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APPENDICES

Appendix 1A. Transcription of Classroom Observation in the Research

- **T1**

Observer	: The Researcher (Nidaul Hayati)
Observed	: The English Teacher at the Second Semester (Kheryadi, M.Pd/ Reading)
Day/Date	: Thursday/ April 11th, 2019
Time	: 10.50 A.M – 12.30 A.M
Place	: English Education Department ofUIN SMH Banten
Classroom	: 2 C

(The teacher started to teach)

Teacher : Oke handpahone masukan ke tas, belajar ee untuk tidak melirik pada handphone...

Iya, Assalamualaikum warahmatullahi wabarakatuh.

Students: Waalaikumsalam warahmatullahi wabarakatuh

Teacher : Ee okey today ee we want to learn about the paraphrase. Eee do you bring a pointer? Kamu bawa ga pointer?

Students: Ngga...

Teacher : Oke ee after mid test we continue the material off course about paraphrasing. Ee the functioanal the phraphrase is ee we ee avoid the plagiarism activities. Oke most of them the students ee for to elamineate the examination conduct the... what is writing the activity they dont confuse on the phraphrase. Because why ee sometimes they think ee paraphrase is not important, but the students or the academicians who ee dont do paraphasing to the paraphrase yah paraphrasing activities its mean they are ee thieve. Terkadang mahasiswa, akademisi itu luput pada ee yang namanya phraphase yah.

They always copy paste, kenapa? Apakah dia tidak paham apakah dia merasa tidak perlu. Nah jadi yang namanya mahasiswa atau akademisi itu harus ee berfikir tentang paraphrase nah oke. Jadi definisi dalam keseharian adalah paraphrase itu adalah menghindari to apa to avoid mencegah dari kebiasan mencuri. Mencuri apa? Ide temuan orang lain,nah ya. Nah dengan phraphrase ini juga kita ee menghindari dari apa e pencurian itu. Nah pencurian dalam istilah ee menulis adalah plagiasi plagiat plagiarism activity.Untuk mencegah pencurian itu atau plagiasi itu yaitu dengan paraphrase.

Paraphrase itu apa? Jadi phraphrase itu ee jadi anda meng... mengambil statement atau teori orang lain yah kemudian dibahasakan kepada bahasa anda dengan bahasa inggris anda, yah. Jadi paraphrasing itu adalah ee to increase your reasoning, jadi mendorong apa meningkatkan apa nalar anda itu phraphrasing. Nah paraphrase itu ada dengan cara mengubah yah changes the synonym or you changes the what is the active form to the pasive nah ya konteks yang bisa dirubah. Yang ga boleh dirubah adalah apa the date, the year, kemudian the name of actors itu yang ga boleh di dirubah. Sejarah yah a history, ataupun peristiwa-peristiwa, fenomena-fenomena, itu ga ee harus sesuai dengan the real condition yah... Yang boleh itu hanya konteksnya saja itu paraphrase.Yang tidak boleh dirubah adalah namanya, siapa yang ee yang menemukan teori.

Dalam bahasa Indonesia dulu, Ee awan itu berwarna ternyata berwarna abu-abu menurut penelitian dari Zakiyah.Nama Zakiyah tidak boleh dirubah, misalnya diganti dengan temannya itu ga boleh harus dengan Zakiyah.Dan hasilnya abu-abu iya disebutkan karena hasil, abu-abu ga boleh dirubah. Tapi kamu bisa mengubah

ee context aktive ke pasive yah kamu rubah, itu yang boleh atau pun kamu ganti dengan sinonimnya atau kalo kamu misalkan mau ganti yah ee for exercise you can ee you open the number of Ms. word then you clik shift F7 kalo mau mencari apanya synonym yah kamu latihan seperti itu, ee kamu bisa melakukan misalkan membaca dari literature, journal, article yah jadi jangan langsung comot aja, copy paste, jangan. Jadi kamu definisikan ee sesuai dengan pemahaman kamu.Jadi yang namanya phraphrase itu seperti kamu menceritakan ulang peristiwa suatu peristiwa atau kejadian yang ditemukan, itu paraphrase. Tapi tidak boleh dirubah e yang tadi nama, tanggal dan lain sebagainya itu.

So, what is the paraphasing? Why should we rewrite something when we have someone else's perfectly good piece of writing? And the third, Is paraphrasing just changing a couple of words?, How do I paraphrase and is it difficult to learn?. Apa sih paraphrase itu? Dan kenapa kita harus menulis ulang? Why we got a copy paste the content, and why we should rewrite okey. Is paraphrase just changing the capable word? Apakah yang namanya aktivitas paraphrase itu hanya merubah kata, hanya synonym saja, apakah itu?.Dan bagaimana anda melakukan? How do I paraphrase? Bagaimana melakukan aktivitas apa paraphrase itu apakah ini sulit dipelajari? Is it difficult to learn? Okey tidak ada yang sulit terkecuali oleh anda mencobanya, ok.

Okey in a definiton so what is a paraphrasing. Paraphasing is the art of taking information or an ideas that other people have written about and expressing it or them in your own words. Itu paraphrase. Jadi paraphrase ini tuh the art, seni..seni dari ee menulis. Kamu rewrite lagi. Yang namanya paraphrase itu rewrite yah. Rewrite the opinion the statement of the the framwork, the

theorist, the researcher itu yah okey. Sampe sini, paham yah phraphras itu apa. Jadi kita mulai dari definisi dulu dari kulitnya dulu.

Being able to express something clearly and concisely yourself, using your own words, is notonly a clear example of your ability to write, but also gives you as a writer great deal of satisfaction. Nah, dengan melakukan phraphrase itu kamu itu ee jadi pelaku phraphrase itu adalah aktivitas menulis ulang sesuai dengan pemahaman kamu tetapi tidak menghilangkan dari konten yah.seperti kamu meresume, resume itu baca sendiri tulisan anda yah bukan kamu copy paste, comot..tidak. Apa dengan phraphrase itu menimbulkan suatu daya kepuasan kepada pemikiran anda. Anda merasa puas oh ini adalah hasil dari pemahaman saya. Jadi yang namanya paraphrase adalah apa hasil pemahaman anda dari suatu bacaan that is paraphrase.Why should we rewrite something when we have someone else's perfectly good piece of writing? Ok, Zakia sorry, Zakia baca.

Students: A completely fair question, but you are university students and the whole point of being at an institution of higher learning is to be educated and surely to be able to demonstrate to employers, your peers, parents and to yourselves, that you are an educated, capable person.

Teacher : Nah, kenapa kita harus menulis ulang agar apa agar kita bisa menceritakan kepada orang lain. Nah makanya di pada mahasiswa bimbingan skripsiun, disitu saya akan tanyakan ulang yah ini kamu ngerti ngga dengan paragraf pertama, do you understand with the first study related? aam hmhm... apa yah saya lupa pa. Itukan hasil kamu yakan, kenapa jadi sangat mudah lupa ya kan, kenapa dia bisa bilang lupa, kenapa? Why he say eem I'm forget

them, kenapa? They, she or he didn't do paraphrase, karena itu karena dia tidak melakukan apa aktifitas phraphrase.

Nah orang kalo misalkan melakukan aktifitas phraphrase kamu merasa puas kamu merasa paham seperti kamu menggibah orang lain yakan menggibah orang lain sangat puas sekali kan, nah kalo gitu apa beda nya dengan paraphrase, kalo gibah itu dilebih-lebihkan kalo phraphrase itu harus sesuai dengan kenyataan, iyah kenyataan.

Nah, ok is phrapping changing the couple of word? Hmm... phraphrasing is much, banyak. Much more than changing a fewkey words. Phraphrasing is about you taking ideas and writing about them yourself. Jadi gitu, pernah tidak melakukan itu selama hidup, selama menjadi mahasiswa pernah tidak melakukan hal ini? pernah? Nah maka akan ada kepuasaan tersendiri dalam melakukannya karena sesuai dengan gagasan anda sendiri, seperti kamu. Makanya every test or every exam I always said, what is... do the test based on your scanning, based on your comprehend, comprehensive. Seperti itu, yang penting kamu paham tan..tanpa harus apa namanya, sesuai dengan teks, nah itu yah. Jadi jangan biasakan jadi mahasiswa hafalan, yah tapi harus mempunyai gagasan.

Ok jadi apakah phraphrase itu hanya merubah eee pada kata-kata saja? Tidak, bukan hanya itu saja, yang pertama apa yaitu butuh take your ideas and second ee meliputi... it involves reading and understanding text or texts, or listening to other people and being able convey the ideas or information that they have put forward using your own word. Jadi dengan phraphrase itu eeee bukan hanya merubah kata saja merubah kalimat saja akan tetapi ee meliputi pemahaman anda pada sebuah teks yang anda baca gitu

yah, kamu merubah merubah... merubah tapi kamu ngga paham ya percuma saja, jadi bukan hanya sekedar merubah kata saja. How do I paraphrase and is it difficult to learn? Ok eee please you read, baca.

Students: Paraphrase isn't the easiest skill in academic writing, but it is essential and it becomes much easier with practice.

Teacher : Paraphrase isn't the easiest skill yaah dalam paraphrase itu suatu kegiatan yang tidak tabu tidak mudah menafsirkan kalo kita tidak melakukan apa essential and practice. Practice mast... mastery. Makanya itu jadi memang kalo simulasi ada yang namanya latihan yang namanya melakukan paraphrase, otomatis orang sering melakukan paraphrase, ee the benefit of paraphrasing selain kamu me... apa menajamkan, you sharpen your ideas.. yang kedua, the second is to improve your vocabulariest yah, itu dia. Itulah paraphrase. Jadi peranannya step by step kamu coba ee coba membaca majalahnya, should you search the magazine you read and you phraphrase the text. Yah kamu coba itu, bisa ngga?

Dalam melakukan paraphrase itu kamu membutuhkan apa? Read and undertstand, have a wide knowledge of synonym and word choice yah, berarti apa... yang dibutuhkan apa? ya kamu juga harus kaya kamu juga harus kaya dalam menguasai kosa kata. Nah bagaimana ee untuk memudahkan eee ya udah kamu ga usah pusing-pusing kamu coba aja langsung melakukan paraphrase lama-lama juga kamu akan muncul yang namanya eee kosa kata baru-kosa kata baru, kamu hapalkan itu, you have to memorize but also you practice. Practice kamu coba... coba komunikasikan dengan orang, teman.

Nah, yang akan dibahas selain yang awal adalah be comfortable with using of difference forms, kamu juga harus

convert dalam Ee dalam menggunakan apa, pola kata yang berbeda atau bentuk kata yang berbeda itu kamu harus ee terbiasa. And we order and we structure sentences Ee kamu bisa melakukan apa pemindahan-pemindahan kemudian penyusunan ulang penyusunan pada kalimat jadi kamu eee emang butuh latihan, butuh latihan ga langsung otomatis kamu bisa, yah jawab, yah karena tidak mudah tapi bisa juga jawab dengan practice.

Kemudian exercise, what the meaning exercise? Apa? Bisa apa, bisa apa, latihan bisa menarik kesimpulan yah.... jadi memang hakikat paraphrase itu kamu harus membaca, kamu harus paham kamu harus mempunyai eee pemahaman yang luas, more knowledge pada apa, pada perubahan eee synonym atau pun pemindahan kata kemudian kamu harus nyaman yah pada kata yang berbeda-beda yah contohnya apa? eee contoh yang berbeda apa? Ada mencegah-avoid and then prevent and... Memang ada perbedaan ee fungsi yah yang intinya banyak baca.

The following exercise are in themselves not paraphrasing, but taken as a whole or using all 3 together is the beginnings of being able to paraphrase. Ok pelan-pelan yah. Some words cannot be changed when you are paraphrasing "The Internet". Yang tidak bisa dirubah adalah contoh di internet, "Internet" yah, coba lihat. For example cannot be changed to "computer controlled pc to pc communication and information interface" nor can "Nottingham University" be changed to "the institution of higher learning located in Nottingham". Tidak bisa, misalnya kamu mau buat UIN SMH Banten, kamu mau mengubahnya dengan bidang yang lain ee apa, misalkan Universitas tinggi yang berlokasi di Banten. Itu ga bisa, jadi harus spesifiklah... ga usah.

