ENGLISH TEACHER’S CODE SWITCHING:
IN THE DRIVE FOR MAXIMAL USE OF ENGLISH
(A Descriptive Study of 10th Grade English Teacher
of SMAN 7 Semarang in the Academic Year of 2010/2011)

A FINAL PROJECT
Submitted in partial fulfillment of the requirement
For the degree of Bachelor of Education
In English Language Education

By:
ARIJZ WIRDA
Student Number: 063411002

TARBIYAH FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2011
RATIFICATION

Name : Arijz Wirda
NIM : 063411002
Title : English Teacher's Code Switching: in The Drive for Maximal Use of English (A Descriptive Study of 10th Grade English Teachers of SMAN 7 Semarang in the Academic Year of 2010/2011)

Had been ratified by the team of examiner of thesis of Education Faculty of Walisongo State Institute for Islamic Studies Semarang on:

Day : Friday
Date : 10 - 6 - 2011

THE TEAM OF EXAMINERS

Chairman,
Dra. Hj. Siti Mariam, M.Pd
NIP. 196507271992032002

Examiner I,
Dr. Muslih, M.A
NIP. 15027692 60000011000

Examiner II,
Moh. Nafid Annur, M.Pd
NIP. 19780719 2005011007

Advisor I,
Dra. Hj. Siti Mariam, M.Pd
NIP: 1965727199203 2 002

Advisor II,
Dr. Ahwan Fanani, M.Ag
NIP: 197809302003121001
Dear Sir,
Dean of Tarbiyah Faculty
State Institute of Islamic Studies
IAIN Walisongo Semarang

Assalamu'alaikum Wr. Wb.

After correcting it to whatever extent necessary, we state that this thesis belongs to a student as below:

Name: Arijz Wirda
Reg. Number: 063411002
Department: Tadris Bahasa Inggris
Title: English Teacher’s Code-Switching: in the Drive for Maximal Use of English (A Descriptive Study of 10th Grade English Teacher of SMAN 7 Semarang in the Academic Year of 2010/2011)

is ready to be submitted in joining last examination.

Wassalamu’alaikum Wr. Wb.

Semarang, May 31, 2011

Advisor I
Dra. Hj. Siti Mariam, M.Pd
NIP: 1965727199203 2 002

Advisor II
Dr. Ahwan Fanani, M.Ag
NIP: 197809302003121001
ABSTRACT


English is a tool used for global communication in this era and students go to the school learning English as first-foreign language. English teacher uses English in explaining the material and sometimes switches their explanation into Indonesian. The reason why the researcher wants to conduct a research about English teacher’s code-switching is to find the frequency, functions, and possible factors of teacher’s code-switching in the classroom. Thus it is important to investigate the use of code-switching by teacher to get detail information above.

This study uses qualitative approach because the data are spoken. It was conducted at 10th grade of SMAN 7 Semarang in the academic year of 2010/2011. The researcher analyzes the use of teacher’s code-switching. The data collection are; observation and interview.

The result of the study shows that the details of code-switching used by the teacher. In English teaching learning process within 2x45 minutes, there are 111 utterances in the classroom which contains 72 (64.86%) which are pronounced by the English teacher. There are 6 functions of classroom code-switching from 72 utterances which are pronounced by the teacher: Insufficient vocabulary resources appeared one time (1.40%), affective function appeared one time (1.40%), emphasis appeared 37 times (51.40%), elaboration appeared eight times (11.10%), addressee specification appeared four times (5.50%) and clarification appeared 21 times (29.20%). From all functions, emphasis function is the dominant function that appeared 37 times (51.40%). The possible factors are: It’s natural phenomenon to code-switch English into Indonesian as the first language to overcome misconception or misunderstanding between the teacher and students, underscoring the material to improve students understanding in receiving the materials. The last, teacher sometimes code-switches the explanation without any problem which is occurred by teacher’s habit.
A STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for content of this thesis. Other writer's opinion or findings included in this thesis are quoted or cited in accordance with ethical standards.

Semarang, May 20\textsuperscript{th} 2011

The writer

\textit{Arijz Wirda}
NIM. 063411002
MOTTO

“Verily, with every difficulty there is relief.”

(Al-Insyirah : 5-6)

Kamus Hidup

Terpuruk tiada dalam kamusku
Selalu mencoba punya harapan
Hari berlalu, datang rintangan baru
Berikan senyuman semua tantangan

Terpuruk tiada dalam kamusku
Selalu mencoba punya harapan
Boleh saja kita kalah sesaat
Ambil hikmah untuk menang seterusnya

Bernyanyi
Mencoba sembuhkan semua luka
Berlari
Mencoba merengkuh semua angan

Inilah sekilas tentang kamus hidupku
Jalan berliku takkan ciutkan nyaliiku

---


2 Eross Chandra Sheila On 7, Kamus Hidup in Berlayar Album (Yogyakarta: Sony BMG, 2011)
DEDICATION

I dedicate this thesis to:


2. My beloved brothers, Iys Sabilla Rusda, Osama Hilmi and sister, Eliya Khoirun Nisa who motivate the writer to finish for accomplishing this thesis immediately.
ACKNOWLEDGMENT

First, the writer wishes to express high gratitude to Allah the Almighty for the blessing and inspiration leading in completion this study and finishing this thesis.

In this opportunity, the writer extends the gratitude to:
1. Dr. Suja’i, M.Ag., The dean of Tarbiyah Faculty of IAIN Walisongo Semarang.
2. Siti Tarwiyah, M.Hum as the head of English department.
3. Dra. Hj. Siti Mariam, M.Pd as the first advisor and Dr. Ahwan Fanani, M.Ag., as the second advisor for their patience in correcting this thesis and providing continuous and careful guidance, encouragement, indispensable suggestion, and advice for its finalization.
4. The headmaster, teachers, and all staffs in SMAN 7 Semarang for everything the best and especially for Dra. Fransisca Budiati, for all the best giving.
7. All my teachers and lecturers in Al-Kholil, Al-Maktab, Yayasan Salafiyah Simbangkulan (RA, MI, MTs and MA Salafiyah), Victory, Primagama Urip Sumoharjo, and IAIN Walisongo Semarang.
8. Iys Sabilla Rusda, Osama Hilmi and Eliya Khoirun Nisa, my beloved brothers and sister.
11. The big family of IKMAL El-Simbany (Ahkid, Amik, Chasan, Farid, Syukron, Ana, Elya, Mila, Qori, etc.)
12. The big family of IMPADIS (Batik and Megono Ambassadors).
13. The big family of DAYofLIFE boarding house; Bpk. Mukromin family, Mas Rahman, Mas Ferdi, Mas Ulil Quadrate, Mas Fani, Arif, Ariel, Fikri Bolang, Colonel Sherief, Anam Quadrate, Uki, Aji.

14. The big family of Timbulsloko Connection, Sayung, Demak.

15. Everyone who colorizes every single day of my life.

Semarang, May 20th 2011

The writer

Arijz Wirda
NIM. 063411002
# TABLE OF CONTENT

RATIFICATION........................................................................................................................ ii
ADVISOR APPROVAL........................................................................................................... iii
ABSTRACT............................................................................................................................ iv
THESIS STATEMENT.......................................................................................................... v
MOTTO ................................................................................................................................ v
DEDICATION................................................................................................................... vii
ACKNOWLEDGEMENT................................................................................................. viii
TABLE OF CONTENT................................................................................................. x

## CHAPTER I: INTRODUCTION

A. Background of The Study ........................................................................................ 1
B. Reasons for Choosing The Topic........................................................................... 4
C. Research Question.................................................................................................. 4
D. The Objective of The Study ................................................................................ 5
E. Pedagogical Significances.................................................................................... 5
F. Key Word Definition............................................................................................ 5

## CHAPTER II: REVIEW OF RELATED LITERATURE

ENGLISH TEACHER’S CODE-SWITCHING: IN THE DRIVE FOR MAXIMAL USE OF ENGLISH

A. Language and Society ............................................................................................ 7
B. Monolingualism, Bilingualism and Multilingualism ............................................ 8
C. Code ..................................................................................................................... 10
D. Code-Switching .................................................................................................... 11
   1. Types of Code-Switching .................................................................................. 13
   2. Reason for Code-Switching ........................................................................... 16
   3. Functions of Code-Switching ......................................................................... 17
E. Classroom Code-Switching .................................................................................. 23
F. Function of Classroom Code-Switching............................................................... 26
CHAPTER III: RESEARCH METHOD

A. Research Approach ................................................................. 35
B. Source of Data ........................................................................... 35
C. Scope Of The Study .................................................................... 36
D. Time and Setting ........................................................................ 36
E. Technique of Data Collection .................................................... 36
F. Technique of Data Analysis ......................................................... 37

CHAPTER IV: FINDING AND DISCUSSION

A. Finding ........................................................................................ 41
   1. SMAN 7 Semarang ..................................................................... 41
   2. The English Teachers in SMAN 7 Semarang .............................. 41
B. Discussion .................................................................................... 42
   a. Insufficient Vocabulary Resources ......................................... 42
   b. Affective Function .................................................................. 43
   c. Emphasis .................................................................................. 43
   d. Elaboration .............................................................................. 44
   e. Addressee Specification ......................................................... 45
   f. Clarification .............................................................................. 45
   g. Statistical Analysis of the Data ................................................ 46

CHAPTER V: CONCLUSION AND RECOMMENDATION

A. Conclusion .................................................................................. 50
B. Recommendation ......................................................................... 51

References
Appendices
Curriculum Vitae
CHAPTER I
INTRODUCTION

A. Background of The Study

Education is the important thing in our life. It takes important role in the development of a nation. A nation will be considered as a respectable one because of its education.

Education in the basis of local and global quality is education that knows how to exploit local quality and the needs of global competitive ability in economic, culture, language, information and communication technology, ecology, etc. that are useful for developing students’ competence.

English as an international language is used to communicate, to strengthen and to fasten relationships among all countries in all fields, for example: in education, tourism, business, science, and technology, etc.¹

English plays an important role for specific function. Because of the importance of English, we have to give special attention to the English teaching learning in our country.

The reason why English becomes so important from the elementary up to the higher is from the fact that English is now becoming the language of almost all kinds of science. Almost all kinds of sciences use English as the mediating language. Therefore, for non English speaking people, it is likely obligatory to master English if they want to master many kinds of sciences. This is the spirit of seeking a science. In Islam, the instruction to seek any science is very encouraged. As Allah SWT has said in the Holy Qur’an:

“Oh you who believe! When you are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. And when you are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. And Allah is well-acquainted with all you do”. (QS. Al-Mujadilah: 11)

In Indonesia, English has been chosen as the first-foreign language in school curriculum. It is because of a simple reason that English plays an important role in the international world. Our government hopes that it can be a means function to acquire science and technology. Therefore, Indonesian people will become intellectual and skillful person who are ready to face both national and international development.³

In multilingual country like Indonesia, the reality to switch one language and another is accepted as quite normal. Code-switching or code-mixing is a common phenomenon among bilingual or multilingual society.⁴ English as an international language is usually switched with Indonesian. People sometimes switch without any plans, without hesitation, and often without extensive thought.

Indonesia is a multilingual country. Many languages are spoken within the country, and many people in the country use more than one language.⁵ Almost all Indonesian people like switching from Indonesian to

---

English or the contrary from English to Indonesian. Bilingualism and multilingualism are common in Indonesia.

The switching code is a popular phenomenon in our life. Many people, especially students, teachers, executives change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. Code is a language or variety of a language. It can be said that people use language as a code to explain their ideas in order to be more understandable.

