

The use of Code switching in teaching English subject in the classroom may cause positive and negative effect. As positive effect, code switching helps the teachers deliver their material so the students understand what the teachers said, and also it can avoid the misunderstanding between the students and the teachers. For the negative effect, used code switching in English subject at the classroom makes the students too lazy to memorize English words since they still may ask the meaning in Indonesian language whenever they forget the meaning of the words.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The aims of the research is to find out the types of code switching found in the EFL classroom, analyze the reason of the teachers for using code switching in the EFL classroom and to investigate the students' perceptions towards teachers' switching in the EFL classroom. Based on the finding of the research, the researcher can draw the conclusions as follows:

1. The teachers at SMA Negeri 1 Warunggunung used code switching when they were teaching English subject in the classroom, and all of them used the three types of code switching based on Muyskn's theory, which were: intra-sentential switching, inter-sentential switching and tag switching.
2. All of the teachers said that the not all students understand what the teachers saying in English, because they still lack in vocabulary and grammar. So for that reason the teachers switch their language while teaching for clarifying the meaning to avoid misunderstanding between the students and the teachers.

3. Some of the students gave the positive perception toward code switching that used by the teachers, and also there's the students want the teachers should use full English in teaching English to make them think hard and make them increase their English.

B. Suggestion

Based on the result and discussion, the researcher would like to give some suggestion, as follows:

1. For the teachers
 - The teacher have to use code switching in teaching English as a way to make the students more understand the material and to avoid the misunderstanding between the teachers and the students
 - The teachers have to speaking in English while they meet their students in the outside of the class to train their students' speaking in English.
2. For the students
 - The students have to train their speaking in English by using code switching in the school or in their daily live to increase their English.

- The students have to increase their vocabulary and grammar by study hard and reading more. Because in this globalization era English is important subject to be learned by the students