Kemudian kosa kata... in these sentences, you are aiming to replace one or two words with synonyms. Nah kita coba ni ya contohnya; many well know multinational companies are located in New York, in New York, and second international cooperation is needed to put a stop to world poverty. Third, computer games take up too much time of many students. Ok, ok focus on the line italic, oke yg pertama yah... many well know multinational companies are located in New York. Nah kenapa bisa seperti ini? Many, well know itu apa? Hah, well know itu apa? diketahui baik ya kan yah, apa diketahui baik itu? kita bisa berbagi apa, kindness. Nah, multinational companies... ga usah dirubah, misalkan apa... much off, national, companies, itu... itu ngga harus itu, ga harus dihapus. Located bisa street in New York bisa di rubah yang ga boleh itu apa aktivitas saja, aktivitas apa dalam bahasa Indonesia itu apa kalo aktivitas itu? Kata.. kata kerja. Kalo bicara aktivitas, or activity itu apa... inget kata kerja. Yang berubah itu apa? Kata kerja, merubah dari passive ke active itu yah, ee plural and singular ee itu kalo kalimat ee ataupun ya kalimat aslinya adalah jamak or plural, so kamu juga memparaphrase dengan bentuk yang jamak, kalo singular ya singular, yah itu contohnya

Nah international cooperation itu gausah dirubah ya kan karena sebagai target utama. Need... needed bisa dirubah menjadi necessary, nah contohnya bagaimana sih kalo kamu mau memparaphrase?

(Teacher give an example of paraphrase from the journal)

Nah ini adalah hasil paraphrase dari kalimat asli nih, kita contohkan phraphrasi dari yang dibawah ini. Nah, misalkan kamu membuat kalimat seperti ini "international cooperation is needed to put a stop to world poverty", kamu mau memparaphrase kamu

bisa menggunakan shift F7, yak kan... kemudian di sini. Kamu keliat ngga? Keliat ngga yang dibelakang? /ngga/ nah coba lihat yang didepan international cooperation tidak bisa dirubah, kemudian bentuk singular juga tidak bisa dirubah, necessary kita cari kalo tadi needed itu sudah ada. Kita bisa lakukan misalkan, nah kalo kamu melihat disini seperti ada huruf apa namanya disitu ada tanggapan warna hijau itu, kamu klik kanan... ini satu nih atau pun kalo kamu mengganti lagi shift F7 kemudian simpan. Kamu bisa melakukan hal ini yah. Jadi ada yang bisa dirubah dan ada yang tidak bisa dirubah.

Kenapa bisa ditambahkan ini, kenapa? Karena fungsinya sama saja, yang penting konten. Yang bisa dirubah apa? Perubahan kata kerja yang bisa dirubah. Jadi anda bisa melakukan hal itu yah, sorry.. sorry.. sebentar. Computer games take up too much time of many students, nah kita bisa.. kamu juga bisa write, kamu harus tau, kamu harus banyak tau banyak sekali idiom yah, the idiom and then ee synonym yah. Take up too much of many students yah itu bisa dirubah.

Nah ini kosa kata, ini word form. In these sentence, in the sentences you are aiming to change the word form of one or two of the words in the sentence and then rewrite the sentence. You do not need to use synonym of those word.. "It is not easy to ee manage a football team". Ee kamu tidak harus misalnya kamu harus melatih pemilihan pertamanya adalah vocabulary dan pilihan keduanya word form yah, jadi you have to using vocabulary and word form. Contohnya, it is not easy to manage a football team, ok yah tidak mudah untuk, apa... mengatur sebuah tim sepak bola. The management, pengelolaan, sepak bola.. tim sepak bola tidak mudah. Nah, jadi hanya merubah itu saja, hanya tidak apa merubah

katanya, tidak merubah kata-katanya yah, tidak merubah vocabulary nya yah, hanya apa movement saja, pergeseran... jadi maknanya pun tidak, tidak berubah yakam.

You are required to complete your coursework essay before the end of semester. Nah anda bisa merubah disitu, to complete itu apa to complete? What is the complete? Part of speechnya apa? To complete itu part of speechnya apa?

Students: /Eee verb/.

Teacher :Verb, verb dirubah menjadi noun, the completion of your coursework essay is required before the end of the semester. Tidak merubah iya kan, hanya apa, merubah bentuk katanya saja. Yah jadi, kata kerja menjadi kata benda. Nah itu word form.

Yang ketiga adalah sentence structure yang pertama adalah vocabulary and second word form bentuk dari kata, kemudian sentence structure yah susunan kalimat. In the sentences change the sentence structure, but don't change the meaning. Nah itu, Toyotas are made in japan, made Toyota in japan, jadi eee susunan kalimatnya saja. Jadi tetap yang sekiranya di awal tidak boleh dirubah, ee jamak dan apa... tunggal, plural and singular, Toyotas are, they refers to, they itu bentuk apa? /jamak/. Pronoun jamak, Toyota made in japan, tidak merubah ee apa namanya, tidak merubah kata, tidak merubah eee dan tidak merubah kosa kata, tidak merubah perubahan part of speech, tetapi apa, susunanya saja, susunan kalimatnya saja yang ee berubah, tapi dia, dia berubah sama sekali, seperti lihat lihat sini, saya ulangi takut kebingungan anda. Nah, kalau kosa kata itu apa? dia berubah kata nya yah, liat yang italic, garis miring itu, "international cooperation is *needed* to put a stop to world poverty". Need dirubah menjadi necessary, world poverty jadi global poverty. Nah itu kalau anda

bisa melakukanya seperti itu, yang penting tidak sama persis pada teks asli, bisa merubah kosakatanya dan selanjutnya bisa merubah bentuk katanya. jadi apa.. ya seperti ini, manage, management, complain, complaisant. Nah yang ketiga adalah tadi sentence structure, Toyota made in japan, it is illegal to sell heroin in Australia. Jadi anda harus paham juga tuh, yang habis itu anda harus tau perubahan karena eee kata kerja pun bisa dijadikan sebagai kata benda yah, Yah... to sale, sell dari kata based verbnya apa? sell, menjadi selling, manage, management.

This is exercise. Cara dalam phraphrase itu ada ada tiga bagian anda bisa change the vocabulary, and word form, and change the structure. And this the exercise not try to rewrite this... this sentences is a new word. Try to use or the phrapersenting very practicing.

(The students look and do the exercise)

Yah simple ngerjainnya. Anda lakukan teknik ketiga tadi itu. Cara yang pertama yah cara yang pertama adalah kamu baca, baca yah read and understand. Baca dan pahami, pahami the meaning. Maknanya dulu jadi cara phraphrase itu begitu. Jadi kamu pahami dulu ga bisa langsung kamu ganti-ganti kaya ya kan, nanti kamu ga paham itu artinya. jadi kamu baca kamu pahami. Sudah pahami baru kamu diphraphase yah. kalo kamu kesulitan kamu bisa shift F7 dan read, understand kemudian setelah dipahami kamu ee masukan teknik yang tiga tadi itu kamu lakukan kamu tuangkan pada ee kalimat ini, yah harus di ee banyak sekali latihan karena memang paraphrase is not easy yah, tapi practice ee with practice is have you to understand he'eh what is phraphrase. A is it berapa waktunya? Cukup?masih banyak

waktu nya? Masih banyak waktunya, jam berapa, sampe jam berapa?

Students: Sampe jam 12.30

Teacher : 12.30 yah

Yah mana yang lebih mudah atau pun kombinasi yang penting adalah yang namanya praphrase itu aam bukan berarti seluruh kalimat itu dirubah yah seperti pada sentence structure tadi yang paling penting adalah a tidak seluruhnya sama gitu yah tidak seluruhnya sama itu namanya praphrase.

Akan tetapi nah jadi gini siapa tau anda next you got the what is the thesis a skripsi seperti ini kaka kelas kamu. kalo ketemu saya mungkin saya akan melakukan itu saya akan cek paraphrase nya saya mengecek itu ee perkalimat saya akan cek plagiasinya. Contoh cek plagiasi itu seperti ini. Ini yang sudah saya lakukan, untuk.. bentar. Nah anda lihat ini tulisan yang berwarna kuning adalah hasil kemiripan bahwasannya sudah di ee apa sudah dituliskan oleh orang lain, oleh karena itu dirubah. Jika hasil plagiarism dari sini dinilai lebih dari yah atau lebih banyak dari uniknya maka harus banyak melakukan ee revisi besar. Yang tidak bisa di yang tidak harus dirubah adalah ee misalkan kurikulum, ya sudah kurikulum saja walaupun ya teoritis tidak usah dirubah.

Nah ini dalam satu text apa namanya dalam satu ee file ini similaritynya adalah 27% dari 100%, tidak lebih banyak dari 27%.

Nah maka harus diperbaiki yah yang yang kuning-kuning itu yah, minimal 10%. Makannya ini, jika anda bertemu saya yah ee di bimbingan skripsi. Maka saya akan cek tingkat phraphrasenya. Jadi biar anda tuh pintar. Saya cek satu-satu. Apakah anda itu nyolong atau ngga yah. Oke ini tugas anda, nanti file nya saya saya berikan saya share the file of this material in the this apa program yah.

Google drive. Dan masing-masing anda itu tidak boleh sama yah Harus terima ini, ga dibaca, silahkan Tanya. Any question? ada pertanyaan?

Student : If we found or if we make a sentences original, originally from us but it is one of the sentence of anyone how but? We take book by ourself but asctually same.

Teacher : Ok, hmm anda faham semuanya dari Zakia, Zakia merasa bingung, bagaimana misalkan ee ap yang sudah dilakukan ternyata itu mirip dengan yang sudah dilakukan oleh orang lain ternyata, aam bagaimana itu.. Nah, maka dari itu dengan itu anda tau aplikasi yang ada dan tadi sudah diperlihatkan yah, dan saya perlihatkan, nah ini, jadi mahasiswa, apalagi anda, apa namanya... anda mahasiswa modern yah, itu harus tau yang namanya plagiarism checker. Bagaimana what is Zakia said that how if ee there what is the content of your paraphrase that used or ee the same with the other student around Indonesia and I'm from in this class bagaimana? Ya dia ada plagiarism checker, belum tentu juga ee apa, sama persis, iya kan? /iyah/. Kalau ada, oh apa ko bisa ada kemiripan, ya kalau ada kemiripan, ya missal ada kemiripan kamu bisa benahi.

Yang terpenting adalah missal gini ee Zakia, for example you set from the resourcer ee you check the.. what is your statement or the defining of the resourcer yah.. kalau kamu missal menemukan kalau mau mengambil mengutip suatu kalimat yang itu dari seorang peneliti, dari seorang yang yang memadai. Misalnya gini ee menurut Zakia, cinta itu tidak buta, itu hasil penelitian dia cinta itu tidak buta, nah kamu rubah iya kan, jangan sama percis dengan punya nya Zakia gitu.Kamu bisa ee esensinya tetap tetap itu, tetapi kata kalimatnya ada perubahan, nah itu,

jangan sama percis dengan kalimat dari Zakia yah, nah ginilah, maka paraphrase itu adalah menghindari, jadi beginilah Zakia, kebanyakan orang itu nulis, iya kan, copy paste aja iya kan? dia copy paste padahal itu adalah utaran, ungkapan dari Zakia, Zakia bilang "cinta itu tidak buta" saya tulis lagi, "cinta itu tidak buta" tetapi saya tidak mencantumkan, I don't add the Zaskia, yang penemu ini yah... who is? yang penemu ini? Zaskia ini, itu gak boleh, itu namanya mencuri yah. Sebutkan yah Zakia stated "love is not blind" atau kamu, kalau kamu mau langsung, namanya kutipan langsung. Kalau misalkan kata itu langsung seperti Zakia, "love is not blind", sama kamu harus pake footnote ya, kecuali kamu kembangkan sendiri, Ok Zakia.

Menginterpretasi, jadi interpretasi dari kalimat Zakiah contoh; cinta itu tidak membutakan hati kita menurut Zakia itu bisa yang penting kontennya, kontennya sama, cinta itu tidak buta. menurut Zakia cinta itu tidak membutakan hati kita itu bisa, jadi kita menafsirkan dari semua dari Zakia. Yang namanya karya itu kamu menulis tanpa mencantumkan nama orang apa... dari sumber, the sources, sumber-sumbernya itu yang ngga boleh yah. Jadi nanti kalo misalkan kamu itu mengutip langsung juga kalo ngga harusnya kamu hapus space nya, dibedaain gitu... berapa? /satu/. One yah kalo kutipannya itu lebih dari lima, lima baris itu. itu harus pintar itu, harus tau, harus paham itu, jangan asal masukin... dari dalam masukin, dari luar masukin. Ayolah coba resume, pahami yah... jadikan untuk mengembangkan ide-ide untuk yang lainnya. Jadi, just through your ideas yah. Any other? Other question for the boys? Dari laki-laki, jangan tanyakan agar menjadi kaya haha.. paraphrase ayo. Paham yah, paham semua?