Code-switching is different from code-mixing. It refers to the use of two languages in the same sentence or discourse. It means that the substitution of words, phrases, or sentences from one language with another words, phrases, or sentences in a single speech event. For example, a person who said, “I want to eat.” and “Saya ingin makan.” in a single utterance. Speakers of more than one language are known from their ability to code switch their languages during communication. This occurs when bilinguals substitute a word or phrase from one language with a word or phrase from another language.

In classroom learning activities, one thing that can drive teachers wild is when their students are apparently unwilling to use English in the classroom, especially during communicative activities. This is often seen as an example of student/teacher failure. After all, if the students are not using English everyone is wasting time. However, there are many understandable reasons why students revert to their own language in certain activities.

In this study, the writer assumes that teacher sometimes code-switches when they taught the students. Therefore, here, the writer wants to know the languages that teacher code-switch. He basically wants to find the frequency, functions, and possible factors of teacher’s code-switching in the classroom. Thus it is important to investigate the usage of code-switching by

---

6 Ronald Wardhaugh, op.cit, p. 86.
teacher to get details information above and the teacher can get the
information about the teaching learning process.

B. Reason for Choosing the Topic

Code-switching is a common phenomenon among multilingual. As
far as the writer knows, people have already used code-switching in their life
normally but it is still limited study identifying about it and its functions.

The writer assumes that there are little previous researches about
code-switching which are conducted particularly especially for English
teacher’s code-switching in classroom. The writer wants to reveal the
frequency, functions, and possible factors of teacher’s code-switching which is
sometimes used by the teachers of education as one of ways of their
explaining techniques in the classroom. It is hoped that the topic can be used
as a reference to be a consideration of problem solving in the study of
sociolinguistics, especially in the study of conversational code-switching.

C. Research Questions

In order to limit this study, the writer would like to state some
purposes of this study are to answer the questions as follow:
1. How many code-switching are made by 10th grade teacher of SMAN 7
   Semarang in the classroom in the academic year of 2010/2011?
2. What types of teachers’ code-switching that made by 10th grade teacher of
   SMAN 7 Semarang in the classroom in the academic year of 2010/2011?
3. What are the possible factors of teacher’s code-switch by 10th grade
   teacher of SMAN 7 Semarang in the classroom in the academic year of
   2010/2011?
D. Objectives

The objectives of the study are as follow:

1. To explain and describe the numbers of code-switching that made by teacher in the classroom.
2. To explain the types of code-switching that made by teacher in the classroom.
3. To reveal the possible factors of teacher’s code-switch in the classroom.

E. Pedagogical Significances

By doing this study, the writer analyzes the facts of teacher’s code-switching in the classroom. It is expected that:

1. The result of this research hopefully would be valuable and useful for the researcher himself and other researchers in the next study especially for the study of Sociolinguistics.
2. The study will give descriptions of teacher’s code-switching in the classroom and the possible reasons.
3. Through this study, the study is supposed to be useful as a reference in teaching English.

F. Key Word Definition

a. Code

Code is a set of numbers, letters, or symbols that shows what something is or gives information about it,\(^9\) in another word is “a term which refers to a variety.”\(^10\) Thus a code may be an idiolect, a dialect, a sociolect, a register or a language.

People use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange. A speaker has a linguistic repertoire which consists of various codes. Thus he

---


usually has a set of codes, each code having certain functions or maybe some of them have similar functions.

b. Code-Switching

Code-switching involves the alternate use of two languages or linguistic varieties within the same utterances or during the same conversation. In the case of bilinguals speaking to each other, switching can consist of changing languages: in that of monolinguals or shift of style.\textsuperscript{11} Pietro stated that code-switching is the use of more than one language by communicants in the execution of a speech act.\textsuperscript{12}

c. Descriptive Study

Descriptive study is a kind of research problem. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time\textsuperscript{13}. In another word, descriptive study is a research that the purpose is to know a certain condition about something, what and how, how much, how far, and etc.

\textsuperscript{13} James P. Key, Research Design in Occupational Education, (Oklahoma State University, 1997). Accessed from World Wide Web: http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage110.htm, on 15\textsuperscript{th} Maret 2010
CHAPTER II
REVIEW OF RELATED LITERATURE

English Teacher’s Code Switching: In the Drive for Maximal Use of English

A. Language and Society

Language is like uniform, a badge or a flag which signals one’s group membership. For example, in seeking clues about his companion the Englishman is making use of the way in which people from different social and geographical backgrounds use different kinds of language.¹

Language reflects society’s attitudes and values. “Language may also determines what people notice, what categories they establish, what choices they believe are available, and consequently the way they behave. In other words, language may strongly influence perception and behaviour.”²

People generally do not hold opinions about languages in a vacuum. They develop attitudes towards languages which reflect their views about those who speak the languages, and the contexts and functions with which they are associated. When people listen to accent or languages they have never heard before, their assessments are totally random. There is no pattern to them. In other words there is no universal concencues about which languages sounds most beautiful and which most ugly, despite people’s beliefs that some languages are just inherently more beautiful than others.³

The study of language has important implications for education especially as regards reading instruction, and the teaching of second language learners, language-minority students, and speakers of nonstandard dialects. Several second-language teaching methods have been proposed for adult second language learners. Some of them focus more on the grammatical aspects of the target language, and others focus more on getting students to

³ Ibid, p. 343.
communicate in the target language, with less regard for grammatical accuracy.

B. Monolinguism, Bilingualism and Multilingualism

Contact between people living as different communities have been progressing more rapidly since the industrialization. And today, modern advanced technology (Computers, Smartphones and the Internet) is intensifying in the contacts. This situation has kept the importance of having a competence in understanding and using more than one language.

There used to be communities whose members used one language as a means of communication. We can call the individuals of such community monolinguals.\(^4\)

Originally, the term bilingualism remaining in most dictionaries, glossaries and handbooks of linguistics well into 1600’s is restricted to the equal mastery of two languages. It is hard to find an individual who can use two languages in spoken and written forms properly. In real social life not all of the bilinguals have the equal competence in the different languages. Some of them may be receptive in one skill and productive in another, being able to speak another language and unable to write it. Meanwhile, others are able to write in languages. The skill in the other language may even be limited to reading ability or simple to oral understanding. So, bilingualism means the ability to produce complete meaningful utterances in other languages.\(^5\)

People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language. It is also possible to learn a second language sometime after early childhood, but the older someone get, the harder it is to learn to speak a new language as well as a native speaker. There is a 'critical period' (lasting roughly from birth until puberty) during which a child can


easily acquire any language that he or she is regularly exposed to. Under this view, the structure of the brain changes at puberty, and after that it becomes harder to learn a new language. This means that it is much easier to learn a second language during childhood than as an adult.

The reasons that bring languages into contact and hence foster bilingualism are many: migrations of various kinds (economic, educational, political, and religious), nationalism and federalism, education and culture, trade and commerce, intermarriage, etc. These factors create various linguistic needs in people who are in contact with two or more languages and who develop competencies in their languages to the extent required by these needs. In contact situations it is rare that all facets of life require the same language (people would not be bilingual if that were so) or that they always demand two languages (language A and B at work, at home, with friends, etc.). In fact, bilinguals acquire and use their languages for different purposes, in different domains of life, with different people. It is precisely because the needs and uses of the languages are usually quite different that bilinguals rarely develop equal fluency in their languages. The level of fluency attained in a language (more precisely, in a language skill) will depend on the need for that language and will be domain specific. It is thus perfectly normal to find bilinguals who can only read and write one of their languages, who have reduced speaking fluency in a language they only use with a limited number of people, or who can only speak about a particular subject in one of their languages.

This explains in part why bilinguals are usually poor interpreters and translators. Not only are specific skills required, but interpretation and translation entail that one has identical lexical knowledge in the two languages, something that most bilinguals do not have. Certain domains and topics are covered by the lexicon of one language, others by the lexicon of the other language, and some few by the two. Interpreting and translating when one lacks the appropriate vocabulary and the necessary skills is thus something that bilinguals find difficult.
In addition to the concept of bilingual, the term multilinguals is also sometimes used to refer to the people who can use more than two languages. However, it has been now common to use the term bilinguals to include people who are actually more properly identified as multilinguals.\(^6\)

### C. Code

People use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange. Code is a language or variety of a language.\(^7\) The term of code refers to each kind of system used to communicate by two or more speakers. Therefore, code as a neutral term used to indicate or refer to the language or style used by the speaker.\(^8\)

Kridalaksana said that “code” is:\(^9\)

1. A symbol as a system expression that is used to describe a certain meaning. Human being’s language is a kind of code.
2. A language system in a community.
3. A certain variation in a language.

In communications, a code is a rule for converting a piece of information (for example, a letter, word, phrase, or gesture) into another form, object, action, or representation (one sign into another sign), not necessarily of the same type or sort. Codes operate at the level of meaning; that is, words or phrases are converted into something else.

Based on the definitions above, code is a symbol as a system of expression used to communicate by two or more speakers.

Speakers use communicative codes in their attempts (linguistic or paralinguistic) to communicate with other language users. Listeners use their

---

own codes to make sense of the communicative contributions of those they interact with. Listeners may need to shift their expectations to come to a useful understanding of speakers’ intentions. Similarly, speakers may switch the form of their contributions in order to signal a change in situation, shifting relevance of social roles, or alternate ways of understanding a conversational contribution.

D. Code-Switching

Code-switching involves the alternate use of two languages or linguistic varieties within the same utterances or during the same conversation. In the case of bilinguals speaking to each other, switching can consist of changing languages: in that of monolinguals or shift of style.10

The distinction between mixing and switching is by referring to code-switches as language changes occurring across phrase or sentence boundaries, whereas code-mixes take place within sentences and usually involve single lexical items.11

Code-switching or code-choice refers to the use of two languages in the same sentence or discourse.12

Code-switching is an inevitable consequence of bilingualism.13 Anyone who speaks more than one language chooses between them according to circumstances. The first consideration is which language will be comprehensible to the person addressed; speakers choose a language which the other person can understand.

The speaker balances the two languages against each other—a few words of one language, then a few words of the other, then back to the first for a few more words and so on.

11 Ibid, p. 110
Code-switching as changes over phrases or sentences, including tags and exclamations at either end of the sentences, code-mixing as switches occurring at the lexical level within a sentence. Code-switching is the alternately use of two languages or linguistic varieties within the same utterances or during the same conversation.

Bilingualism refers to the use of two languages, which can involve four skills, namely speaking, understanding, writing, and reading. Bilingualism is defined here as the ability to use two languages in varying degrees of proficiency and in different contexts, such as reading, writing, listening, and speaking. For bilingual students, the process of code-switching requires a nonrandom, sophisticated cognitive and linguistic manipulation of the two languages.

There is nothing in the exchange as a whole to indicate that speakers do not understand each other. They used code-switching as a cover term under which different form of bilingual behavior that are subsumed. The term intrasentential is used for switches between sentences as the relevant unit for analysis.

Code-switching can occur not only between languages but also dialects of the same language. So, code-switching is a way of asserting identity for both types of bilingual to some extent.

Based on the explanation above, code-switching is used to fill gap. It is a conscious desire to mix the two languages to create new forms; the language created in most code-switching has internal linguistic consistency and validity for the learner’s deep structure. The surface structure also has bilingual consistency and validity to those communicating with it.

---

14 C. Hoffmann, op. cit., p. 104.
15 C. Hoffmann, op. cit., p. 110.
A special issue on code-switching in the journal of multilingual and multicultural development, there are the wide use of code-switching in different contexts and with different language-in-contact, the major purpose of code-switching as being both a social/discourse phenomenon as well as structural linguistic one, a comparison to the related notion of borrowing, a description of code-switching patterns not as aberration but as systemic and logical, the negative view many users and non users of code-switching still hold it.