Tau-tau ngga paham lagi. Ayo...please ask the question, harus nanya yah.

Students : from ee from where we to ee can know the write is same? dari mana gitu kita tau itu sumbernya, sumber paraphrase itu.

Teacher : Ya kamu misalkan nih buku saya, atau ang kamu cek tulisan saya setelah dicek... Nah, kamu bisa mengambil tulisan saya dari sini, kamu downloadkan biasanya, harus paham... kamu download, misalkan begini... sudah sajakan begini. Nah misalkan begini kamu, nah ini kan punya saya yak an, abstrak saya.. kamu simpan kamu jadikan ee judul tugas kamu yah.. itu nyolong "tugas writing saya" itu namanya plagiat, yah. Kalau kamu mau ngambil disini kamu bisa cantumkan nama saya atau di footnotekan. Kamu tau footnote, apa footnote? What is footnote? /catatan kaki/..catatan kaki, jadi kamu dalam menulis skripsi harus terbiasa yah. Mahasiswa harus pinter yah, ibid..opcit itu contoh footnote. Kalo bodynote itu adanya didalam teks yah. Zakia menyatakan, tahun, dia bilang begini... Zakia berpendapat bahwa.. bisa ganti pake Refers to, stated, argued that... nah, itu yang namanya paraphrase, dari jurnal juga bisa. Nah itu yang namanya paraphrase itu dari ide kamu, in your ideas.

You read the text then understand the content and then you show your ideas. Itu yang namanya paraphrase. Nah kamu bisa ambil sumber dari sini dari journal, dari magazine, kamu kalo kamu memang dari magazine misalkan dari mana indonesiakan, kamu bisa tuh jakarta post kamu baca disitu. Kamu sebagai mahasiswa tuh harus gitu ya eem compasiana maaf saya sompong dikit, ini tulisan saya yang bahasa Indonesia, ini udah lama sekali. Misalkan ada pembicara kamu tulis saja di paraphrase dengan kamu, kamu itu punya tulisan.

Teacher : Ee apa saya tuh mau kalian sama dengan mahasiswa-mahasiswa diluar banten, maksudnya gini. Yah another question? Silahkan eem kerjakan yang tadi yah seperti apa. Oke kalau tidak ada pertanyaan saya tutup dan cek email ya, thank you. Wassalamu'alaikum

Students : Wa'alaikumsalam...

- **T2**

Observer : The Researcher (Nidaul Hayati)

Observed : The English Teacher at the Second Semester (Egiesta Dwi Ariani, M.Pd/ Speaking)

Day/Date : Tuesday/ April 16th, 2019

Time : 09.10 A.M – 10.50 A.M

Place : English Education Department of UIN SMH Banten

Classroom : 2 A

(The teacher started to teach)

Teacher : Assalammu'alaikum...

Students : Wa'alaikumusalam warahmatullahi wabarakatuh

Teacher : Ok, do you finish the journal?

Students : Yes...

Teacher : Okey, please submit on the table, dimeja yah.

Students : Oke Mrs.

Teacher : Pas yah...

(The teacher cross check the journal)

Teacher : So all of you went to kota tua?

Students : Yes / No

Teacher : Ok, best place yah. So you Jalan-jalan oke yah, hmhm...

Students : Haaha...

Teacher : So far yah,. Why you did go to beach some of you?

Students : Ga ada bule nya Mrs. hehe...

Teacher : When did you go there? When did you go kota tua? Kapan?

Students : We are last Monday, eh Saturday.

Teacher : Okey, the same to mine?

Students : No / beda-beda.

Teacher : Oh beda-beda yah, so sebulan yang lalu. Oke good job yah.. Saya bingung ini nanti bawa pulangnya yah, haha..

Students: Haha...

Teacher : Oke any one want of you brings like a plastic bag?

Students : No.

Teacher : No, Oke yah.,

Ok do you know what the topic for today, topik apa untuk hari ini?

Oke do you know what are we going to do for today? Eee I'm sure that all of you have past experience right, eee pengalaman masa lalu.

Students : Iyah...

Teacher : Eee can be fan experiences right can be sad experiences. Oke ee so what ee we are going today is telling your past experiences. Jadi kita akan menceritakan pengalaman masa lalu yah. Oke We can be sad one we can be happy one, is up to you yah, oke so now we have to think yah who more experiences. I want to you tell your experiences, your past story, cerita yah. I want you to make it clear yah, simple yah, clear jangan bertele-tele yah, lebih jelas jalan ceritanya yah. We have to make it clear, make it simple yah, have a make it ee proper. So when you are making past experiences, ketika kalian membuat cerita masa lalu tenses apa yang digunakan.

Students : Past tense.

Teacher : Past tense all right.

Ok sudah punya satu cerita belum?

Students : Belum.

Teacher : Belum? You can tell your story when you are going to kota tua for example misalnya kalian ketemu bule boleh yah or another story boleh yah..boleh menyenangkan memalukan yah. Embarrassing moments, sad moment or happy moment terserah yah.Credible yah. Pasti Ada kan yah. Ada? Ada yah.. Ok yah ini akan saya ee nilai seperti biasa yah, cuman ini nilai nya seperti nilai apa yah tingkatannya lebih tinggi scorenya hampir seperti nilai mid test yah.

Students : Ooh..

Teacher : Jadi paham yah,.Oke yah, paham yah. Tidak boleh sama.

Panas sekali yah. So hot today.

Nah yah, so simple your past story yah, jangan terlalu panjang dan jangan juga terlalu simple yah..make it clear as posibble as simple yah. Dan jangan lupa untuk time of events nya.Like you are making the recount text. Tau kan? Recount text itu apa. What is recount text? Menceritakan apa?

Students : Masa lampau.

Teacher : Masa lampau yah, so it's recount text yah, paham?

Students : Paham...

Teacher : Is a fact, fakta yah. kalo yang fiksi atau yang fiktif?

Students : Narative

Teacher : Ok yah, jadi seolah-olah kalian menceritakan sebuah recount yah,, jelas yah. Saya kasih waktu.. I will give you ee ten minutes yah for making your story first.

(Waiting the students to write the story)

Teacher : Are you done? Oke finish?

Students : Not yet / belum

Teacher : Oke, if you are already you can ee in front yah..

Oke, who wants to be the first performance? I need one person. Satu.

Students : Belum semua hehe

Teacher : Belum? Okey three minutes ya, tiga menit.

One more I need one more performance yah. I need one more students.

Ok, now time is to performances yah, ready? Okey, ok sabar yah, you and you okey is come ee here..

Students : bring book?

Teacher : Yes, you can bring the book, but dont be too.

Yes, lets to start...

Students : Assalamu'alaikum (Wa'alaikusalam warahmatullahi wabarakatuh)

I will tel ee past story. At that time on 27 may 2006 in Yogyakarta in that morning I have breakfast and prepared to gone to school but suddenly my land was trembling violently. All people in the house was panick, my grandparents behind the house shouted told me, my mom and my uncle to get out of the house immediately, then the door that actually isn't locked felt hard and hard to open. After that my uncle tried to break the door after succesfully opening, we immediately ran out and met our neighbor who had been waiting with worried faces. Not long after we gone out the house was collapse.

Behind that incident I lost my cousin's sister who was then in elementary school. This is unexpected insident even though we were still playing yesterday. Ok, thanks...

Teacher : Next...

Students : Assalamu'alaikum (Wa'alaikusalam warahmatullahi wabarakatuh)

Ok, 6 years ago I entered boarding scholl for studied. I entered to boarding school since 2012. I went in boarding school after shubuh prayer and I arrived at boarding school when half past eigt, so I come to mardhotillah building for registration and I come

to ibnu bathutah building to took matrees, so i went to mastufah building exactly at 7 room of 1st mastufah building, that my room, and I felt so different because I don't know one of them so tidy up my goods then when Dzuhur prayer I finished then I went to college for ate with my family, suddenly asar prayer so my parents permit to me because they want back to home. I felt so sad and I went to my room. So we introduced our self in midnight we can sleep and she closed her faced with a pilow when we felt sad and when we want cried we went to badroom and cried together someone is cried.

Thank you.

Teacher : Ok, applause for your friends. Next performance please?

Students : Me.../ Me...

Teacher : Ok, yah both of you

Students : Hai.. I'm goins to retell about my story.

A few mounts ago, my aunt and cousin went to my house for a vacation. They stayed at my house for a few days, my famili and I really didn't mind if they stayed instead we were happy and the contenst of the house become crowded.

When tomorrow, we have plans for a picnic or road trip and finally we go to a place or a recreation area, we play there and eat together. After that we don't forget to take picture photo together to make moments, we are very happy.

And the next day, we swam together and the place wasn't for a way, we swam not long for feir of being cold. After we finished we went home together, even thought from yesterday we left but we were not tired and we were very happy.

Teacher : Ok, next.

Students: Assalamu'alaikum (Wa'alaikusalam warahmatullahi wabarakatuh)

In here i will tell you a sad experience, so sad.

At the last years when I go to factory for a work entrance test with my friend while I entered my friend wait in outside at the and or the test I railed after that I went out to met my friend. I was so shocked when my friend said "I have been hypnotized, my Cell phone and money were lost to the thief" at the time I said "were is thief and how you can be hypnotized?" My friend answer back to "I'm so confused today". After that incident, I go home and the conclusion is dont day dream in puttic space. Thank you very much, Wassalamu'alaikum...

Students : Wa'alaikusalam warahmatullahi wabarakatuh

Teacher : Ok, applause for Hedi and Hayu. Okey, next one more. Please rise your hand. Ok you, bentar yah sabar.

Students : My past experience.

5 years ago when I sat in class 2 junior high school I take a extracurricular activities namely Scout. When I take it I went to camped lasta pramit 2 with tweleft my friend in Scout we camped in Cinangka Anyer for 3 days we camped to a race in the province of Banten.

Frist day, we build a tent for us to sleep after that we ate together and the first night in buper. Rained down so we raining. On the second day, we sing Scout song together until our vorces run out but we felt happy and enjoyed do it. The memorable on from this camp, becase the buper was like a hill. So when we want to went to toilet we must to go up and down the hill.

Then the impression was that on the last day of our camp many new friends and in this camp our confirgent are the champions so we felt very happy and proud. Thank you...

Teacher : Ok, please applause..

(The teacher read a mid test score)

Teacher : Yah oke, udah yah..

Yang ga hadir berarti yang ga maju tadikan.Jadi yang ga maju itukan yang ga hadir yah oke. Any question, any question?

Students : No

Teacher : Ok, see you next selasa yah, tuesday selasa yah

Thanks yah,. Bye. Assalamu'alaikum...

Students : Bye. Thank you miss. Wa'alaikumsalam..

Appendix 1B. The Result of Classroom Observation

SPECIFICATION OF OBSERVATION

No	Utterance	Function of Code Switching		
		Topic Switch	Affective Functions	Repetitive Functions
T1				
1	Eee do you bring a pointer? Kamu bawa ga pointer?			✓
2	The students or the academicians who ee dont do paraphasing to the paraphrase yah paraphrasing activities its mean they are ee thieve. Terkadang mahasiswa, akademisi itu luput pada ee yang namanya paraphrase yah.			✓
3	They always copy paste, kenapa? Apakah dia tidak paham apakah dia merasa tidak perlu.		✓	
4	menghindari to apa to avoid mencegah dari kebiasaan mencuri.			✓
5	Nah pencurian dalam istilah ee menulis adalah plagiasi plagiat plagiarism activity.	✓		
6	Jadi paraphrasing itu adalah ee to increase your reasoning.	✓		
7	To increase your reasoning, jadi mendorong apa meningkatkan apa nalar anda			✓
8	Nah paraphrase itu ada dengan cara mengubah yah changes the synonym.			✓
9	Changes the synonym or you changes the what is the active form to the pasive nah ya konteks yang bisa dirubah.	✓		
10	Yang ga boleh dirubah adalah apa the date, the year, kemudian the name of actors itu yang ga boleh di dirubah.	✓		
11	Sejarah yah a history.			✓
12	Harus sesuai dengan the real condition yah.		✓	
13	Kamu bisa mengubah ee context aktive ke pasive yah kamu rubah.	✓		

14	Kalo kamu misalkan mau ganti yah ee for exercise you can ee you open the number of Ms. word then you clik shift F7 kalo mau mencari apanya synonym yah kamu latihan seperti itu.		✓	
15	Kamu bisa melakukan misalkan membaca dari literature, journal, article yah jadi jangan langsung comot aja, copy paste, jangan.		✓	
16	Apa sih phraphrase itu? Dan kenapa kita harus menulis ulang? Why we got a copy paste the content, and why we should rewrite okey. Is paraphrase just changing the capable word? Apakah yang namanya aktivitas paraphrase itu hanya merubah kata, hanya synonym saja, apakah itu?. Dan bagaimana anda melakukan? How do I paraphrase? Bagaimana melakukan aktivitas apa paraphrase itu apakah ini sulit dipelajari? Is it difficult to learn?			✓
17	Is it difficult to learn? Okey tidak ada yang sulit terkecuali oleh anda mencobanya, ok.		✓	
18	Jadi paraphrase ini tuh the art, seni..seni dari ee menulis.			✓
19	Yang namanya paraphrase itu rewrite yah. Rewrite the opinion the statement of the the framwork, the theorist, the researcher.	✓		
20	Being able to express something clearly and concisely yourself, using your own words, is notonly a clear example of your ability to write, but also gives you as a writer great deal of satisfaction. Nah, dengan melakukan phraphrase itu kamu itu ee jadi pelaku phraphrase itu adalah aktivitas menulis ulang sesuai dengan pemahaman kamu tetapi tidak menghilangkan dari konten yah.			✓
21	Jadi yang namanya paraphrase adalah apa hasil pemahaman anda dari suatu bacaan that is paraphrase.	✓		

22	Why should we rewrite something when we have someone else's perfectly good piece of writing? Ok, Zakia sorry, Zakia baca.		✓	
23	Student: --- surely to be able to demonstrate to employers, your peers, parents and to yourselves, that you are an educated, capable person. Teacher: Nah, kenapa kita harus menulis ulang agar apa agar kita bisa menceritakan kepada orang lain.			✓
24	Kamu ngerti ngga dengan paragraf pertama, do you understand with the first study related?			✓
25	Kenapa dia bisa bilang lupa, kenapa? Why he say eem I'm forget them, kenapa?			✓
26	She or he didn't do paraphrase, karena itu karena dia tidak melakukan apa aktifitas phraphrase.			✓
27	Phraphrasing is much, banyak.			✓
28	Phraphrasing is about you taking ideas and writing about them yourself. Jadi gitu, pernah tidak melakukan itu selama hidup, selama menjadi mahasiswa pernah tidak melakukan hal ini? pernah?		✓	
29	Maka akan ada kepuasaan tersendiri dalam melakukannya karena sesuai dengan gagasan anda sendiri, seperti kamu. Makanya every test or every exam I always said, what is... do the test based on your scanning, based on your comprehaend, comprehensive.		✓	
30	Take your ideas and second ee meliputi... it involves reading and understanding text or texts, or listening to other people and being able convey the ideas or information that they have put forward using your own word. Jadi dengan phraphrase itu eeee bukan hanya			✓

	merubah kata saja merubah kalimat saja akan tetapi ee meliputi pemahaman anda pada sebuah teks yang anda baca.			
31	How do I paraphrase and is it difficult to learn? Ok eee please you read, baca.		✓	
32	Paraphrase isn't the easiest skill yaah dalam paraphrase itu suatu kegiatan yang tidak tabu tidak mudah menafsirkan kalo kita tidak melakukan apa essential and practice.			✓
33	The benefit of paraphrasing selain kamu me... apa menajamkan, you sharpen your ideas.			✓
34	Yang kedua, the second is to improve your vocabulariest.			✓
35	Jadi peranannya step by step kamu coba ee coba membaca majalahnya, should you search the magazine you read and you phraphrase the text.			✓
36	You search the magazine you read and you phraphrase the text. Yah kamu coba itu, bisa ngga?		✓	
37	Dalam melakukan paraphrase itu kamu membutuhkn apa? Read and undertstand, have a wide knowledge of synonym and word choice yah, berarti apa... yang dibutuhkan apa? ya kamu juga harus kaya kamu juga harus kaya dalam menguasai kosa kata.		✓	
38	Lama-lama juga kamu akan muncul yang namanya eee kosa kata baru-kosa kata baru, kamu hapalkan itu, you have to memorize but also you practice.			✓
39	Be comfortable with using of difference forms, kamu juga harus convert dalam Ee dalam menggunakan apa, pola kata yang berbeda atau bentuk kata yang berbeda itu kamu harus ee terbiasa.			✓
40	We order and we structure sentences Ee kamu bisa melakukan apa pemindahan-pemindahan kemudian penyusunan ulang penyusunan pada kalimat.			✓
41	Kemudian exercise, what the meaning			✓

	exercise? Apa? Bisa apa, bisa apa, latihan bisa menarik kesimpulan yah.			
42	Paham kamu harus mempunyai eee pemahaman yang luas, more knowledge.			✓
43	Ada mencegah-avoid and then prevent.			✓
44	The following exercise are in themselves not paraphrasing, but taken as a whole or using all 3 together is the beginnings of being able to paraphrase. Ok pelan-pelan yah.		✓	
45	Some words cannot be changed when you are paraphrasing "The Internet". Yang tidak bisa dirubah adalah contoh di internet, "Internet" yah.	✓		
46	For example cannot be changed to "computer controlled pc to pc communication and information interface" nor can "Nottingham University" be changed to "the institution of higher learning located in Nottingham". Tidak bisa, misalnya kamu mau buat UIN SMH Banten, kamu mau mengubahnya dengan bidang yang lain ee apa, misalkan Universitas tinggi yang berlokasi di Banten. Itu ga bisa, jadi harus spesifiklah... ga usah.	✓		
47	Nah kita coba ni ya contohnya; many well know multinational companies are located in New York	✓		
48	Ok, ok focus on the line italic, oke yg prtama yah... many well know multinational companies are located in New York.	✓		
49	Many well know itu apa? Hah, well know itu apa? diketahui baik ya kan yah.			✓
50	Nah, multinational companies... ga usah dirubah, misalkan apa... much off, national, companies, itu... itu ngga harus itu	✓		
51	Located bisa street in New York bisa di rubah yang ga boleh itu apa aktivitas	✓		

	saja, aktivitas apa dalam bahasa Indonesia itu apa kalo aktivitas itu? Kata..kata kerja.			
52	Kalo bicara aktivitas, or activity itu apa.			✓
53	Kata kerja, merubah dari passive ke active itu yah, ee plural and singular.	✓		
54	ataupun ya kalimat aslinya adalah jamak or plural, so kamu juga memparaphrase dengan bentuk yang jamak, kalo singular ya singular.	✓		
55	Nah international cooperation itu gausah dirubah ya kan karena sebagai target utama.	✓		
56	Need... needed bisa dirubah menjadi necessary	✓		
57	Nah, misalkan kamu membuat kalimat seperti ini "international cooperation is needed to put a stop to world proverty", kamu mau memparaphrase kamu bisa menggunakan shift F7		✓	
58	International cooperation tidak bisa dirubah, kemudian bentuk singular juga tidak bisa dirubah. Necessary kita cari, kalo tadi needed itu sudah ada	✓		
59	Jadi anda bisa melakukan hal itu yah, sorry..sorry.. sebentar.		✓	
60	Computer games take up too much time of many students, nah kita bisa..kamu juga bisa write, kamu harus tau, kamu harus banyak tau banyak sekali idiom yah.		✓	
61	Take up too much of many students yah itu bisa dirubah.	✓		
62	Nah ini kosa kata, ini word form.			✓
63	Ee kamu tidak harus misalnya kamu harus melatih pemilihan pertamanya adalah vocabulary dan pilihan keduanya word form yah, jadi you have to using vocabulary and word form.	✓		
64	It is not easy to manage a football team, ok yah tidak mudah untuk, apa... mengatur sebuah tim sepak bola. The management, pengelolaan, sepak			✓

	bola..tim sepak bola tidak mudah.			
65	Tidak merubah kata-katanya yah, tidak merubah vocabulary nya yah.			✓
66	Hanya apa movement saja, pergeseran.			✓
67	You are required to complete your coursework essay before the end of semester. Nah anda bisa merubah disitu.	✓		
68	Teacher: To complete itu apa to complete? What is the complete? Part of speechnya apa? To complete itu part of speechnya apa? Students: Eee verb. Teacher : Verb	✓		
69	Apa diketahui baik itu? kita bisa berbagi apa, kindness.			✓
70	Verb dirubah menjadi noun, the completion of your coursework essay is required before the end of the semester. Tidak merubah iya kan, hanya apa, merubah bentuk katanya saja. Yah jadi, kata kerja menjadi kata benda. Nah itu word form.	✓		
71	Yang ketiga adalah sentence structure yang pertama adalah vocabulary and second word form bentuk dari kata, kemudian sentence structure yah susunan kalimat.	✓		
72	In the sentences change the sentence structure, but don't change the meaning. Nah itu, Toyotas are made in japan, made Toyota in japan, jadi eee susunan kalimatnya saja.	✓		
73	They itu bentuk apa? Pronoun jamak	✓		
74	Toyota made in japan, tidak merubah ee apa namanya, tidak merubah kata, tidak merubah eee dan tidak merubah kosa kata, tidak merubah perubahan part of speech, tetapi apa, susunannya saja, susunan kalimatnya saja yang ee berubah.	✓		
75	liat yang italic, garis miring itu			✓
76	International cooperation is <i>needed</i> to	✓		

	put a stop <i>to world poverty</i> ". Need dirubah menjadi necessary, world poverty jadi global poverty. Nah itu kalau anda bisa melakukanya seperti itu, yang penting tidak sama persis pada teks asli, bisa merubah kosakatanya dan selanjutnya bisa merubah bentuk katanya.			
77	Selanjutnya bisa merubah bentuk katanya, jadi apa..ya seperti ini, manage, management, complain, complaisant. Nah yang ketiga adalah tadi sentence structure.	✓		
78	Kata kerja pun bisa dijadikan sebagai kata benda yah, Yah... to sale, sell dari kata based verbnya apa? sell, menjadi selling, manage, management.	✓		
79	Cara dalam phraphrase itu ada ada tiga bagian anda bisa change the vocabulary, and word form, and change the structure.	✓		
80	Kamu baca, baca yah read and understand, baca dan pahami, pahami the meaning.			✓
81	Read, understand kemudian setelah dipahami kamu ee masukan teknik yang tiga tadi itu.			✓
82	Harus di ee banyak sekali latihan karena memang paraphrase is not easy yah, tapi practice ee with practice is have you to understand he'eh what is phraphrase.		✓	
83	A is it berapa waktunya? Cukup? masih banyak waktu nya?		✓	
84	Siapa tau anda next you got the what is the thesis a skripsi seperti ini kaka kelas kamu		✓	
85	Dalam satu ee file ini similaritynya adalah 27% dari 100%, tidak lebih banyak dari 27%. Nah maka harus diperbaiki yah yang yang kuning-kuning itu yah, minimal 10%.		✓	
86	Oke ini tugas anda, nanti file nya saya berikan saya share the file of this		✓	

	material in the this apa program yah. Google drive.			
87	Any question? ada pertanyaan?			✓
88	Student: If we found or if we make a sentences original, originally from us but it is one of the sentence of anyone how but? We take book by ourself but asctually same. Teacher: Ok, hmm anda faham semuanya dari Zakia, Zakia merasa bingung, bagaimana misalkan ee ap yang sudah dilakukan ternyata itu mirip dengan yang sudah dilakukan oleh orang lain ternyata, aam bagaimana itu..			✓
89	Anda mahasiswa modern yah, itu harus tau yang namanya plagiarism checker.		✓	
90	Zakia said that how if ee there what is the content of your paraphrase that used or ee the same with the other student around Indonesia and I'm from in this class bagaimana? Ya dia ada plagiarism checker, belum tentu juga ee apa, sama persis, iya kan?		✓	
91	Yang terpenting adalah missal gini ee Zakia, for example you set from the resourcer ee you check the..what is your statement or the defining of the resourcer yah.		✓	
92	Kebanyakan orang itu nulis, iya kan, copy paste aja iya kan? dia copy paste padahal itu adalah utaran.		✓	
93	Tetapi saya tidak mencantumkan, I don't add.			✓
94	Yang penemu ini yah... who is? yang penemu ini? Zaskia ini, itu gak boleh, itu namanya mencuri yah.		✓	
95	Sebutkan yah Zakia stated "love is not blind" atau kamu, kalau kamu mau langsung, namanya kutipan langsung.	✓		
96	Kalau misalkan kata itu langsung	✓		