1. Types of Code-Switching

Code-switching can be classified in accordance with two different classifications named here grammatical and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

The grammatical classification results in three types of code-switching, namely tag-code-switching, inter-sentential code-switching and intra-sentential code-switching.\(^{18}\)

1) Tag Code-Switching

A tag code-switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances. Here is the example:

An Indonesian bilingual switches from English to Indonesian.

\[\text{e.g. It's okay, no problem, ya nggak?}\]

2) Inter-sentential Code-Switching

An inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. Here is the example.

An Indonesian bilingual switches from Indonesian to English.  
e.g. *Ini lagu lama, tahun 60an. It’s oldies but goodies, they say. Tapi, masih enak kok didengerin.*

3) Intra-sentential Code-Switching  
An intra-sentential code-switching is found when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language. Here is the example.  
An English bilingual switches from English to Indonesian.  
e.g. *The hotel, yang megah itu, is really huge and unbelievably majestic.*

Unlike the grammatical classification, which is based on the position of the different codes found in the utterances, the contextual classification is based on the reasons why people switch. The classification divides into two types of code-switching, namely the situational and metaphorical code-switching.

1) Situational Code-Switching  
A situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. The changing situations involved could be the Setting, the Participants, or the Norms of Interaction. The following short dialogue describes an example of a situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker friend (participant).

*e.g.*  
*Agus*: *Menurutku, semuanya karena mereka tidak tahu persis artinya De...*  
*Mark*: *Hi, Agus.*
Agus : Eh, how’re you Mark? Mark, this is Made, our friend from Mataram.

Made : Nice to meet you, Mark.

Mark : Nice to meet you, too.

What are you two talking about?

Agus : Nah, ini dia kita bisa.........Mark, can you help us?

2) Metaphorical Code-Switching

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference with the factors, this type of code-switching involves the Ends, the Act Sequences, or the Key, but not the situation. Bilinguals that code-switch metaphorically perhaps try to change the participants’ feeling towards the situation. The following example illustrates how some Indonesian students jokingly switch from English to Indonesian to affect a serious dialogue to be a bit humorous.

e.g.

Made : We want to take it, to where ... Ya, itu tempat kita biasa mancing (fishing), and we are drinking, singing, having fun, ok.

Ali : And, there we are surfing, swimming...terus, kita jadi pusing-pusing (feeling dizzy) dah... ha ha ha...

Made : Are you joining, Jim?

Jim : Okay, then.

The table below presents the classifications on code-switching (CS) based on two different points of view described here.
Points of view | Code-Switching
---|---
Positions of the changing in the utterance | Tag Code-Switching
Inter-Sentential Code-Switching
Intra-Sentential Code-Switching
Reasons for switching | Situational Code-Switching
Metaphorical Code-Switching

2. Reasons for Code-Switching

There were a number of possible reasons why to do code-switching from one language to other. Many linguistics books generally state that.\(^ {19} \)

1) Speakers

A speaker often do code-switching to get advantages from what he/she code-switched. Some speakers code-switch because of their habits.

2) Partners

Partners can cause to do code-switching, for example, a speaker wants to balance the partner’s language skill. Partners can be an individual or a group.

3) Present of 3\(^{rd}\) person

Present of the 3\(^{rd}\) person which comes from different backgrounds from the speaker can cause to code-switch because the 3\(^{rd}\) person status also determine which language that shall be used.

---

4) Changing from formal to informal situation or informal to formal situation

The formal to informal situation happens in the class and out the class, in the office and out the office, etc. which depends on the language background of the speakers and partners.

5) Changing of topic

Discussing from one topic to others topic can cause to do code-switch.

3. Functions of Code-Switching

Code-switch passages are clearly identifiable either as direct or reported speech. It also serves to direct message to one of the several possible addressees (addressee specification). Code-switching serves to mark an interjection; to repeat a message either in literal or modified form; quality construction as sentences and verb complements or a predicate following copula message qualification. Another category serves to relate such things as the distinction between the talk about action and talk as an action; the degree of speaker involvement in, or distance from, a message; whether the statements reflected to a personal opinion or knowledge, or referred to a specific instances, or whether it has the authority of a generally known fact (personalization or objectification). Meanwhile, the last category is intended to facilitate the speaker when he faces difficulty in finding the right word at the time of speaking. Thus, the function of code-switching are:

1) Quotation

In many instances, the subject code switched to quote themselves and others directly or simply to state a slogan of a maxim. Subject quoted themselves or others directly or indirectly to sound more credible to the addresses. Seemingly, a quotation as a proof that

---

what they are saying were fact and that the addresses had to believe them. This is exemplified in example below: 21

1. The speaker wanted to prove to the addresses that she turned up on their appointment date
   - *Ku kan sudah bilang ke kamu Yeni.* “Yen, you tell Silvi that if she brings the letter to the house, I’ll play her there”

2. The speaker was commenting on the inconsistency of the school policy regarding promotions.
   - *Mereka nanti akan memberitahumu,* “You are promoted...however...may”

From the examples given, it can be deducted that the subject switched the codes to preserve the originality of the message. They could have restricted the quotation in Indonesian but they did not. Perhaps they felt that the message, which was originally said in English, would not have the same impact on the addresses if they have been translated into Indonesian.

2) Addressee Specification

In the second set of examples the switch serves to direct the message to a specific person. This type of code-switching recognizes not only the interacting members of the speech events but it also recognizes that their language behaviour may be more than merely a matter of individual preference or facility. But also a matter of role relation. 22

---

21 Ibid., p. 73.
22 Ibid., p. 76.
1. A teacher heard that one of her pupils was asking permission from one of her co-teachers to leave the room to be able to practice for becoming intramural.

   Teacher: *Tak akan ada yang bisa membuatku untuk mengizinkannya pergi. Dia tak mempelajari materinya. No! I am not allowing you to go out! Jika kamu meminta bantuan orang lain di sekolah.*

2. The speaker reported to his teacher that two of his classmates were quarrelling.

   *Mark*: Miss, O, fighting again the two.
   
   *Teacher*: *Siapa yang bertengkar?*
   
   *Andy*: The two, Miss.
   
   *Teddy*: *Selalu saja bertengkar.*
   
   *Mark*: *Ya, kalian kan juga sebangku!*

   In example 3, the speaker used Indonesian when she told her co-teacher that she would not let her pupil leave the classroom during the teaching period. She switched to English when she actually told the boy that he could not go. She switched back to Philipino to murmur a threat.

   The boy in example 4, Andy used English, he reported to his teacher that two of his classmates were quarrelling. He switched to mix-mix (an Indonesian based sentence only one English word substitution) when he talked to his classmate, Mark.
3) Repetition

Sometimes a message is repeated in the other code, either literally or in somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize the message, or mark a joke.²³

*Maria felt uncomfortable in the car because of the position of the Kristin’s legs.*

*Maria : Mbak Kristin, you strech your legs.*

*Kristin : Apa?*

*Maria : I said “you strech your legs”*

*Tom : Darling, pakai B. Indonesia. Mbak Kristin does not understand English.*

*Maria : Ah! Mbak Kristin, rentangkan kakimu.*


*Maria : Ya, ku sudah memintanya untuk merentangkan kakinya.*

The example above was considered as a form of repetition rather that quotation although Maria and Tom practically quoted themselves. This was because the span of time between the original and the repeated were contained in the text. This is not the case in quotations. The original message has been uttered by the speaker a long time ago and they are just recalling them aloud.

4) Interjection

Other cases of code switching are also marked by an interjection or sentence filter. Normally the subject uses Indonesian when they uttered interjections. This can be ascribed to the fact interjections express strong feelings or emotions.²⁴

²³ Ibid., p. 79
²⁴ Ibid., p. 81.
While having lunch together, Reva noticed that Tina was about to eat her banana (Reva’s banana) for desert.

Reva: **Very bad!** Itu punyaku.

Tina: He? Ini milik kita.

Reva: Hei, bel bunyi, kelas selanjutnya mau mulai.

In example above, the choice of English interjection was influenced by the setting. “Very good” and “Very bad” are among the first and the most common interjections learned by the students in school since they are used by the teachers to assess their performances of behaviour.

5) Message Qualification

Another large group of switches consists of qualifying constructions such as clauses, sentences and phrases (verb and noun complement).

A considerable amount of switching under this category is meant to express the time concept. The subject generally switched from Indonesian to English whenever they specified the time. Below example is only among the many switches that can be found in the whole corpus.

Three English teachers were supposed to meet one day in school. Two of them claimed that they came, but for some reasons they did not meet each other.

**Ali** : Saya kemarin disini.

**Ismail** : Tapi, Anda kok tidak ada?

**Ali** : **Saya kemarin disini.** Friday? **Saya disini.**

**Lukman** : Not this Friday. Before this Friday. Itu hari janjian kita.

---

6) Personalization Objectification

In every large group of instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to such things as: the degree of speaker involvement in, or distance form, a message or an addresses; whether a statement reflect a personal opinion, feeling or knowledge; whether it refers to specify instances, or whether it has status if generally known fact.\(^{26}\)

*The composition is about the coming of basketball game between two of the country’s most popular basketball teams, Aspac Texmaco and Satria Muda.*

“It’s Aspac Texmaco–Satria Mudadeal. I’m one of the Aspac die-hard fans. *Saya berharap mereka memenangkan pertandingan ini*”.

The subject in this example used English to express what to him was an objective fact. He switched to Indonesian to express personal wish. Here the subject was not only stating the message. He was expressing his involvement in it. He would not only watch the game for fun. He would want his favourite team to win and certainly disappointed if it did not.

7) Facility of Expression

The subject switches the code whenever there are difficulties in finding the new words in the time of speaking or writing or merely as a sign of the subject’s lack of familiarity with the style he is using.\(^{27}\)


\(^{27}\) *Ibid.*, p. 90
In this article a movie star confessed her admiration for another movie star.


E. Classroom Code-Switching

The phenomenon of code-switching is consequently also present in second language classrooms. For instance, during an English lesson in a school, English and first language which also called mother tongue are frequently switched. Many teachers of English see code-switching as a communicative strategy for learners with insufficient vocabulary resources, and thus as a source of concern. Consequently, these teachers may become intolerant of switching to the native language. At the same time, recent studies suggest that code-switching is a part of the process of acquiring a second language and that it may be an important competence in itself in the way the speaker is able to alternate between the two languages and employ each language for specific purposes.28

The native language is (in most cases) a common code of communication which makes it possible to level off the linguistic advantage held by the teacher. Thus, in spite of the existing but unwritten pedagogical rule to speak the target language, the second language (L2) learners are aware of the possibility to retreat to the native language if necessary.

Code switching is a widely observed phenomenon especially seen in multilingual and multicultural communities. In ELT classrooms, code switching comes into use either in the teachers’ or the students’ discourse. Although it is not favoured by many educators, one should have at least an understanding of the functions of switching between the native language and

the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

As mentioned earlier, communication in the foreign language classroom is more complex than social communication in general. Perhaps the most important reason for this is that in the classroom there is a double level of communication. The foreign language is not merely used to exchange ideas and to communicate, but also to talk about the language itself. In other words, we are communicating about communicating, and both communication and meta-communication take place. When the teacher conveys information in the foreign language, the learners commonly intervene in the native language in order to clarify and assimilate the information. A situation where this type of learner intervention is likely to occur is when grammar is being taught. Another typical situation would be when the learners use their native language in order to check their understanding of lexical items. Consequently, the choice of code is closely related to the type of task or activity being performed in the classroom. Oral production tasks and comprehension are examples of activities associated with the foreign language. Hence, meta-communication, for instance, is a trigger for the native language to come into effect and the ultimate reason for this is the learners’ need to negotiate meaning in order to help the learning process.\textsuperscript{29}

Moreover, code-switching is to a considerable degree connected to changes in roles and role relationships. The student has a sort of double identity - one as a learner and one as a social interlocutor. Similarly, the relationship between the teacher and the students has two aspects – one institutional and one interpersonal. In other words, they do not merely interact as teacher and student, but also as social beings. When either of the interlocutors switches code, there is a shift in social and institutional roles. A switch from the target language to the native language places the learner on

\textsuperscript{29} Ibid., p. 5.
more equal social grounds with the teacher. When switching from the foreign language to the native language, the student denies his/her identity as a learner and instead assumes a social role.