	seperti Zakia, "love is not blind", sama kamu harus pake footnote ya, kecuali kamu kembangkan sendiri.			
97	Harusnya kamu hapus space nya, dibedaain gitu... berapa?		✓	
98	Jadikan untuk mengembangkan ide-ide untuk yang lainnya. Jadi, just through your ideas yah. Any other?		✓	
99	Other question for the boys? Dari laki-laki.			✓
100	Ayo...please ask the question, harus nanya yah.		✓	
101	Kamu bisa mengambil tulisan saya dari sini, kamu downloadkan biasanya, harus paham... kamu download, misalkan begini.		✓	
102	Kamu simpan kamu jadikan ee judul tugas kamu yah..itu nyolong "tugas writing saya" itu namanya plagiat, yah.		✓	
103	Kalau kamu mau ngambil disini kamu bisa cantumkan nama saya atau di footnotekan.	✓		
104	Kamu tau footnote, apa footnote? What is footnote?			✓
105	Kalo bodynote itu adanya diidalam teks yah.	✓		
106	Zakia berpendapat bahwa.. bisa ganti pake Refers to, stated, argued that... nah, itu yang namanya paraphrase	✓		
107	Itu yang namanya paraphrase itu dari ide kamu, in your ideas.			✓
108	You read the text then understand the content and then you show your ideas. Itu yang namanya paraphrase.	✓		
109	Kamu bisa ambil sumber dari sini dari journal, dari magazine, kamu kalo kamu memang dari magazine misalkan dari mana indonesiakan, kamu bisa tuh jakarta post kamu baca disitu.		✓	
110	Yah another question? Silahkan eem kerjakan yang tadi yah seperti apa		✓	
111	Oke kalau tidak ada pertanyaan saya		✓	

	tutup dan cek email ya, thank you.			
T2				
1	Please submit on the table, dimeja yah.			✓
2	Ok, best place yah. So you Jalan-jalan oke yah, hmhm...		✓	
3	When did you go kota tua? Kapan?			✓
4	Oh beda-beda yah, so sebulan yang lalu. Oke good job yah.. Saya bingung ini nanti bawa pulangnya yah, haha..		✓	
5	Ok do you know what the topic for today., topik apa untuk hari ini? Oke do you know what are we going to do for today? Eee I'm sure that all of you have past experience right? Eee pengalaman masa lalu.	✓		
6	Oke ee so what ee we are going today is telling your past experiences. Jadi kita akan menceritakan pengalaman masa lalu yah.			✓
7	I want to you tell your experiences, your past story, cerita yah.			✓
8	I want you to make it clear yah, simple yah, clear jangan bertele-tele yah, lebih jelas jalan ceritanya yah.			✓
9	Teacher: So when you are making past experiences, ketika kalian membuat cerita masa lalu tenses apa yang digunakan. Students: Past tense. Teacher : Past tense all righ.	✓		
10	You can tell your story when you are going to kota tua for example misalnya kalian ketemu bule boleh yah or another story boleh yah...		✓	
11	Boleh menyenangkan memalukan yah. Embarassing moments, sad moment or happy moment.			✓
12	Credible yah. Pasti Ada kan yah. Ada? Ada yah..		✓	
13	Ok yah ini akan saya ee nilai seperti biasa yah, cuman ini nilai nya seperti nilai apa yah tingkatannya lebih tinggi scorenya hampir seperti nilai mid test		✓	

	yah.			
14	Panas sekali yah. So hot today.		✓	
15	So simple your past story yah, jangan terlalu panjang dan jangan juga terlalu simple yah..make it clear as posibble as simple yah.			✓
16	Dan jangan lupa untuk time of events nya. Like you are making the recount text.	✓		
17	Recount text itu apa. What is recount text?			✓
18	Teacher: What is recount text? Menceritakan apa? Students: Masa lampau. Teacher : Masa lampau yah, so it's recount text yah.	✓		
19	Is a fact, fakta yah			✓
20	Jadi seolah-olah kalian menceritakan sebuah recount yah.	✓		
21	Saya kasih waktu.. I will give you ee ten minutes yah for making your story first.			✓
22	Okey three minutes ya, tiga menit.			✓
23	Okey, ok sabar yah..you and you okey is come ee here..		✓	
24	Ok you, bentar yah sabar.		✓	
25	Jadi yang ga maju itukan yang ga hadir yah oke. Any question, any question?		✓	
26	Ok, see you next selasa yah, tuesday selasa yah,			✓

Appendix 2A. List of Questionnaire

RESEARCH INSTRUMENT

This questionnaire is used to be one of instrument for my research entitled "Students' Perceptions of Code Switching Used By English Teachers: A Descriptive Study on the Second Semester Students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten". Please read the items carefully and answer the statements honestly. Choose based on your opinion by giving the Checklist (✓) to your choice.

SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly Disagree

Name :

Class :

NO	ITEM	Interpretations			
		SA (4)	A (3)	D (2)	SD (1)
1	I see my teacher as trying to make me understand what she is teaching to me through teacher's code switching practice.				
2	I feel less stressful in my English class because my teacher will explain meaning of difficult words in another language through teacher's code switching practice.				
3	Teacher's code-switching gives me feel more comfortable to learn.				
4	Teacher's code-switching gives me confidence to				

	speak and participate in the class.				
5	Teacher's code-switching motivates me to work in that subject.				
6	When teacher switches code, I fell not confused.				
7	It makes the class less boring so I enjoy my lesson more.				
8	I feel closer to my teacher.				
9	I can concentrate more easily because he/she catches my attention in class.				
10	Teacher's code-switching improve my English				
11	If a teacher s' switches to English, I feel she/he is proficient in English				
12	I am able to understand a difficult concept or idea.				
13	I am able to learn and understand new words.				
14	I am able to understand my teacher's instructions more easily.				
15	I am able to carry out tasks successfully.				
16	I am able to understand grammar rules more easily.				
17	I prefer to study on teachers' used code-switching in the classroom				

The questionnaire was adapted from (Muhammad Fareed, et al (2016), Lee Yi Ling et al (2003), Catebay (2016)).

Note:

Code switching is the situation when people use two or more languages for communication in their community and they change from one language to other language in the same situation and topic of conversation.

Appendix 2B. The Result of Questionnaire

Number of Respondents Who Filled The Questionnaire

NO	ITEM	Interpretations				
		SA (4)	A (3)	D (2)	SD (1)	Result Score
1	I see my teacher as trying to make me understand what she is teaching to me through teacher's code switching practice.	26 (52%)	24 (48%)	0 (0%)	0 (0%)	88%
2	I feel less stressful in my English class because my teacher will explain meaning of difficult words in another language through teacher's code switching practice.	13 (26%)	27 (54%)	10 (20%)	0 (0%)	76.5%
3	Teacher's code-switching gives me feel more comfortable to learn.	24 (48%)	25 (50%)	1 (2%)	0 (0%)	86.5%
4	Teacher's code-switching gives me confidence to speak and participate in the class.	17 (34%)	28 (56%)	5 (10%)	0 (0%)	81%
5	Teacher's code-switching motivates me to work in that subject.	14 (28%)	32 (64%)	4 (8%)	0 (0%)	80%
6	When teacher switches code, I fell not confused.	15 (30%)	29 (58%)	6 (12%)	0 (0%)	79.5%

7	It makes the class less boring so I enjoy my lesson more.	7 (14%)	25 (50%)	16 (32%)	2 (4%)	68.5%
8	I feel closer to my teacher.	5 (10%)	18 (36%)	26 (52%)	1 (2%)	63.5%
9	I can concentrate more easily because he/she catches my attention in class.	10 (20%)	36 (72%)	4 (8%)	0 (0%)	78%
10	Teacher's code-switching improve my English	17 (34%)	32 (64%)	1 (2%)	0 (0%)	83%
11	If a teacher s' switches to English, I feel she/he is proficient in English	5 (10%)	33 (66%)	10 (20%)	2 (4%)	70.5%
12	I am able to understand a difficult concept or idea.	2 (4%)	33 (66%)	11 (22%)	4 (8%)	66.5%
13	I am able to learn and understand new words.	12 (24%)	38 (76%)	0 (0%)	0 (0%)	81%
14	I am able to understand my teacher's instructions more easily.	12 (24%)	33 (66%)	5 (10%)	0 (0%)	78.5%
15	I am able to carry out tasks successfully.	16 (32%)	29 (58%)	5 (10%)	0 (0%)	80.5%
16	I am able to understand grammar rules more easily.	6 (12%)	28 (56%)	13 (26%)	3 (6%)	68.5%
17	I prefer to study on teachers' used code-switching in the classroom	14 (28%)	34 (68%)	2 (4%)	0 (0%)	98%
Total		25.3%	59.3%	14%	1.4%	78%

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SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly Disagree

Name :

Class :

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3	Teacher's code-switching gives me feel more comfortable to learn.				
4	Teacher's code-switching gives me confidence to speak and participate in the class.				
5	Teacher's code-switching motivates me to work in				

	that subject.			
6	When teacher switches code, I fell not confused.			
7	It makes the class less boring so I enjoy my lesson more.			
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9	I can concentrate more easily because he/she catches my attention in class.			
10	Teacher's code-switching improve my English			
11	If a teacher s' switches to English, I feel she/he is proficient in English			
12	I am able to understand a difficult concept or idea.			
13	I am able to learn and understand new words.			
14	I am able to understand my teacher's instructions more easily.			
15	I am able to carry out tasks successfully.			
16	I am able to understand grammar rules more easily.			
17	I prefer to study on teachers' used code-switching in the classroom			

The questionnaire was adapted from (Muhammad Fareed, et al (2016), Lee Yi Ling et al (2003), Catebay (2016)).

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D : Disagree

A : Agree

SD : Strongly Disagree

Name :

Class :

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		SA (4)	A (3)	D (2)	SD (1)
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2	I feel less stressful in my English class because my teacher will explain meaning of difficult words in another language through teacher's code switching practice.				
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5	Teacher's code-switching motivates me to work in				

	that subject.			
6	When teacher switches code, I fell not confused.			
7	It makes the class less boring so I enjoy my lesson more.			
8	I feel closer to my teacher.			
9	I can concentrate more easily because he/she catches my attention in class.			
10	Teacher's code-switching improve my English			
11	If a teacher s' switches to English, I feel she/he is proficient in English			
12	I am able to understand a difficult concept or idea.			
13	I am able to learn and understand new words.			
14	I am able to understand my teacher's instructions more easily.			
15	I am able to carry out tasks successfully.			
16	I am able to understand grammar rules more easily.			
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A : Agree

SD : Strongly Disagree

Name :

Class :

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		SA (4)	A (3)	D (2)	SD (1)
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	that subject.			
6	When teacher switches code, I fell not confused.			
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12	I am able to understand a difficult concept or idea.			
13	I am able to learn and understand new words.			
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16	I am able to understand grammar rules more easily.			
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Code switching is the situation when people use two or more languages for communication in their community and they change from one language to other language in the same situation and topic of conversation.

Appendix 3A. Interview Guideline for the teachers of the Research**INTERVIEW FOR TEACHERS**

1. Do you often use code switching in teaching learning process? In what condition?
2. According to you, is it more comfortable to teach English using code switching or just focusing on one language? Why?
3. In your opinion, what the functions of code switching for your students in teaching learning process?
4. According to you, is using code switching very important in teaching learning process? For example, to build solidarity and intimate relations with the students, or maybe to clarify meaning from the topics?
5. How are student responses to the language that you used in teaching learning process?