From the students' perspective, the teacher now becomes more of an equal and less of a teacher. Similarly, describes the bilingual teenage daughter who speaks English most of the time, but switches to her native language Finnish when she wants to persuade her Finnish father into extending her curfew. When she feels that the battle is lost, she switches back to English, which is her language of authority and can be seen as a symbol of protest. Consequently, code-switching functions as an indicator of alignment/disalignment, bonding or persuasion; when the girl wants to align with her father and persuade him, she speaks Finnish, and when she wants to protest and disaffiliate herself from her father she speaks English.30

Another element that plays an important part in influencing the students to switch codes is related to the content of what is said. In today's school, the language used in foreign language education has become synonymous with instruction and is often solely related to school. This is a result of the fact that the learners rarely say what they feel and think in the foreign language class. An example of this is the French learner of English, who answers his teacher's questions (which are very general and asked without any real interest in the content and which have their focus more on the linguistic dimension) in his L2 English, but, as soon as he switches to talking about things that matter to him and about his personal life, switches to his native French. Hence, the prevailing pedagogical frame might be too restrictive when the students are to express themselves in a more affective dimension. The students might feel a need to violate the existing pedagogical frames by switching to their L1, which is generally the language in which they feel most comfortable in expressing their feelings and opinions. In such cases it is content that is important, and when this is the case, the students are likely to feel frustration over not being able to express themselves freely. This

30 Ibid., p. 5-6
phenomenon affects most bilinguals since their use of language is tied to certain domains and settings.

For different reasons, the two languages become associated not only with different sets of topics, but also with different people and settings. This type of code-switching, in contrast to those discussed above, does not serve the purpose of developing the target language, but from a pedagogical point of view it is a good indicator of the students’ desire to take part in the interaction. For example, when the learner switches to the native language in order to understand a grammatical feature, the ultimate reason for this is to be able to make sense of the language and learn. Here, the learner switches to the native language because she or he finds it more important to be able to convey a message, regardless of the language in which she or he does it, than to adhere to the code rules in the classroom. This in its turn reflects the student's willingness to participate in the interaction.  

F. Function of Classroom Code-Switching

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

One of the functions of classroom code-switching is insufficient vocabulary resources. Other functions come from Huerta, McCluve and

---

31 Ibid., p. 6-7
Silva-Corvalan: affective, elaboration, emphasis, addressee specification, and clarification.  

1. Insufficient Vocabulary Resources

   Insufficient vocabulary resource or the lack of vocabulary resources is often seen as the only reason for code-switching, but during observations the majority of the cases where code-switching took place had to do with other factors. There were, however, some cases of code-switching due to insufficient vocabulary resources. This switching function is exemplified in example below.  

   **David** ask a question to **Anto** about the thing that used to stop the car-breakdown in the step street.

   **David**: What did they use to stop the car?

   **Anto**: *Kerikil besar.*

   **Rama**: Yes, that’s right.

   In above example the student did not know the English word for a specific concept and thus he switched codes to Indonesian.

2. Affective

   Affective functions serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a conscious process on the part of the teacher.  

---

34 Agung Wicaksono Dwi Nugroho, 2201405602, Language and Art Faculty, *Code-Switching as a Solution to the Classroom Conflict Which is a Case of the First Year Teacher in SMAN 3 Semarang in the Academic Year 2009/2010*, (Semarang, State University of Semarang, 2010), unpublished thesis.p. 28.


However, one may also infer the same thing for natural occurrence of code-switching as one can not take into guarantee its conscious application. This code-switching function is exemplified in example below.\textsuperscript{37}

\begin{center}
\begin{tabular}{l l}
Teacher & : Is it correct? \textit{Itu betul apa salah?} \\
Student & : Correct. \\
Teacher & : \textit{Good! Bagus!}
\end{tabular}
\end{center}

3. Elaboration

Elaboration function occurred when additional information/details on a topic were added in the alternate language. This code-switching function is exemplified in example below.\textsuperscript{38}

\begin{quote}
The teacher is sitting on a rug with children in a semi-circle and is sharing a book which she made on her family. \\
Teacher : Maybe you’d like to make a book. This is my brother with grey hair, \textit{karena dia lebih tua}. This is my sister, \textit{agak gemuk}, \textit{lebih gemuk}. \textit{Dia tidak tinggal disini, jadi dia tak akan dengar ucapan saya tadi}, but she’s a little bit fat.
\end{quote}

The example above takes a conclusion that elaboration function is used when the teacher needs to give a further explanation about something, and the teacher guesses that the learners won’t understand yet about the explanation.

4. Emphasis

Emphasis occurred when the teacher stressed or underscored a pointing the alternate language. This switch is also accompanied by a

\textsuperscript{37} Agung Wicaksono Dwi Nugroho, \textit{Op. Cit.}, p. 27
\textsuperscript{38} \textit{Ibid.}, p. 28
change in voice intonation which exhibited a higher pitch level. This code-switching function is exemplified in example below.\(^{39}\)

*Class is getting ready to go to their tables to take monster faces with candy corn, raisins, etc. on home Halloween cookies.*

*Teacher*: Each of you will get a cup. Now, *kamu tak perlu menaruh semuanya di wajah ini, karena kamu akan membuatnya dua, saya mau kamu menaruh ini disini dan yang ini disini, just put enough for the monster face.*

This function used to give emphasize to the learners about the teacher allowed or not allowed, from the example above.

5. Addressee Specification

Addressee specification occurred when the teacher switched languages as she/he addressed, or directed her speech, to a different listener. In this case, the teacher switches to Indonesian as she turned, made by eye-contact and addressed the parents after speaking to the children. This code-switching function is exemplified in example below.\(^{40}\)

*Teacher is sitting with class around her in a semicircle, explaining the theme for the lesson to the class, and specifically directs some questions to the parents.*

*Teacher*: *Today we are talking about jobs and working. Bu, sebelum menikah apa Anda sudah bekerja terlebih dahulu sebelumnya? Apa saja pekerjaan ibu saat itu?* 

Ms. E: Saya dulu bekerja selama 5 tahun sejak usia 13 sampai 18 tahun dimana pada usia itu saya kemudian menikah.

Teacher: Jadi sekarang lebih banyak di rumah?

Ms. E: Ya, sejak menikah mengurus rumah tangga.

The teacher changes the language into Indonesian because the teacher considers to whom she/he talking to. If the teacher still used, it is afraid the communication channel didn’t move successfully. So it is called as the function of addressee specification. Someone change the code, when it depends to whom he/she talking to.

6. Clarification

Clarification function occurred when the teacher switched to Spanish as she repeated or paraphrased something she had just said in English. This code-switching function is exemplified in example below.41

The teacher and children are making a surprised birthday party gifts for each other at their work tables.

Teacher: But let pretend, a bayangan, let’s pretend, coba bayangkan hari ini hari ulang tahun teman kita... we are going to make a present, kita akan membuat sebuah kado bingkisan untuk teman kita.

The code-switching function above has a meaning that something repeated or paraphrased by itself or somebody, to make clarification about something.

41 Ibid., p. 32.
G. Previous Research

In making this proposal, the writer was considering some previous research to support the writer’s thesis proposal, they are:

Teachers’ Explaining Techniques: Code-Switching and Code-Mixing in the Classroom (The Case of Teachers of International Standard School of SMP N 2 Semarang in the Academic Year of 2008-2009) which conducted by Muhammad Asror, 2201404651, a student of Language and Art of State University of Semarang. The findings are:\footnote{Muhammad Asror, 2201404651, Language and Art Faculty, Teachers’ Explaining Technique: Code-Switching and Code-Mixing in the Classroom (The Case of Teachers of International Standard School of SMP N 2 Semarang in the Academic Year of 2008-2009), (Semarang: State University of Semarang, 2009), unpublished thesis.}

1) Generally teachers do more code-switch in their teaching learning process. They code-switch and code-mix in the form of Indonesian and never code-switch or code-mix into Javanese or other language.

2) The highest number of utterances of code-switching and code-mixing is in the form of sentences. Total numbers of utterances are 148 utterances. The utterances are classified into two classifications. The first is 105 or 70.95% utterances of code-switching and 43 or 29.05% utterances of code-mixing.

3) The functions of code-switching and code-mixing utterances produced by the teachers are; (1) to appeal to the illiterate, (2) to convey more exact meaning, (3) to ease communication, (4) to reiterate the point, (5) to capture attention.

4) There are 37 utterances or 25% which functions to ease communication, 34 utterances or 22.97% to get attention, 27 utterances or 18.24% to appeal to the illiterate, 27 utterances or 18.24% to reiterate the point and 23 utterances or 15.54% to convey more exact meaning.

5) There are 4 conditions of utterances made by teachers in the classroom. There are 49 utterances or 33.10% to make a point, 41 utterances or 27.70% whishing to create a certain communication effect, 40 utterances or 27.02% is someone concepts are easier to express in one of the language
and 18 utterances or 12.16% is lack of one word in either language from
the total utterances made by teachers.

6) Based on interview, teachers code-switch and code-mix because of neither
their weaknesses nor their deficit to speak English continuously. On the
other hand, the teachers code-switch and code-mix because of their skill to
make their students understand with the lesson easily.

Second is The Use of Code-Switching as a Solution to the Classroom
Conflict which is a case of the first year teacher that conducted in SMAN 3
Semarang in the academic year 2009/2010 by Agung Wicaksono Dwi
Nugroho, 2201405602, a student of Language and Art of State University of
Semarang. The findings are:

1) There are 74 utterances or 44.58% contain code switching from 166
utterances realized by the teacher.

2) There are 5 functions to be analyzed. Affective function appeared 10 times
(13.51%), elaboration appeared 14 times (18.92%), emphasis appeared 19
times (25.68%), addressee appeared 17 times (22.97%) and clarification
appeared 14 times (18.92%).

3) Factors causing the use of code-switching:
   a) Teachers have responsibility to engage students mastering should try best.
   Hence, it will be a natural phenomenon to switch English into Indonesian
   or Javanese.
   b) Misconception among teacher and students will occasionally appear.
   c) Emphasis is usually accompanied by a change in voice intonation with
      higher pitch level. It indicates that teachers try emphasis the explanation
      with switching English to Indonesian or Javanese as the alternate
      language.

Third is Code Switching performed by Junior High School Students in
English Class that conducted in SMPN 1 Kranggan in the academic year

---

The frequency of times to speak found in teaching learning English as a foreign language in a classroom are: (1) Teacher Talking Time is language utterances (67.24%) and (2) Students Talking Time is language utterances (32.76%)

2) The frequency of the function of code switching:
   a) The frequency of the function of teachers code switching:
      - 51 utterances of “topic switch” (40.8%)
      - 29 utterances of “offensive functions” (23.2%)
      - 45 utterances of “repetitive function” (36%)
   b) The frequency of the function of students code switching:
      - 14 utterances of “equivalence” (45.16%)
      - 3 utterances of “floor holding” (9.68%)
      - 7 utterances of “reiteration” (22.58%)
      - 7 utterances of “conflict control” (22.58%)

Fourth is Code Switching in student conversation that conducted in BBC English Course ETS in the academic 2009-2010 by Iin Kurniawati, 2201405585, a student of Language and Art of state university of Semarang. The findings are:

1) There are 159 functions in the 120 of code switching. The proportion of those functions is as follows: there are 7 instances of quotation, 7 instances of addressee specification, 17 instances of repetition, 24 instances of interjection, 27 instances of personalization and objectification, and 58 instances of facility of expression.

---

44 Andhika Agus Setiyono, 2201405610, Language and Art Faculty, Code Switching performed by Junior High School Students in English Class in SMPN 1 Kranggan in the Academic Year 2009/2010, (Semarang: State University of Semarang, 2010), unpublished thesis.
45 Iin Kurniawati, 2201405585, Language and Art Faculty, Code Switching in Student Conversation that Conducted in BBC English Course ETS in the academic 2009-2010, (Semarang: State University of Semarang, 2010), unpublished thesis.
2) It can be concluded that the most frequent types found is inter-sentential switching, while the most frequent functions found in facility of expression. It is mostly used by the students of English course BBC because they find difficulties in finding the right word in conveying their messages at the time of speaking. Through this fact, we can also draw a conclusion that most of the students of English course BBC do not master English well especially the mastering of vocabulary.

From the fourth previous research positions, the first one explains the teachers’ technique in code switching and code-mixing, the second is code as solution to the classroom conflict, the third is description of code switching that performed by the students and the last is also concentrated in students’ code-switching in conversation. Whereas the writers’ research position is in teacher’s code-switching through teach in the classroom.
CHAPTER III
RESEARCH METHOD

A. Research Approach

Before the writer explains about the methodology of this research, first the writer will define what is, “research”, research is scholarly or scientific investigation or inquiry.\(^1\) Research itself is, divided into two, they are, qualitative and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers.

Considering data and the aims of research the writer uses qualitative and descriptive type research to conduct this study, the data are considered as qualitative because they are the form of written and spoken (words) rather than numbers. Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter.\(^2\) This research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation.

B. Source of Data

The object of this research is 10\(^{th}\) grade English teacher of SMA N 7 Semarang. The writer collects the data by observing and then recording the teacher’s explanation in the classroom. The writer wants to analyze the function of the code-switching utterances made by the 10\(^{th}\) grade English teacher in the classroom. The utterances that produced by teacher will be recorded when they are teaching in the classroom.

---

\(^1\) www.thefreedictionary.com/research, accessed on 2\(^{nd}\) March 2011
C. Scope of The Study

The focus of this research is 10th grade English teacher’s code-switching, in the drive for maximal use of English in SMAN 7 Semarang in terms of sociolinguistics, code-switching and classroom code-switching.

D. Time and Setting

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. So, the researcher has to go to the setting directly. Therefore, selecting the suitable setting is necessary to be concerned. The researcher selects SMAN 7 Semarang because the English teachers often use two languages in teaching learning process.

E. Technique of Data Collection

1. Classroom Observation

In order to obtain the data, the writer uses observation by recording in this research. Observation is necessary done in every qualitative approach.

Observation is one of primer data collection technique. It is very useful, systematic and selective way in monitoring and listening to interaction or phenomena which happened. The researcher uses non-participant observation, where the researcher is not involved actively in the group activity, and only as a passive monitor, attending, monitoring, listening carefully to all activities and take a conclusion from the observation result.³

This technique is used to observe the use of language in a real condition. Since the object of the study is the teachers’ explanation, recording is the first step in collecting the data, the writer records the teachers’ explanation that the writer wants to investigate. Then, the writer

transcribes the recording of the utterances to convert the data from spoken into written form. The next step is analyzing. The writer begins analyzing which utterances are code-switching and its functions.

2. Interview

The second is interview. Interview is procedure used for gathering oral data in particular categories (if the interview is well planned and structured in advance), but also for gathering data that was not anticipated at the outset. Interviews can be inducted with individuals, in groups, or by telephone.  

Interview may be used for many different purposes – we have press interview, therapeutic interview, employment selection interview, interview making requests or stating demands and so on.

The writer takes an interview in order to elicit information about the reasons toward code-switching and to get details information.

F. Technique of Data Analysis

The writer does some steps of analyzing the data. First, the writer transcribes the utterances of code-switching of the teacher. It will help to classify the form of code-switching and its function. After the data were collected, they would be put down in the written form through three steps as follow:

1) The writer listens carefully to the natural teaching-learning process in the recorded data.

2) The writer transcribes the recorded data as accurate as possible and arranges them as series of teaching-learning process.

---

The utterances that made by teacher in teaching learning process.

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>....</td>
<td></td>
</tr>
</tbody>
</table>

3) The writer classifies the data which contained code-switching and each functions. The data which contained code-switching would be used as the data of investigation.

The code-switching utterances and its function that made by teacher in teaching learning process.

<table>
<thead>
<tr>
<th>No.</th>
<th>Expressions</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emp</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ela</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cla</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>....</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

Note:
Ins : Insufficient Vocabulary Resources  Aff : Affective
Add : Addressee Specification           Emp : Emphasis
Ela : Elaboration                       Cla : Clarification
4) Then the writer classifies the similar function based on the types in order to make more simple.

The code-switching utterances based on its function that made by teacher in teaching learning process.

<table>
<thead>
<tr>
<th>No.</th>
<th>Expressions</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Insufficient</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Resources</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Affective</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Emphasis</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Elaboration</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Addressee</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Specification</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Clarification</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) Then the writer accounts the amount of code-switching functions used during the teaching English as a foreign language in the classroom.
First, he calculates the code-switching found in teaching English in the classroom using formula as follows:

\[
\% \text{ of CS} = \frac{\text{Frequency of CS Utterance}}{\text{All utterances in the classroom}} \times 100\
\]

Second, he calculates the percentage of each code-switching function using formula as follows:

\[
\% \text{ of each function} = \frac{\text{Frequency of each function of CS}}{\text{All CS in the classroom}} \times 100\
\]
CHAPTER IV  
FINDING AND DISCUSSION

This chapter describes the results and the discussion of the study. This study means to describe the code-switching utterances made by 10th grade English teacher of SMAN 7 Semarang in the classroom.

A. Finding

1. SMAN 7 Semarang

SMAN 7 Semarang is one of the popular schools in Semarang which is located in Jalan Untung Suropati Kecamatan Ngaliyan Semarang. Being one of the popular schools in Semarang makes SMAN 7 Semarang develop its educational system to produce a qualified outcome.

2. The English Teachers in SMAN 7 Semarang

There are three English teachers in SMAN 7 Semarang. The first is Dra. Fransisca Budiati, the second is Nunik, S.Pd., M.Si., and the third is Dra. Yuliati.

In the observation, the writer decided to choose the first teacher Mrs. Fransisca Budiati as the observed teacher. He chose her because she is the 10th grade English teacher in SMAN 7 Semarang and she has 5 different classes: X-4, X-5, X-6, X-7, and X-8.

In teaching English in the classroom, she tries to make the students take part in the teaching learning process. To compensate the language acquisition, she also uses Indonesian. She said that Indonesian language is important in teaching English in a classroom. The reason is that Indonesian language is the second language of the students.

Sometimes, the usage of Indonesian can connect some difficult words to reduce misunderstanding. But she tries to minimize the usage of Indonesian language because she wants her students accustomed to
English language. So, she doesn’t deny that it play important in teaching learning process.

To compensate the speaking skill, Mrs. Fransisca Budiati tries to make the students active in the classroom by giving some questions, by answering the questions and sometimes she making a group in pair to discuss the materials and do conversation contained some expression given. For listening skill, she always uses English anytime. Hopefully, her students will accustom to pronounce English vocabulary.

From the brief information above which related with my research, it can be concluded that code-switching is done in teaching English in a classroom by English teacher. Although she tries to minimize it but the teacher believes that the mother tongue plays an important role in teaching English as a foreign language in a classroom.

B. Discussion

Having observed the teaching English as a foreign language in a classroom in SMAN 7 Semarang, the writer wants to discuss the research finding that found.

Almost all of the code-switching functions were used by the teacher in teaching English as a foreign language in the classroom within one session meeting of 2x45 minutes.

All kind of functions appeared in teaching learning process would be analyzed one by one.

1. Insufficient Vocabulary Resources

Insufficient vocabulary resources means the lack of vocabulary which done by the teacher that used first language to express or state the meaning. From my observation, there is only one utterances of this function that found.
T : When you use “the”, the most poor, the wealthiest, *paling* and than. Do you have this structure?

The teacher feels difficult to say the italic words above so she uses Indonesian to express her meaning.

2. **Affective Function**

Affective function happens when the teacher wants to build solidarity and intimate the students. It expresses emotion. There is only one affective function that made by the teacher in the classroom.

T : Good!

*Bagus!*

From the example above, it can be concluded that express emotion which used to build solidarity and intimate relation with the students and she didn’t want to have a distance with the students.

3. **Emphasis**

Emphasis function occurs when the teacher puts stress or underscores a point of English teaching learning in the alternate language. It is usually accompanied by a change in voice intonation with higher pitch level. There are 37 utterances that made by the teacher and below are 5 following samples.

1) T : *Ya, sudah betul.*
   Who has different sentence?
2) T : *Ya, uang Satrio lebih sedikit dari pada uang Harry.*
   So, what does it mean?
3) T : *Peringatan kembang api.* Right…
   Next, number 4, Aprilia.
4) T : *Dari pada...*

If you make Comparison, if you use “than”, it means that you make Comparison.

5) T : *Atinya sama.* The same meaning.

*Hanya,* would rather infinitive, would prefer to infinitive.

From the examples above, emphasis functions done by the teacher to emphasize what the students do at the time. I found that the intonation is already changing in those utterances. I also found that teacher sometimes use emphasis function as a technique in explaining the material without any problem which is occurred by teacher’s habit.

4. **Elaboration**

Elaboration function happens when additional information or details on a topic were added in the alternate language. So, it means when the teacher wants to give a more information to the students using their first language. From the observation, eight of this function are found and below are 5 samples.

1) T : *Ya, Get personal.* *Pribadi.*

*Menggunakan* *I, you, we* and then keep it short!

*Kalau panjang itu surat. Jadi jangan panjang-panjang, memo itu pendek.*


*Tapi kalau memo tidak ada yang melayani, kita sendiri yang membuat.*

3) T : *Menjelaskan* what you want to write.

This message must not be more than, not more than, *tidak lebih dari empat (4) kalimat.*

4) T : Right.

*Sampai ketemu hari Sabtu, ulangan. Ulangan ini dan Passive.*
5) T : Sekeriting dan lebih keriting boleh.
     Next, number 10, the last, Destanto.

Teacher transfers what they know or details information to the students using Indonesian language.

5. **Addressee Specification**

The addressee specification occurs when the teacher switches the language as she addresses or directs her speech, to a different language. Usually, the teacher talks directly to the interlocutor and she also makes eye-contact. Four instances of addressee specification functions were found and below are two samples.

1) T : *Punya yang berbeda, Dean?*
     Do you have different sentence?

2) T : *Next. Nomor 7, Hesti.*

The teacher talks directly to the students. She alternates her language in order to keep the communication channel fluently. She makes eye-contact with the students while she switches her language.

6. **Clarification**

The clarification function done by the teacher when she switches as she repeats or paraphrases something she had just said in English. From my observation, 21 utterances of this function are founded and below are 5 samples.

1) T : *I think you can make a note.*
     *Bisa dicatat dulu.*
2) T : How do you get the same answer?
   *Kok bisa jawabannya sama?*

3) T : *Ya, lebih suka tidur dari pada menonton TV.*
   Prefers to sleep than watch TV.