Appendix 3B. Transcription of Teachers' Interview in the Research

- **T1**

Interviewer : **The Researcher (Nidaul Hayati)**
Interviewee : **Kheryadi, M.Pd**
Day/Date : **Thursday/ April 11th, 2019**
Place : **English Education Department of UIN SMH Banten**

Interviewer : Bismillahirahmannirahim...
Assalamu'alaikum Mr. kheryadi
Interviewee : Wa'alaikumsalam, Interviewer.
Interviewer : Iyah, how are you today?
Interviewee : I'm good.
Interviewer : Alhamdulillah, ok can we start to interview?
Interviewee : Yes I can.
Interviewer : Okey, for the first question is do you often use code switching in teaching learning process? In what condition?
Interviewee : Ok, I often use e code switching in teaching learning process in my class amm because I look at the condition my students they don't amm understand well when I e speak in full English eee sometimes ee each of them am still what is it still uncomfortable and they don't understand the content of my subject. An what the condition, ee in every learning process I often use this term because yah we get to the first statement our students or my students need to what is need to interpret and translate to two or more language bahasa Indonesia and English. Ok ee I often ee use in the first time is or in the first I use English then I translate ke bahasa Indonesian. And I always make the definition it there is ee what confuse meaning or confuse vocabulary, like that.

- Interviewer : Ok, for the second question. According to you, is it more comfortable to teach English using code switching or just focusing on one language? Why?
- Interviewee : Eee I look at the condition on my students because ee in my learning strategy ee the students have to understand well. So that yeah I have to use the code switching on my learning process.
- Interviewer : Ok next,. In your opinion, what the functions of code switching for your students in teaching learning process?
- Interviewee : The function of code switching is to... to make my students understand and they please they got the... the new knowledge from my subject, like that.
- Interviewer : Ok next,. According to you, is using code switching very important in teaching learning process? For example, to build solidarity and intimate relations with the students, or maybe to clarify meaning from the topics?
- Interviewee : Okey, I agree that e using code switching yah that's important for EFL students and the function is to clarify the meaning from the topics every single subject, yah just I think important.
- Interviewer : Yah, the last. How are student responses to the language that you used in teaching learning process?
- Interviewee : Heem sometimes if I speak in full English they feel they feel confuse or don't concentrate to my subject e if I took in two language e their responses in good position and concentration. Ok any other. Any other question?
- Interviewer : Enough, I think enough.
- Interviewee : Okey

Interviewer : Ok thank you Mr, thank you for your answer and thank you for your time hehe...

Interviewee : Okey, your'e welcome.

Interviewer : Iyah, wassalamu'alaikum Warahmatullahi wabarakatuh.

• T2

Interviewer : The Researcher (Nidaul Hayati)

Interviewee : Egiesta Dwi Ariani, M.Pd

Day/Date : Thursday/ April 11th, 2019

Place : English Education Department ofUIN SMH Banten

Interviewer : Bismillahirahmannirahim...

Assalamu'alaikum warahmatullahi wabarakatuh, Mrs. egist

Interviewee : Wa'alaikumsalam warahmatullahi wabarakatuh

Interviewer : How are you today?

Interviewee : I'm so good

Interviewer : Alhamdulillah, ok can we start to interview?

Interviewee : Hemhem...

Interviewer : Ok, for the first question is do you often use code switching in teaching learning process? In what condition?

Interviewee : Eee it's depends on the situation actually, ee I always teach in the semester one, two, three or four, maximal in semester four. So I think in those semester both all students can't really understand ee English well. So I think a in the learn process I have to mix some languages, so the students can understand what the teachers or what the lecturers explaining about. Ee maybe ee because I teach first, second, or third semester I still use ee code switching in the sentence time, so in order the students can understand what I'm delivering to them. Eee

- if I have to teach in higher semester maybe I will use full English the most. So I still use code switching in the class room in the first, second or the third semester.
- Interviewer : Ok, for the second question is according to you, is it more comfortable to teach English using code switching or just focusing on one language? Why?
- Interviewee : Ok, like I say before it depends on the situation yes on the level. Eee some classes or skill ee the students there are many students who sometimes ee miss understand what ee the lecturers say about ee what the lecturers ee are ee delivering the material about. So I think I still have use, I still ee use ee Indonesian so the students can understand what I explaining about. So yah depends it's depends about ee situation I think yah, situasi yah.
- Interviewer : Ok, next... In your opinion, what the functions of code switching for your students in teaching learning process?
- Interviewee : Oke off course in ee the functions is to make the students yah more understand about the material off course. Eee So the students ee can understand more every ee material yah, can understand a materials clearer yah, lebih jelas dari biasanya gitu yah, nah seperti saya sekarang nah I am speaking English and I was English and now I speaking Indonesian. Aah jadi untuk memperjelas saya pake Indonesian seperti sekarang yah.
- Interviewer : Ok, next... According to you, is using code switching very important in teaching learning process? For example, to build solidarity and intimate relations with the students, or maybe to clarify meaning from the topics?

- Interviewee : Yah it always depends on the situation again, yah.. yah yes always. If we want to make the students ee to have ee the better English mastery off course we have to incorrect the students to listen to us like speaking level English yah. So it's depends on our aid. We want to, we want the students want to master English well or we want the students understand. Nah ini kita ingin mereka menguasai bahasa Inggris atau lebih memahami gitu yah. Nah ini kalo kita tujuan nya.. If we want to ee incorrect student to understand off course we switch to Indonesian. But if we want to the students to be ee the master English well so we have to speak in full English yah always. Yah tergantung sebenarnya.
- Interviewer : The last is how are student responses to the language that you used in teaching learning process?
- Interviewee : Ok, ee because I still use code switching in the classroom I think the students still can understand what I deliver, what I explain, what I teach. Eee I think if I try to speak full English in the classroom sometimes the students like "aaa hmhm" yah bengong yah oke. So when I see their expression like that so I try to speak Indonesian yah and then English and then ee change again to Indonesia yah.
- Interviewer : Okey, ok enough?
- Interviewee : Enough, ok.
- Interviewer : Thank you Mrs. for your time and for your... your answer.
- Interviewee : Your'e welcome yah, sama-sama.
- Interviewer : Wassalamu'alaikum Warahmatullahi wabarakatuh.
- Interviewee : wa'alaikumsalam, okey sukses yah...

Appendix 3C. Result Interview from The Teachers

No	Question and Answer
1	<p>Q : Do you often use code switching in teaching learning process? In what condition?</p> <p>T1: I often use code switching in teaching learning process in my class because I look at the condition my students don't understand well when I speak in full English. Sometimes each of them still uncomfortable and they don't understand the content of my subject or my students need to interpret and translate to two or more language in Indonesia and English. I often use in the first time I use English then I translate into Indonesian. And I always make the definition on confuse meaning or confuse vocabulary.</p> <p>T2: It's depends on the situation actually. I always teach in the semester one, two, three or four, maximal in semester four. So I think in those semesters both all students can't really understand English well. I think in the learn process I have to mix some languages, so the students can understand what the teachers or what the lecturers explaining about. I teach first, second, or third semester I still use code switching in the sentence time, so the students can understand what I'm delivering to them. If I have to teach in higher semester maybe I will use full English the most. So I still use code switching in the class room in the first, second or the third semester.</p>
2	<p>Q : According to you, is it more comfortable to teach English using code switching or just focusing on one language? Why?</p> <p>T1: I look at the condition on my students because in my learning strategy the students have to understand well. So that I have to use the code switching on my learning process.</p> <p>T2: Like I say before, it depends on the situation yes on the level Some classes or skill the students. There are many students who sometimes misunderstand what the lecturers say about delivering the material. So I think I still have use, I still use Indonesian so the students can understand what I explaining about. It's depends about the situation, I think.</p>

3	<p>Q : In your opinion, what the functions of code switching for your students in teaching learning process you often use code switching in teaching learning process?</p> <p>T1: The function of code switching is to make my students understand got the new knowledge from my subject, like that.</p> <p>T2: The function is to make the students more understand about the material off course. So the students can understand more every material, can understand a materials clearer.</p>
4	<p>Q : According to you, is using code switching very important in teaching learning process? For example, to build solidarity and intimate relations with the students, or maybe to clarify meaning from the topics?</p> <p>T1: I agree that e using code switching that's important for EFL students and the function is to clarify the meaning from the topics every single subject, I think important.</p> <p>T2: It always depends on the situation again. If we want to make the students to have the better English mastery off course we have to incorrect the students to listen to us like speaking level English. So it's depends on our aid. We want the students master English well or we want the students understand. If we want to incorrect student to understand off course we switch to Indonesian. But if we want the students to be the master English well so we have to speak in full English yah.</p>
5	<p>Q : How are student responses to the language that you used in teaching learning process?</p> <p>T1: Sometimes if I speak in full English they feel confuse or don't concentrate to my subject. If I took in two languages, their response is good position and concentration.</p> <p>T2: Because I still use code switching in the classroom I think the students still understand what I deliver, what I explain, what I teach. I think if I try to speak full English in the classroom sometimes the students like "aaa hmhm". So when I see their expression like that I try to speak Indonesian and then English and then change again to Indonesia.</p>

Appendix 4A. Interview Guideline for the students of the Research**INTERVIEW FOR STUDENTS**

1. Does your teacher often use code switching in teaching learning process?
2. Does code switching make you easier to understand the subject matter?
3. According to you, it is necessary to do code switching in learning English?
4. In your opinion, learning English is more comfortable using Indonesian or English language? Why?
5. What are your hopes for your teacher in teaching learning process, especially in terms of language?

Appendix 4 B. Transcription of Students' Interview in the Research

Interviewer : The Researcher (Nidaul Hayati)

Interviewee : Students of English Education Department on the Second Semester

Day/Date : Monday-Tuesday/ April 08th-09th, 2019

Place : English Education Department of UIN SMH Banten

- **S1**

Nida : Assalamu'alaikum, Sonia

Sonia : Wa'alaikumsalam

Nida : Iya, How are you today?

Sonia : I'm fine thanks and you?

Nida : Fine, okay can we start to interview?

Sonia : Yes, sure.

Nida : For the first question, does your teacher often use code switching in teaching learning process?

Sonia : Iyah,..

Nida : In what condition?

Sonia : Emm kondisinya itu seperti dosen sedang menjelaskan dan ee si mahasiswa kurang mengerti apa yang ee dimaksud dan di perjelas dengan menggunakan bahasa Indonesia.

Nida : Oke eem for the second question, does code switching make you easier to understand the subject matter?

Sonia : Ya iya sih, memudahkan cuma ee terlalu banyak bahasa Indonesia juga kita ngerasanya ee kurang ada push gitu. Kurang ada dorongan ya jadinya e kita merasanya wah ini bahasa Inggris apa bahasa Indonesia gitu ya jurusannya hehe...

- Nida : Hehe.. next, according to you it is necessary to do code switching in learning English.
- Sonia : Ee perlu ngga ya hehe... kalau misalkan kita masih semester dua gini sih ya perlu karena emang ya kita bahasa Inggris nya juga belum expert banget dan ee yang dimaksud dosen juga kalau belum tersampaikan kan kita jadi belum paham ya gitu, gitu sih.
- Nida : Ham, in your opinion learning English is more comfortable using Indonesia or English language? Why?
- Sonia : Mmm English language sih walaupun ya aku juga belum faham banget semua bahasa Inggris cuma aku sadar gitu dan percaya kalau misalkan kita ee di push banget sama bahasa Inggris kita ee otak kita ee di penuhi bahasa Inggris pasti kita akan terbiasa gitu jadi ya aku lebih milihnya lebih bahasa Inggris sih.
- Nida : Hhm how about code switching?
- Sonia : Eee kalau iya code switching itu ee diperlukan juga ee tapi tidak terlalu sering gitu frekuensi nya ya kaya gitu ee tapi ya code switching itu kalau misalkan di semester awal hehe... kaya kita ya penting gitu.
- Nida : Perlu yah?
- Sonia : Iya.
- Nida : And the last, what are your hopes for your teacher in teaching learning process especially in terms of language?
- Sonia : Eem I hope oke harapannya apa ya dosen lebih apa ya lebih mudah gitu nyampain materinya ke mahasiswa dan lebih mudah juga dipahami juga oleh mahasiswa gitu ee terus dalam proses akademik nya ya juga lebih baik udah gitu aja.
- Nida : Dalam penggunaan bahasa, harapanya seperti apa?
- Sonia : Dalam penggunaan bahasa ee code switching boleh gitu ee terus ee dan dengan bahasa bahasa yang mudah dipahami lah gitu kaya gitu.