4) T : For the first, here for all the subject, you may put anyone,
   anybody.
   *Mau diisi siapapun, up to you.*

5) T : Prefer.
   *Lebih memilih, lebih suka, lebih tertarik.*
   *Lebih suka ini...?*

The teacher repeats or paraphrases what just she said to the students. It gives a clearer message of the teacher’s utterances.

7. **Statistical Analysis of the Data**

Having identified and described the list of code-switching functions, the writer continued to account the amount of code-switching functions used during the teaching English as a foreign language in the classroom.

This aimed to know percentage of code-switching used and the percentage of each function of code-switching. By using it, he can see what the dominance function found in teaching English in the classroom.

First, he calculates the code-switching found in teaching English in the classroom using formula as follows:

\[
\text{% of CS} = \frac{\text{Frequency of CS Utterance}}{\text{All utterances in the classroom}} \times 100\%
\]

Second, he calculates the percentage of each code-switching function using formula as follows:
Having the formula to calculate the percentage of code-switching in teaching English in the classroom, he continues to calculate the code-switching found in the classroom.

\[
\% \text{ Code Switching} = \frac{\text{Frequency of each function of CS}}{\text{All CS in the classroom}} \times 100\%
\]

\[
= 64.86\%
\]

Having the formula to calculate the percentage of each function of code-switching in teaching English in the classroom, he continues to calculate each of the code-switching function found in the classroom.

\[
\% \text{ Insufficient Vocabulary Resources} = \frac{1}{\text{All CS in the classroom}} \times 100\%
\]

\[
= 1.40\%
\]

\[
\% \text{ Affective Function} = \frac{1}{\text{All CS in the classroom}} \times 100\%
\]

\[
= 1.40\%
\]

\[
\% \text{ Emphasis} = \frac{1}{\text{All CS in the classroom}} \times 100\%
\]

\[
= 51.40\%
\]
% Elaboration = \frac{\text{Frequency}}{\text{Total number of code-switching}} \times 100\%
= \frac{8}{72} \times 100\%
= 11.10\%

% Addressee Specification = \frac{\text{Frequency}}{\text{Total number of code-switching}} \times 100\%
= \frac{4}{72} \times 100\%
= 5.50\%

% Clarification = \frac{\text{Frequency}}{\text{Total number of code-switching}} \times 100\%
= \frac{21}{72} \times 100\%
= 29.20\%

Here is the table of the frequency and the percentages of each code-switching function in teaching English in the classroom.

<table>
<thead>
<tr>
<th>No</th>
<th>Code-Switching Function</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Insufficient Vocabulary Resources</td>
<td>1</td>
<td>1.40%</td>
</tr>
<tr>
<td>2</td>
<td>Affective Function</td>
<td>1</td>
<td>1.40%</td>
</tr>
<tr>
<td>3</td>
<td>Emphasis</td>
<td>37</td>
<td>51.40%</td>
</tr>
<tr>
<td>4</td>
<td>Elaboration</td>
<td>8</td>
<td>11.10%</td>
</tr>
<tr>
<td>5</td>
<td>Addressee Specification</td>
<td>4</td>
<td>5.50%</td>
</tr>
<tr>
<td>6</td>
<td>Clarification</td>
<td>21</td>
<td>29.20%</td>
</tr>
<tr>
<td></td>
<td>Total number of code-switching</td>
<td>72</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the result above the researcher knows that code-switching used in teaching English as a technique to solve classroom conflict is 64.86% and the dominant function of code-switching is emphasis function which is occurred 37 times (51.40%). As stated before that emphasis occurred when the teacher stresses or underscores a point in the alternate
language. This switch is also accompanied by a change in voice intonation which exhibited a higher level.
A. Conclusion

Based on the discussion in the previous chapter, it can be concluded that:

1. In English teaching learning process within 2x45 minutes, there are 111 utterances in the classroom which contains 72 utterances of code-switching functions (64.86%) which pronounced by the English teacher.

2. The 72 utterances contain of code-switching function; there are six functions are analyzed, they are insufficient vocabulary resources, affective function, emphasis, elaboration, addressee specification and clarification. In the English teaching learning process, insufficient vocabulary resources appeared one time (1.40%), affective function appeared one time (1.40%), emphasis appeared 37 times (51.40%), elaboration appeared eight times (11.10%), addressee specification appeared four times (5.50%) and clarification appeared 21 times (29.20%). From all functions, emphasis function is the dominant function that appeared 37 times (51.40%).

3. There are three possible factors causing the use of code-switching by an English teacher in the classroom.
   a) English, as a foreign language is not an easy subject for the students. It means that teacher has responsibility to engage students mastering should try the best. It’s a natural phenomenon to switch English into Indonesian.
   b) In teaching learning process some conflict such as misconception or misunderstanding among teacher and students will occasionally happen.
   c) Teacher underscores explanation what the students’ lack in receiving the material, as the previous chapter shows that emphasis is the
dominant function of code-switching in English teaching learning process.

d) Teacher sometimes use emphasis function as a technique in explaining the material without any problem which is occurred by teacher’s habit.

B. Recommendation

Based on the problems above, the writer would like to offer some recommendation to be considered as in teaching English as a foreign language in the classroom as follow:

1. The teacher should improve the ability in speaking English and should accustom the students to speak and listen to English language in order to reduce the usage of Indonesian language as the first language in English teaching learning.

2. The teacher should try harder to build the students’ motivation, desire and willingness to learn English much better.

Finally, the researcher realizes that this thesis is far from being perfect, but he hopes this will be useful for the readers and another researcher of similar discourse.
REFERENCES


CURRICULUM VITAE

Name : Arijz Wirda
Date of Birth : February 20\textsuperscript{th}, 1989, Pekalongan, Central Java
Student Number : 063411002
Address :

1. Home:
   Simbangkulon 4-5 No. 680 Buaran, Pekalongan 51171

2. Boarding House:
   Jl. Honggowongso No. 18 Ngaliyan, Semarang

Email : arijz_edu@yahoo.com

\textbf{Academic Background}

1. RA Salafiyah Simbangkulon (1993-1994)
2. MI Salafiyah Simbangkulon I (1994-2000)
5. IAIN Walisongo Semarang (2006-2011)
LIST OF APPENDICES

1. Transcript of Teacher
2. Table 1
3. Table 2
4. Interview
Appendic 1

Transcript of Mrs. Fransiska Budiati
April 25th, 2011. X.6

T : Good morning, students.
S : Good morning, mom..
T : Please, somebody of you, clean the board!
       OK, now let’s continue, check your homework from page 64!
Number 3, Nur Widyawati. Apriliana, number 4, and Arinto, number 5.
Widya, Apriliana, and Arinto, exercise 6.
OK, let’s check your work for number 3. Pay attention on your work on the board!
Widya, what do you mean by this? Nilai?
S(W) : Ya
T : But, in this case you should say score.
S : Mark, bu?
T : Mark.. Score or mark, right. We may say mark..
       Rilo’s, Rilo’s is the best, right?
       And Mira is the worst, or you may say Mira got the.. the?
S : Worst..
T : The worst.. It’s OK, or the..?
S : Low..
T : Lowest.. Ya, you may say in any other words.
       Now, you compare the score between Andy and Mira! Andy and Mira.
       Who has different sentence? Ya, different sentence.
S : Yes.
T : OK, yours? You may write your answer on the board. Andy and Mira or Rilo and Andy?
S : Sudah, bu.
T : Ya, stupid means negative meaning, ya. Why don’t you say Andy...
S : Is very smart.
T : Ya, will you make it better? Not you say more stupid, but in positive.
S : Yes, mom.
T : Right. Andy is smarter than Mira. Who has different sentence?
S : Itu betul kan, bu?
T : Ya, sudah betul. Who has different sentence? Siapa punya kalimat lain?
Number 3, sekarang number 3. Who has different sentence? Punya yang berbeda? Dean? Do you have different sentence?
S (D) : No.
T : Rima?
S (R) : No, mom.
T : OK, we go on to number 4.
Number 4, Satrio is richer than Mandy. OK.
Mandy is poorer than Harry. OK.
Who has different sentence for number 4?
S (A) : Yes, mom.
T : Please, write your sentence on the board!
Wahyuni, number 4? Do you have different sentence?
S (W) : No, mom..
T : Feti, have it?
S (F) : Yes, mom.
T : Yes, please write your own sentence on the board!
For Andi, what is the meaning of your sentence?
S (A) : Uang Satrio lebih sedikit dari pada uang Harry.
T : Ya. Uang Satrio lebih sedikit dari pada uang Harry. So, what is the meaning of than?
S : Dari pada..
T : Right! Dari pada..
Mandy’s money is the least of all. The least?
S : Paling sedikit..
T : Okay! Paling sedikit.
What is the meaning of than?

S : Dari pada...

T : *Dari pada*. If you make comparison, if you use than, it means that you make comparison.

Now, what is the meaning of your sentence? Harry...?

S : Harry lebih kaya daripada Mandy.

T : When you use the, the most poor, the wealthiest, *paling* and than. Do you have this structure? *Ada susunan seperti ini?*

S : No...

T : *Pakai* the without than. You can not combine the and than.

*Tidak bisa digabungkan*, the *dan* than.

Harry is the wealthiest. Wealthiest?

S : Pakai I-E-S-T.

T : I-E-S-T. Harry is the wealthiest.

Randy is the... The...? Poor?

S : Paling miskin.

T : *Paling miskin, paling sedikit*. How do we say?

S : Poor...

T : Poor? The most poor. The poorest.

Next, number 5. From school Mega’s house is the farthest than the other friends’ house. Bella’s house is nearer than the other friends’ house.

Right...

Now, excercise 7. Read your answer of excercise 7!

Number 1, Rudi. Read your answer!

S (R) : Miss Ria’s arrival is earlier than Mr. Robby. She came at 6.30, but Mr. Robby came at 6.45.

T : Read once again, loudly! *Baca sekali lagi dengan keras!*

S (R) : Miss Ria’s arrival is earlier than Mr. Robby. She came at 6.30, but Mr. Robby came at 6.45.

T : Good. Next, number 2, Ina.

S (I) : Barry unlocked the door is the quickest than all.
S (E) : Sama, bu...
T : *Sama?* Do you get the same answer? How do you get the same answer?  
   *Kok bisa sama jawabannya? Nyontoh ya...?*
S : Iya...
T : Number 2, Mia.
S (M) : Barry unlocked the door as quickly as he could.
T : *Ya,* as quickly as he could. What does it mean?
S (M) : Secepat dia bisa.
T : *Ya,* secepat dia bisa. As quickly as he could.