- Nida : Jadi kesimpulannya setuju dalam penggunaan code switching yah...
- Sonia : Iyah haha...
- Nida : Haha...
- Sonia : Hampir balanced sih antara ngga setuju dan setuju tapi ya sekarang kalau ngerasainnya emang penting banget code switching untuk semester ini, setujulah.
- Nida : Untuk menunjang ya.untuk pelajaran?
- Sonia : Iya untuk menunjang.
- Nida : Iya oke thank you for your answer, thank you for time and Wassalamu'alaikum.
- Sonia : Wa'alaikumsalam...

- **S2**

- Nida : Bismillahirahmannirahim. Assalamu'alaikum.,,
- Dijah : Wa'alaikumsalam
- Nida : Eem, what's your name?
- Dijah : My name is Siti Khodijah Nurkholisah.
- Nida : Oke emm and how are you today?
- Dijah : I'm fine.
- Nida : Can we start to interview?
- Dijah : Yes.
- Nida : For the first question, does your teacher often use code switching in teaching learning process?
- Dijah : Ya kadang tuh kadang dosen tuh suka e apa sih code switching kadang kaya kecampur tuh mungkin tujuan dosen tuh juga biar kitanya paham kali teh ya.
- Nida : Hem...

- Dijah : Karena mungkin beliau tuh mikirnya ee takutnya si mahasiswa tuh ngga ngerti apa yang saya jelaskan jadi mungkin beliaunya menggunakan code switching itu ya dalam situasi itu mungkin agar si mahasiswa nya itu paham apa yang dosenya bicarakan.
- Nida : Oke... and the second, does code switching make you easier to understand the subject matter?
- Dijah : Iya sangat sangat memudahkan karena kalo misalkan dosenya kaya full English gitu ngomongnya kadang ee mungkin kaya kosa kata yang belum kita paham jadi ih dosenya ngomong apa sih ini ini tuh apa sih gitu tuh kadang ada juga dosen yang ngomong bahasanya kecepatan jadi klo kitanya tuh kurang paham, dengan code switching ini kita tuh bisa paham apa yang dijelaskan dosen.
- Nida : Oke and next, According to you, it is necessary to do code switching in learning English?
- Dijah : Iyah balik lagi kepertanyaan jawaban yang kedua itunya jadi tuh sangat diperlukan karna itu tuh bisa memudahkan kita untuk memahami ee materi apa yang dijelaskan oleh dosennya.
- Nida : Next. In your opinion, learning English is more comfortable using Indonesian or English language? Why?
- Dijah : Sebenarnya mah ee lebih mudah pake code switching ya teh kaya gabungan gitu jadi ee kaya gabungan gitu jangan full English terus jangan Indonesia juga soalnya kan kita kaya belajar bahasa Inggris jadi masa sih kita mau dosenya tuh mau ngomong bahasa Indonesia doang dan jangan bahasa yang bahasa Inggrisnya doang juga gitu soalnya kan kita kan mungkin pemahaman bahasa Inggrisnya kaya kurang, terus kaya ngga full banget bahasa Inggrisnya nah mangkanya ini tuh harus make code switching biar memudahkan mahasiswanya itu untuk paham.

- Nida : In the last is what are your hopes for your teacher in teaching learning process, especially in terms of language?
- Dijah : Harapan ke dosen ee apa yah,,
- Nida : Khusnya dalam bahasa penggunaan bahasa
- Dijah : Iya penggunaan bahasanya dalam bentuk ee dosen bahasa Inggris kayanya apa ya ee itu kali ya pake ee code switching juga hehe... kalo apa belajar bahasa Inggris biar apa yah kitanya juga ngerti gitu yang dijelasin sama dosenya. Apa ya ngejelasin bahasa inggrisnya juga jangan kaya, kaya yang tadi yah jadi ngejelasin ngomong bahasa inggris iya panjang nanti tiba tiba kaya apa yah beralih ke topik lain jadi kaya code switchingnya disini itu bukan menjelaskan yang diomongin bahasa inggris itu tapi ini tapi apa yah kaya ngomongin topik lain jadi jadinya malahan kayanya kaya ih tadinya tadi mah ngomong apa gitu tapi ko pas di Indnesia ngomongin ini jadi kayanya kitanya itu malah apa ya malah kurang paham gitu loh.
- Nida : Berarti menjelaskan topik yang sebelumnya gitu yah,,
- Dijah : Iya jadi misalkan sebelumnya menjelaskan topik yang ini pas ke Indonesia juga menjelaskan itu lagi jangan ke yang lain gitu.
- Nida : Udah cukup, enough... thank you for you time and for you answer and wassalamualaikum, Dijah.
- Dijah : Wa'alaikumsalam

- **S3**

- Nida : Bismillahirahmannirahim. Assalamu'alaikum, how are you today?
- Syifa : Fine.
- Nida : What's your name?
- Syifa : My name is syifa I'm from TBI.
- Nida : Oke, Syifa.
- Syifa : Oke

- Nida : Can we start to interview now?
- Syifa : Next start.
- Nida : Oke for the first question, does your teacher often use code switching in teaching learning process?
- Syifa : Ee sering sih cuma seringnya itu kalo misalnya dalam proses belajar itu kaya misalnya kita ada istilah ee kolo misalnya ga ada dalam yang berkaitan dalam matkul dalam bahasa Inggris itu juga kita ee sering apa si sering diselingi dengan pelajaran bahasa Inggris misalnya ada istilah gitu dia neranginya pake bahasa Inggris kaya misalnya di matkul islam dan itu karna gurunya bahasa gurunya backgroundnya dia ee dosen bahasa Inggris jadi dia kadang sering menyelingi code switching gitu e berubah dari bahasa Indonesia ke bahasa Inggris terus kalo dalam matkul lainya juga kalo yang berbau matkul kita ya pokoknya bahasa Inggris juga sering banget sih, supaya kitanya lebih paham soalnya kan ga semuanya kalo kita pendidikan bahasan Inggris itu paham gitu tuh bahasa Inggris jadi masih sering ada code switching gitu. Kalo misalnya kita udah ngerti ngga gitu ya... ee dosen bilang ngga tapi kita diem aja itukan pasti e cenderung gitu code switching ke bahasa Indonesia.
- Nida : Ok next question yah, the second does code switching make you easier to understand the subject matter?
- Syifa : Kalo menurut pribadi iya soalnya ee itukan membantu banget kalo misalkan komplikasi apalagi kita kan ee dalam kelaskan banyak mahasiswanya juga jadi kalo misalkan dosen ngomong pure bahasa Inggris gitu kita ada yang nangkep ada yang ngga dia ngomong apa. Pronunciation ada yang jelas ada yang ngga jadi ee code switching itu memudahkan banget untuk mengerti pelajaran.
- Nida : Oke next, according to you, it is necessary to do code switching in learning English?

- Syifa : Ee menurutku masih perlu ya masih perlu soalnya ngga bisa kita bener-bener pure ngerti bahasa Inggris gitu aja gitu tuh, jadi bahasa Indonesia tuh gimana masih perlu code switching disini juga yakni untuk mempermudah ya walaupun jurusan bahasa Inggris si harusnya ya jangan gitu tuh cuman eem menurut aku disini ini masih perlu banget.
- Nida : Oke next. In your opinion, learning English is more comfortable using Indonesian or English language? Why?
- Syifa : Kalo menurutku lebih enakan pake code switching gitu ya jadi pertama bahasa Inggris ee kita juga nangkepkan pasti apa sih poin yang diomongin dosen itu, baru code switching dari ke Indonesia ataupun ada kata kata yang kita ngga ngerti ngomong bahasa Inggris gitu tu pasti kita lebih paham.
- Nida : The last, What are your hopes for your teacher in teaching learning process, especially in terms of language?
- Syifa : Eee harapannya hehe... harapan kedepan apa ya biar harapan kedepan ya ee lebih jelas lagi belajarnya ya kaya bahasa Inggrisnya tu yang benar biar kita juga mahaminya gampang gitukan ya atau dari pernunciation atau dari dia cara ngomongnya itu pelan pelan atau lebih tegasnya lagi biar oh berarti maksudnya kan in... ni ini gitu tu biar kita konteks kalimatnya tu dapat biar kitanya tu ngerti mungkin dia itu tuh jadi kaya ada beberapa sub apa sih ngomong apa sih konteks kalimatnya tuh ga dapet walaupun cuma ngerti oh ini yg lagi dibahas gitu tu cuma ngerti beberapa poinya aja tapi ga papa.
- Nida : Jadi gitu ya... enough. I think enough, thanks for you answer and thanks for you time... Wassalamu'alaikum.
- Syifa : Wa'alaikumsalam.

- S4

- Nida : Assalamu'alaikum... How is day?
- Syeha : Alhamdulillah, I'm fine.
- Nida : Oke, what's your name?
- Syeha : Syeha Bila Azahra.
- Nida : Bila?
- Syeha : You can call me syeha.
- Nida : Syeha... oke syeha, can we start to interview
- Syeha : Yes
- Nida : For the first question, does your teacher often use code switching in teaching learning process?
- Syeha : Yes ,ya jadi ee ketika dosen memulai matkul tersebut seringkali dosen tersebut menggunakan code switching dalam mengajar, mengapa karena setiap dosen itu mengetahui biasanya ee penguasaan bahasa Inggris setiap mahasiswa itu beda-beda apalagi ee beliau-beliau itu tau anak-anak mana yang belum terlalu expert dalam bahasa Inggris gitu, terus ee dalam situasi apa? Situasi dimana kalau jika beliau itu membahas suatu topik yang kadang kala ee salah satu mahasiswa itu ngga ngerti nah kemudian di alihkanlah kebahasa Indonesia gitu.
- Nida : Ok, thanks. The second question, does code switching make you easier to understand the subject matter?
- Syeha : Ya ee kadang-kadang code switching itu memudahkan saya dan teman-teman saya, wajar tapi ee basic kitakan adalah bahasa Inggris tapi apa salahnya kita memulai untuk suatu pelajaran kita tuh dengan suatu bahasa Inggris gitu tuh jangan selalu di ee dimulai dikhkusukan bahasa Indo terus gitu ya. Memang bahasa Indonesia bahasa kita, bahasa kita dari kecil. Nah, namun sekarang kita dijenjang seperti apa jenjang SD, SMP atau SMA yang memakai

bahasa Indonesia atau bahasa sehari-hari gitu dan kitapun harus memahami apa yang dikatakan guru kita dengan cara apa dengan cara practice dari reading, dan lain-lain gitu, selalu.

Nida : Next, According to you, it is necessary to do code switching in learning English?

Syeha : Eem yes, ya perlu code switching saat belajar bahasa Inggris yes kenapa itu yg saya jelaskan bahwa buat para mahasiswa-mahasiswa bahasa Inggris itu tidak semua paham bahasa Inggris dengan benar atau baik. Jadi dimulai dengan bahasa Inggris atau dibalik bahasa Inggris itu ada bahasa Indonesia jadi ternyata bahasa Inggrisnya ini seperti ini oke saya harus melatih bahasa Inggris lebih baik.

Nida : Ooh dari bahasa Inggris ke Indonesia, next pertanyaan yah, In your opinion, learning English is more comfortable using Indonesian or English language? Why?

Syeha : Oke ee pendapat saya bahwasannya antara menggunakan belajar menggunakan bahasa Inggris atau bahasa Indonesia itu...ya keduanya namun pasti berbeda-beda pendapat. Kalo menurut saya sendiri lebih nyaman bahasa Inggris tapi kadang kala ada dosen yang memiliki b.inggris yang beda-beda apalagi bahasanya sangat tinggi expert sekali misalnya ee ada juga dosen yang ngga menjelaskan pelajaran bahasa sehari-hari kita yang kita ketahui tu jadi menurut saya enaknya bahasa Inggris tapi bahasa Indonesia juga seperti itu jadi seimbang belenced.

Nida : Intinya code switching?

Syeha : yes

Nida : The last, What are your hopes for your teacher in teaching learning process, especially in terms of language?