Next, number 3, Aditya.
S (A) : No one can defeat Bill. He is the most diligent student in this school.
T : What does it mean? The most diligent student?
S (A) : Anak yang paling rajin...
T : Number 4, Eka Aji.
S : Telat, bu.
T : Verlina, number 4.
S (V) : many girls like Arya, but Teddy is as handsome as Arya.
T : But...? But Teddy...? But, *tapi, menyatakan apa?* But?
S (V) : Tapi.
T : *Ya, ada yang lebih.* So, what do you say?
S (V) : Many girls like Arya, but Teddy is more handsome than Arya.
T : More handsome than Arya, *ya...*
S : Bu, kalau sama gantengnya, bu?
T : But, *kok. Tetapi, namun...* so it can not be.
   What about number 5, Sheila?
S (S) : Putri is the most beautiful girl in our school.
T : Right, Putri is the most beautiful girl in our school.
   Next, number 6, Aditya.
S (A) : Angga is taller than Mary.
T : OK. Number 7, Ria.
S : Telat, bu.
T : Nurul.
S (N) : Mr. Ramli’s garden is more large than Mr. Handoko’s.
T : Large?
S (N) : Larger...
T : So, read once again!
S (N) : Mr. Ramli’s garden is larger than Mr. Handoko’s.
T : What does it mean? Artinya?
S (N) : Taman pak Ramli lebih besar dari pada taman pak Handoko.
T : Larger, lebih besar, lebih luas.
   Next, number 8, Nur Rizqi.
S (R) : I think Rota’s handwriting is the worst handwriting I’ve ever seen.
T : Artinya? I’ve ever seen?
S (R) : Yang pernah ku lihat.
T : Yang pernah aku lihat.. I’ve ever seen.
   Number 9, Kurniawan.
S (K) : Robin’s hair is as curly as Andra’s.
T : As curly as Andra, boleh...
   Who has differen answer?
S : Is curlier than...
T : Is curlier than. Boleh lebih keriting ya.... Sekeriting dan lebih keriting, boleh.
   Next, number 10, the last, Destanto.
S (D) : Susi drives her car is as slowly as Meta.
T : Right. Do you still have any question about comparison? 
   Masih ada pertanyaan about comparison? Tidak ada?
S : Bu, kalau superlative itu apa nggak boleh pakai than the others?
   Saya pernah baca most apa than the others.
T : Ada bukunya?
S : Bukunya ndak saya bawa bu.
T : Pertemuan selanjutnya. Next meeting, bukunya dibawa ya supaya bisa
dipelajari bersama di kelas. Thank you.

OK. Now, please, one of you clean the board!

OK. Please, everybody. For the first, here for all the subject, you may put anyone, anybody. *Mau diisi siapa pun*, up to you. I, we, she, *terserah.*

Yazid likes apple better than mango. Yazid prefers apple to mango, *boleh.*

*Untuk menghafalnya,* you may say prefer this to that, like this better than that, *gitu.* Don’t mix the construction! *Jangan dicampur susunannya!* Prefer this to that. Like? Like this better than that. *Jangan dicampur, ya!*

**Artinya prefer?**

S : Lebih memilih...

T : Prefer. *Lebih memilih, lebih suka, lebih tertarik. Lebih suka ini...?*

S : Ketimbang itu...

T : OK. Like...? The construction? *Susunannya? Like...?*

S : Like this better than that...

T : *Kalau prefer...?*

S : Prefer this to that...

T : *Ingat,* don’t mix the construction! *Jangan dicampur susunannya!* OK. Next, would prefer to infinitive rather than infinitive. Would rather infinitive than infinitive.

I think you can make a note, *bisa dicatat dulu.*

*Kira-kira,* what is the suitable title? *Judulnya apa?*

S : Favourite...

T : Favourite? Preference... *Dicatat dulu!*

S : Mom, he, she, it itu prefer tetep dikasih S ndak ?

T : Ya...

S : Kalau artinya would rather apa, mom?

T : *Artinya sama,* the same meaning. *Hanya,* would rather infinitive, would prefer to infinitive. Would rather infinitive, would prefer to infinitive. Would rather stay, would prefer to stay.

Ok. Now, do excercise 4! Please, do excercise 4!
Complete the following sentences using preference!

........

OK. Let’s check your work. Number 1, Andi. Andi, number 1.

S (A) : Indah prefers skirt to jeans,
T : Artinya?
S (A) : Indah...
T : Prefers...?
S (A) : Lebih suka.
T : Lanjut!
S (A) : Indah lebih suka...
T : Skirt...? What is this? Skirt?
S (A) : Rok.
T : Gimana?
S (A) : Indah lebih suka rok dari pada jeans.
T : Next, number 2, Ardian.
S (A) : I like mineral water better than soft drink.
T : Artinya? What does it mean?
S (A) : Saya lebih suka air dari pada soft drink.
T : Air mineral dari pada soft drink.
Next, number 3, Winda.
S (W) : Denny would rather practice piano than play football.
T : Artinya?
S (W) : Denny lebih suka berlatih piano dari pada bermain sepakbola.
T : Good! Bagus!
Number 4, Wahyuni.
S (W) : The students would prefer to do homework rather than make a speech.
T : Artinya...?
S (W) : Para siswa lebih suka mengerjakan PR dari pada membuat pidato.
T : Ya...
Number 5, Nia.
S (N) : Sheila prefers vegetables to fruits.
T : Artinya?
S (N) : Sheila lebih suka sayuran dari pada buah-buahan.
T : Right. Number 6, Isni.
S (I) : They like doing the homework better than having an exam.
T : Artinya...?
S (I) : Mereka suka...
T : Better than, lebih suka...
S (I) : Mereka lebih suka mengerjakan PR dari pada ujian.
T : Next. Nomor 7, Hesti.
S (H) : They like doing the homework better than having an exam.
T : Artinya...
S (H) : They like doing the homework better than having an exam.
T : Artinya...?
S (H) : Mereka suka...
T : Better than, lebih suka...
S (H) : Mereka lebih suka mengerjakan PR dari pada ujian.
T : Next. Nomor 7, Hesti.
S (W) : Mrs. Sukma prefers to sleep...
T : Next. Nomor 8, Wahyu.
S (W) : Mrs. Sukma prefers to sleep...
T : Next. Nomor 8! Dony and Jodhi...
S (W) : Dony and Jodhi would rather read the novel than watch the movie.
T : What does it mean? Artinya?
S (W) : Dony dan Jodhi lebih suka membaca novel dari pada menonton film.
T : Yes. Number 9, Neti.
S (N) : Mrs. Sukma prefers to sleep rather than watch TV.
T : Artinya?
S (N) : Nona Sukma lebih suka tidur dari pada menonton TV.
T : Yes. Lebih suka tidur dari pada menonton TV. Prefers to sleep than watch TV.
The last, Ainina.
S (A) : Diana prefers drinking to eating when she has breakfast.
T : Artinya?
S (A) : Diana lebih suka minum dari pada makan saat sarapan.
T : Lebih suka minum dari pada makan saat sarapan.
Now, open your book page 57!

Writing memo. Please, read the text loudly! Baca teksnya, Alfindo!

Baca teksnya dengan keras! Yang lainnya mendengarkan! Writing memo.

S (A) : Writing memo. When a telephone call will not do the job, it’s better for us to write memo. A memo is a written document that stays inside the company.

T : OK. A memo is a written document. Written document, dokumen tertulis.

Lanjut!

S (A) : This is for internal communication. Memos are written to get someone to do or understand something.

T : Memos are written. Are written?

S : Ditulis...

T : Are written, ditulis... Next!

S (A) : The following are how to write memos.

T : How to write memos?

S (A) : Number 1, get personal. Use words I, you, and we, and write in the active voice. 2, be conversational. It means the way you talk. For business memo, it’s formal but it doesn’t have to sound intimidating. Number 3, keep it short. The limit or paragraph to five lines or less.


S : Short message?

T : Ya, short message, right. SMS? Short Message...?

S : Short Message Service...

T : Short Message Service. Layanan pesan singkat. Tapi kalau memo tidak ada yang melayani, kita sendiri yang membuat. Open page 58! This is the example of memo. To reader’s name? To Jack Johnson. From?

S : Your name...

T : Date?

S : Tanggal...
T : Subject? *Hal.*

Write a message to a fellow employee?

S : Pegawai...

T : Explaining?

S : Menjelaskan...

T : *Menjelaskan* what you want to write. This message must not be more than, not more than, *tidak lebih dari 4 kalimat.*

OK. Please, do excercise 13!

............

OK, now let’s check your work. Number 1, Erika.

S (E) : Who wrote the memo? Fireworks.

T : *Kok? Dapat dari mana?* Who wrote the memo?

S (E) : To.

T : *Artinya?* Who wrote the memo? *Siapa yang menulis memo? Siapa yang menghapus papan tulis tadi?*

S : Galih...

T : *Galih menghapus papan tulis tadi.* Galih cleaned the board. *Dibetulkan!*

S (E) : Harry Ruth.

T : Harry Ruth...

Next, number 2, Dimas.

S (D) : To whom is the memo for? All staff.

T : *Ya, all staff.* The memo is for all staff.

Number 3, Galih.

S (G) : What is the memo about? The memo about fireworks reminder.

T : The memo is about fireworks reminder. What does it mean? *Artinya* fireworks reminder?

S (G) : *Peringatan kembang api.*

T : *Peringatan kembang api,* right.

Next, number 4, Aprilia.

S (A) : What did the writer want the staff to do to the cats? To ensure that the cats are locked into one of the inner rooms.
T : Ya. To ensure?
S (A) : Memastikan...
T : Memastikan bahwa kucing-kucingnya...?
S (A) : Dikunci..
T : Terkunci dimana?
S (A) : Inner room.
T : Number 5, Aditya.
S (A) : When will they see fire works? They will see the fireworks on August 4, 2009, at 7.30 p.m.
T : Right...
*Sampai ketemu hari sabtu, ulangan, ulangan ini dan passive. Sabtu ya.*
S : Ya, mom...
T : Passive voice, Degree of Comparison dan Preference.
   OK, see you..
Appendix 2
Table 1

The code-switching utterances and its function that made by the teacher in teaching learning process.

<table>
<thead>
<tr>
<th>No</th>
<th>Expressions</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pay attention on your work on the board! Widya, what do you mean by this? <em>Nilai?</em></td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>The worst.. It’s OK, or the..? Lowest.. <em>Ya,</em> you may say in any other words.</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Now, you compare the score between Andy and Mira! Andy and Mira. Who has different sentence? <em>Ya,</em> different sentence.</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td><em>Ya,</em> stupid means negative meaning, <em>ya.</em> Why don’t you say Andy...</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td><em>Ya,</em> will you make it better? Not you say more stupid, but in positive</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td><em>Ya, sudah betul.</em> Who has different sentence?</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Number 3, <em>sekarang</em> number 3. Who has different sentence?</td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Who has different sentence? <em>Punya yang berbeda?</em></td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td><em>Punya yang berbeda?</em> Dean? Do you have different sentence?</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td><em>Ya.</em> Uang Satrio lebih sedikit dari pada uang Harry. So, what is the meaning of than?</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>Right! <em>Dari pada.</em></td>
<td>√</td>
</tr>
<tr>
<td>12</td>
<td>Okay! <em>Paling sedikit.</em> What is the meaning of than?</td>
<td>√</td>
</tr>
<tr>
<td>13</td>
<td><em>Dari pada.</em> If you make comparison, if you use than, it means that you make comparison.</td>
<td>√</td>
</tr>
<tr>
<td>14</td>
<td>When you use the, the most poor, the wealthiest, <em>paling</em> and than.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>15</td>
<td>Do you have this structure?</td>
<td>Ada susunan seperti ini?</td>
</tr>
<tr>
<td>16</td>
<td>Pakat the without than.</td>
<td>You can not combine the and than.</td>
</tr>
<tr>
<td>17</td>
<td>You can not combine the and than.</td>
<td>Tidak bisa digabungkan, the dan than.</td>
</tr>
<tr>
<td>18</td>
<td>Paling miskin, paling sedikit. How do we say?</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Read once again, loudly!</td>
<td>Baca sekali lagi dg keras!</td>
</tr>
<tr>
<td>20</td>
<td>Sama? Do you get the same answer?</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>How do you get the same answer?</td>
<td>Kok bisa sama jawabannya? Nyontoh ya...?</td>
</tr>
<tr>
<td>22</td>
<td>Ya, as quickly as he could.</td>
<td>What does it mean?</td>
</tr>
<tr>
<td>23</td>
<td>Ya, secepat dia bisa.</td>
<td>As quickly as he could.</td>
</tr>
<tr>
<td>24</td>
<td>But...? But Teddy...?</td>
<td>But, tapi, menyatakan apa? But?</td>
</tr>
<tr>
<td>25</td>
<td>Ya, ada yang lebih.</td>
<td>So, what do you say?</td>
</tr>
<tr>
<td>26</td>
<td>More handsome than Arya, ya...</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>But, kok. Tetapi, namun.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>What does it mean? Artinya?</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Larger, lebih besar, lebih luas.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Artinya? I’ve ever seen?</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Yang pernah aku lihat.. I’ve ever seen.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>As curly as Andra, boleh...</td>
<td>Who has differen answer?</td>
</tr>
<tr>
<td>33</td>
<td>Is curlier than.</td>
<td>Boleh lebih keriting ya...</td>
</tr>
<tr>
<td>34</td>
<td>Sekeriting dan lebih keriting, boleh.</td>
<td>Next, number 10, the last, Destanto.</td>
</tr>
<tr>
<td>35</td>
<td>Right. Do you still have any question about comparison?</td>
<td>Masih ada pertanyaan about comparison?</td>
</tr>
<tr>
<td>36</td>
<td>Pertemuan selanjutnya.</td>
<td>Next meeting, bukunya dibawa ya supaya bisa dipelajari bersama di kelas.</td>
</tr>
<tr>
<td>37</td>
<td>For the first, here for all the subject, you may put anyone, anybody.</td>
<td></td>
</tr>
</tbody>
</table>
15

Mau diisi siapa pun, up to you.