Syeha : Ok, jadi harapan saya untuk para dosen agar ee memulai atau menggunakan bahasa yang ee tidak menggunakan majas atau

kiasaan sepengetahuan kita ada gitu dosen yang ketika memulai pelajaran ada yang menggunakan majas atau kiasan tersebut. Bahasa Indonesia tapi kadang menggunakan bahasa Inggris juga.Jadi kita tuh menggunakan logika tapi kadang kita tu ngga ngerti yang dia katakan seperti itu. Kita mulai dengan nyata-nyata aja gitu dengan ee apa namanya yang real jangan mengoleb ngolebkan bahasa dulu. Entar ma logika ma tengah-tengahnya eperti itu jadi ee mengrefresh sebelum kita memulai pelajaran. Mengfreskan otak kita tersebut dengan apa seperti tebak-tebakan atau apa tapi klo misalkan seperti majas atau kiasan apa gimana ke yang menyudutkan ke kita sendiri.itu menurut saya jadi intinya ee permulaan dalam belajar itu menggunakan bahasa yang mudah dipahami jangan bahasa yang terlalu tinggi apa lagi menggunakan majas seperti itu.

- Nida : Khussnya harapan code switching apa? Apa full Indonesia apa full Inggris atau menggunakan bahasa Inggris yang panjang atau apa?
- Syeha : Kalo misalkan menggunakan bahasa Inggris jangan menggunakan bahasa Inggris itu yang kalangan dosen. Kan kalo kalangan dosen lebih tinggi lebih expert kalo buat mahasiswa yang sekiranya masuk paham tersebut. Maap yah karena kadang kala ee ka saya tu sering denger dosen-dosen yang bahasa Inggris tuh ngomong apa kurang paham maksudnya kitapun belajar bahasa Inggris itu masih bawah banget, tengah-tengah aja belum seperti itu jadi dalam penguasaan bahasa akan ada tahap selanjutnya seperti itu.
- Nida : Enough?
- Syeha : Enough.
- Nida : Oke thanks for your time and your answer, Wassalamu'alaikum.
- Syeha : Wa'alaikumsalam.

- S5

- Nida : Assalamu'alaikum...
- Bila : Wa'alaikumsalam.
- Nida : What's your name?
- Bila : My name is Bila.
- Nida : How is today?
- Bila : I'm fine.
- Nida : Can we start to interview
- Bila : Yes.
- Nida : Ok, for the first question, Does your teacher often use code switching in teaching learning process?
- Bila : Iya ee kebanyakan dosen sering menggunakan code switching ketika mengajar biar apa, biar kita tuh lebih gampang mahami apa yang beliau jelaskan. Dalam situasi biasanya tuh beliau tuh ngejelasin tentang hal baru yang baru kita ketahui nah beliau langsung gini gini gini.
- Nida : Ok, does code switching make you easier to understand the subject matter?
- Bila : Iya pasti soalnya kan yang pertama dibutuhin itu kan pemahaman jadi ee menurut saya code switching itu memudahkan banget dalam membuat e pemahaman kita dan pembelajaran kita.
- Nida : Ok the third, according to you, it is necessary to do code switching in learning English?
- Bila : Perlu banget soalnya ya tadi seperti kembali yang tadi jadinya ee apayah biar kitanya bisa paham dan apa namnanya ngemahamin lagi lebih ngerti banget gitu.
- Nida : Next question, in your opinion, learning English is more comfortable using Indonesian or English language? Why?

- Bila : Ya... menurut saya koleksi belajar bahasa Inggris itu lebih menggunakan bahasa Indonesia ke bahasa Inggris, sebaliknya. Kenapa? Soalnya kan kita belajar bahasa Inggris tapi kan kita orang Indonesia jadi pemahaman kita mungkin masih terlalu ini untuk bahasa Inggris jadi ee di mix aja la ya.
- Nida : Code switching yah. Ok in the last question, what are your hopes for your teacher in teaching learning process, especially in terms of language?
- Bila : Harapanya buat semua dosen dalam proses belajar khususnya yang skill bahasa Inggris gitu ya ee untuk menjadi supaya lebih ngasih code switching lagi ee iya lbh banyak code switching biar kita tuh lebih gampang gitu bisa belajarnya gitu ya, semoga ya... gitulah klo belajar juga ga harus ekting live full gitu.
- Nida : Dua-duanya yaa, enaugh?
- Bila : Yes.
- Nida : Thank you for your time and your answer. Wassalamu'alaikum,
- Bila.
- Bila : Wa'alaikumsalam.

- **S6**

- Nida : Assalamualaikum...
- Nur : Wa'alaikumsalam.
- Nida : How are you today?
- Nur : I'm fine.
- Nida : What is your name?
- Nur : My name is nur.
- Nida : Ok, can we start to interview?
- Nur : Ok, of course.

- Nida : Ok... first question, does your teacher often use code switching in teaching learning process?
- Nur : Eem sering sering itu si sering gunain cuma kalau kitanya udah ngga ngerti lagi bahasa tu bahasa Inggris yang vokebnya sulit.
- Nida : Second, Does code switching make you easier to understand the subject matter?
- Nur : Of course karna kalau ngga pake code switching kita akan terbatas memahami pelajaran tersebut gitu.
- Nida : Ok. According to you, it is necessary to do code switching in learning English?
- Nur : Kadang diperlukan kadang juga ngga...
- Nida : Diperlukan nya seperti apa?
- Nur : Diperlukannya kadang tadi itu kalo ada kata-kata vokeb cuma kalo ngga diperlukan juga kadang kita harus melatih diri supaya cari tau sendiri cari pemahaman sendiri kaya gitu.
- Nida : Next, in your opinion, learning English is more comfortable using Indonesian or English language? Why?
- Nur : English.
- Nida : Why?
- Nur : Karena kalo kita masih campuran kita nantinya takut kita malah terbawa malah nanti kita akan sering terbawa menggunakan bahasa Indonesia jadi lebih bahasa Inggris nanti jadi berkurang lama-lama karena udah karena udah Indonesia nya lebih itu kan.
- Nida : Kalo full English?
- Nur : Seharusnya iya, seharusnya full English biar lebih kuat mantap.
- Nida : The last, what are your hopes for your teacher in teaching learning process, especially in terms of language?
- Nur : Harapannya semoga dosennya kalo ngajar apalagi kalo pake bahasa Inggris gitu pronunnya lebih jelas biar mahasiswa ngga nanya-naya

haha... hihi... gitu terus lebih jelas apa ya ngga bertele-tele, kadang dosen itu lebih ngga to the poin gitu kadang gitu.

Nida : Ga to the point gimana?

Nur : Nggal langsung kemateri malah nyebar ke yang lain kalo ngomong apalagi penggunaan bahasa Inggris jadi kita bingung.

Nida : Berarti kalo lebih baiknya pake bahasa Inggrisnya tidak terlalu panjang nanti langsung dialihkan ke bahasa Indonesia?

Nur : Iyah, gitu.

Nida : Thank you for your answer and for you time, Wassalamu'alaikum.

Nur : Wa'alaikumsalam.

Appendix 4C. Result Interview from The Students

No	Question and Answer
1	<p>Q: Does your teacher often use code switching in teaching learning process?</p> <p>S1: Yes, in the condition when she/he explaining the material and the students not understand what the meaning so the teacher switched to Indonesian.</p> <p>S2: Yes, sometimes the teachers like used code switching maybe to make the students understand. This practice happened because the teacher afraid if the students cannot understand what their explained.</p> <p>S3: Often, the teachers often used code switching for example in teaching learning process to make the students more understand because not all of students understand with the language. So, the teacher often used code switching to checked understanding of the students. If the student just silent, the teacher will switched into Indonesian language.</p> <p>S4: Yes, when the teacher started to study the teachers often used code switching in teaching process because the teachers know that every student have different skill in English language. The teachers know which the students who not expert in English language. The situation of the teacher used code switching when explained the topic which are students not understand.</p> <p>S5: Yes, most of the teachers used code switching when they taught to make to students easy in understanding the material. In the situation when the teachers explained the new knowledge.</p> <p>S6: Yes, the teachers often used code switching when we are not understand with the vocabulary of English language.</p>
2	<p>Q: Does code switching make you easier to understand the subject matter?</p> <p>S1: Yes, it is makes me easier to understand but if there are too many Indonesian languages it's not enough to pushes me. So we feel like this is English or Indonesian major.</p> <p>S2: Yes, code switching makes easier to understand the material. If the teachers speak in full English, there are many vocabularies that we didn't know before.</p> <p>S3: According to me, it is really helped on the teacher used code switching moreover in the class there are many students, so if the teacher pure used English language the students can catch or not to the teacher explained about. Not all of teachers have clearly pronunciation, so code switching is really help to understand the material.</p>

	<p>S4: Sometime code switching makes it easier for me and my friends. It's normal because we are students of English education, but what's wrong if we start our lesson with an English language, so don't always start with an Indonesian language. We have to look on the level of education because we are not elementary school, junior high school or senior high school. So we have to understand what our teachers say with a practical from reading and etc.</p> <p>S5: Yes off course, because we need to comprehension firstly. So, I think code switching make us easy to understand the material.</p> <p>S6: Off course, because if the teachers not using code switching we will limit to understanding the material.</p>
3	<p>Q :According to you, it is necessary to do code switching in learning English?</p> <p>S1: Code switching is important to the students on the second semester to make the students understand to the material because we are not expert people.</p> <p>S2: Yes, it is makes me easier to understand, because if the teacher speak in full English sometime any difficult word. It can make the students think about the meaning of difficult word. Sometime the teachers also speak quickly in English language that makes us not understand. So, code switching makes us understand to the teachers explained about.</p> <p>S3: In my opinion, it is still necessary to do code switching because we cannot understand well in English language. So, in this time Indonesian language still needed to make easier although we are students of English education department.</p> <p>S4: Yes, It is necessary to used code switching in learning English because not all of students understand well. Start to English language then Indonesian, so the students know the meaning of both languages. O k I have to practice better.</p> <p>S5: Very important because code switching can make us more understand the material.</p> <p>S6: Sometimes it is necessary and also not. It is necessary when there is the difficult vocabulary. But it is not necessary when the students have to practice to understand and find out the meaning itself.</p>
4	<p>Q :In your opinion, learning English is more comfortable using Indonesian or English language? Why?</p> <p>S1: English language although I'm not understand well in English language, but I aware and believe that if we continue to push on that language we can accustomed.</p>

	<p>S2: Actually, it's easier used code switching. Don't be full only in English or Indonesian languages bat all of them, because we study on English language department. So it should to use code switching to make the students understand.</p> <p>S3: To me, it's more comfortable in using code switching. In the first utterance is English language and after that switched to Indonesian when there is a difficult vocabulary, so we can get the point what the teacher speak.</p> <p>S4: In my opinion, between English or Indonesian language I choose both of them. Actually I comfortable in using English bat there are the teachers who have expert language in English or explaining the material with the difficult word and not used a daily word that we know. So, I comfortable on English and Indonesian language (balanced).</p> <p>S5: In my opinion learning English is better to use English and Indonesian language or conversely, because we are the students of English major but also we are Indonesian people who still not better in English language. So, just use code switching.</p> <p>S6: English, because if we still use code switching we will taken along to use Indonesian language. So, it is better to use English language to lessen our Indonesian language.</p>
5	<p>Q :What are your hopes for your teacher in teaching learning process, especially in terms of language?</p> <p>S1: I hope the teachers easier to understand in explaining the material on the students. So, I agree with this practiced.</p> <p>S2: The teacher should use code switching in teaching English to make the students understand what the teacher explained about. When the teacher explain the material don't make the utterances in English language too much after that switch in Indonesian language with the difference topic, don't please. It makes the students think what the teachers say and also the students not understand with the material. Therefore the teachers should explain the topic in the same languages, don't go to the others.</p> <p>S3: I hope in the future, we can learn clearly. Such as the teacher use a good English language to make the students understand. Good pronunciation and more slowly when the teachers speak in English language, so that the students got the context and understand what the teachers speak.</p> <p>S4: I hope the teacher start to not use a difficult concept like analogy that make us think with our logic but we still not understand what the meaning about. So use the language which make the students understand and don't use a high language. The teacher also if use an English language have to know the level of rival</p>

	<p>when they speak, don't speak like to the teachers because we are different level. So step by step.</p> <p>S5: My hope is all of the teachers use code switching in teaching learning process not have to acting in live full English.</p> <p>S5: I hope the teachers when the teachers use English language in teaching learning process to make the pronunciation clearly and to the point. Therefore, the students not asked the question again.</p>
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Appendix 5 A. Research Photos