38 Mau diisi siapa pun, up to you.
I, we, she, terserah.

39 Yazid likes apple better than mango.
Yazid prefers apple to manggo, boleh.

40 Untuk menghafalnya, you may say
prefer this to that, like this better than
that, gitu.

41 Don’t mix the construction!
Jangan dicampur susunannya!

42 Like? Like this better than that.
Jangan dicampur, ya!

43 Prefer. Lebih memilih, lebih suka, lebih tertarik. Lebih suka ini...?

44 Ingat! Don’t mix the construction!
Jangan dicampu susunannya!

45 I think you can make a note.
Bisa dicatat dulu.

46 Kira-kira, what is the suitable title?
Judulnya apa?

47 Favourite? Preference...
Dicatat dulu!

48 Artinya sama, the same meaning.
Hanya, would rather infinitive, would
prefer to infinitive.

49 Air mineral dari pada soft drink.
Next, number 3, Winda.

50 Good! Bagus!

51 Next. Nomor 7, Hesti.

52 Ya. Number 9, Neti.

53 Ya. Lebih suka tidur dari pada
menonton TV.
Prefers to sleep than watch TV.

54 Lebih suka minum dari pada makan
saat sarapan.
Now, open your book page 57!

55 Please, read the text loudly!
Baca teksnya, Alfindo!

56 Please, read the text loudly! Baca
teksnya, Alfindo!
Baca teksnya dengan keras! Yang
lainnya mendengarkan!

57 A memo is a written document.
Written document, dokumen tertulis.
Lanjut!

58 Are written, ditulis... Next!
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Ya, short message, right. SMS? Short Message...?</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>61</td>
<td>Short Message Service. <em>Layanan pesan singkat. Tapi kalau memo tidak ada yang melayani, kita sendiri yang membuat.</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>62</td>
<td>Subject? <em>Hal.</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>63</td>
<td><em>Menjelaskan</em> what you want to write. This message must not be more than, not more than, <em>tidak lebih dari 4 kalimat.</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>64</td>
<td><em>Kok? Dapat dari mana? Who wrote the memo?</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>65</td>
<td><em>Artinya? Who wrote the memo? Siapa yang menulis memo? Siapa yang menghapus papan tulis tadi?</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>66</td>
<td><em>Galih menghapus papan tulis tadi. Galih cleaned the board. Dibetulkan!</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>67</td>
<td><em>Ya, all staff. The memo is for all staff.</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>68</td>
<td>The memo is about <em>fireworks reminder. What does it mean? Artinya fireworks reminder?</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>69</td>
<td><em>Peringatan kembang api, right. Next, number 4, Aprilia.</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>70</td>
<td><em>Ya. To ensure?</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>71</td>
<td>Right... <em>Sampai ketemu hari sabtu, ulangan, ulangan ini dan passive. Sabtu ya.</em></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>72</td>
<td>Passive voice, Degree of Comparison <em>dan Preference.</em> OK, see you...</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

**Note:**

Ins : *Insufficient Vocabulary Resources*  
Aff : *Affective*  
Add : *Addressee Specification*  
Emp : *Emphasis*  
Ela : *Elaboration*  
Cla : *Clarification*
Appendix 3
Table 2

The code-switching utterances based on its function that made by the teacher in teaching learning process.

<table>
<thead>
<tr>
<th>No.</th>
<th>Expressions</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When you use “the”, the most poor, the wealthiest, <em>paling</em> and than.</td>
<td>Insufficient</td>
</tr>
<tr>
<td></td>
<td>Do you have this structure?</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resources</td>
</tr>
<tr>
<td>1</td>
<td>Good!</td>
<td>Affective</td>
</tr>
<tr>
<td></td>
<td><em>Bagus!</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pay attention on your work on the board!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Widya, what do you mean by this? <em>Nilai</em>?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The worst.. it’s OK. Or the..?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lowest… <em>ya</em>, you may say in any other words.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Now, you compare the score between Andy and Mira!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andy and Mira.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who has different sentence? <em>Ya</em>, different sentence.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><em>Ya</em>, stupid means negative meaning, <em>ya</em>.</td>
<td>Emphasis</td>
</tr>
<tr>
<td></td>
<td>Why don’t you say Andy…</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><em>Ya</em>, will you make it better?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not you say more stupid, but in positive.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><em>Ya, sudah betul.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who has different sentence?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Number 3, <em>sekarang</em> number 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who has different sentence.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><em>Ya, uang Satrio lebih sedikit dari pada uang Harry.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>So, what does it mean?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Right! <em>Dari pada.</em></td>
<td></td>
</tr>
</tbody>
</table>

17
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Okay! <em>Paling sedikit</em>…</td>
</tr>
<tr>
<td>11</td>
<td><em>Dari pada</em>…</td>
</tr>
<tr>
<td></td>
<td>If you make Comparison, if you use “than”, it means that you make Comparison.</td>
</tr>
<tr>
<td>12</td>
<td><em>Pakai</em> “the” without “than”.</td>
</tr>
<tr>
<td></td>
<td>You can not combine “the” and “than”.</td>
</tr>
<tr>
<td>13</td>
<td><em>Sama</em>? Do you get the same answer?</td>
</tr>
<tr>
<td>14</td>
<td><em>Ya</em>, as quickly as he could.</td>
</tr>
<tr>
<td></td>
<td>What does it mean?</td>
</tr>
<tr>
<td>15</td>
<td>But Teddy…?</td>
</tr>
<tr>
<td></td>
<td>But, <em>tapi, menyatakan apa?</em></td>
</tr>
<tr>
<td>16</td>
<td>More handsome than Arya. <em>Ya</em>…</td>
</tr>
<tr>
<td>17</td>
<td><em>Artinya</em>? I’ve ever seen</td>
</tr>
<tr>
<td>18</td>
<td>As curly as Andra <em>boleh</em>..</td>
</tr>
<tr>
<td></td>
<td>Who has different answer?</td>
</tr>
<tr>
<td>19</td>
<td><em>Mau diisi siapapun</em>, up to you.</td>
</tr>
<tr>
<td></td>
<td>I, we, she, <em>terserah</em>.</td>
</tr>
<tr>
<td>20</td>
<td>Yazid likes apple better than mango.</td>
</tr>
<tr>
<td></td>
<td>Yazid prefers apple to mango, <em>boleh</em>.</td>
</tr>
<tr>
<td>21</td>
<td><em>Untuk menghafalnya</em>, you may say “prefer this to that, like this better than that”, <em>gitu</em>.</td>
</tr>
<tr>
<td>22</td>
<td>Like? Like this better than that.</td>
</tr>
<tr>
<td></td>
<td><em>Jangan dicampur ya!</em></td>
</tr>
<tr>
<td>23</td>
<td><em>Ingat</em>! Don’t mix the construction!</td>
</tr>
<tr>
<td></td>
<td><em>Jangan dicampur susunannya!</em></td>
</tr>
<tr>
<td>24</td>
<td>Favourite? Preference…</td>
</tr>
<tr>
<td></td>
<td><em>Dicatat dulu!</em></td>
</tr>
<tr>
<td>25</td>
<td><em>Atinya sama</em>. The same meaning.</td>
</tr>
<tr>
<td></td>
<td><em>Hanya</em>, would rather infinitive, would prefer to infinitive.</td>
</tr>
<tr>
<td>26</td>
<td><em>Air mineral dari pada</em> soft drink.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 27 | Lebih suka minum dari pada makan saat sarapan.  
Now, open your book page 57! |
| 28 | A memo is a written document.  
Written document, dokumen tertulis. Lanjut! |
| 29 | Are written, ditulis...  
Next! |
| 30 | Ya, short message. Right…  
SMS? Short Message…? |
| 31 | Subjet? Hal. |
| 32 | Kok? Dapat dari mana?  
Who wrote the memo? |
| 33 | Galih menghapus papan tulis tadi.  
Galih cleaned th board. Dibetulkan! |
| 34 | Ya, all staff.  
The memo is for all the staff. |
| 35 | The memo is about fireworks reminder.  
What does it mean? Artinya fireworks reminder? |
| 36 | Peringatan kembang api. Right…  
Next, number 4, Aprilia. |
| 37 | Ya, to ensure… |
| 1 | Paling miskin, paling sedikit.  
How do we say? |
| 2 | Ya, ada yang lebih.  
So, what do you say? |
| 3 | Sekeriting dan lebih keriting boleh.  
Next, number 10, the last, Destanto. |
| 4 | Ya, Get personal. Pribadi. Menggunakan I, you, we and then keep it short!  
Kalau panjang itu surat. Jadi jangan panjang-panjang. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>memo itu pendek.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2 | Short Message Service. *Layanan pesan singkat.*  
*Tapi kalau memo tidak ada yang melayani, kita sendiri yang membuat.* |   |   |
| 3 | *Menjelaskan what you want to write.*  
This message must not be more than, not more than, *tidak lebih dari empat (4) kalimat.* |   |   |
| 5 | *Passive Voice, Degree of Comparison dan Preference.*  
OK. See you. |   |   |
| 6 | *Punya yang berbeda, Dean?*  
Do you have different sentence? |   |   |
| 7 | *Next. Nomor 7, Hesti.* |   |   |
| 8 | *Ya, number 9, Neti.* |   |   |
| 9 | *Please, read the text loudly!*  
*Baca teksnya, Alfindo!* |   |   |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Specification</th>
</tr>
</thead>
</table>
| 1 | *Who has different sentence?*  
*Siapa punya kalimat lain?* |   |   |
| 2 | *Do you have this structure?*  
*Ada susunan seperti ini?* |   |   |
| 3 | *You can not combine “the” and “than”.*  
*Tidak bisa digabungkan, “the” dan “than”.* |   |   |
| 4 | *Read once again loudly!*  
*Baca sekali lagi dengan keras!* |   |   |
| 5 | *How do you get the same answer?*  
*Kok bisa jawabannya sama? Nyontoh ya...?* |   |   |
| 6 | *Ya, secepat dia bisa.*  
As quickly as he could. |   |   |
| 7 | *But, kok. Tetapi, namun...* |   |   |
| 8 | What does it mean?  
Artinya? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Larger. Lebih besar, lebih luas.</td>
</tr>
<tr>
<td>10</td>
<td>Yang pernah aku lihat. I’ve ever seen…</td>
</tr>
<tr>
<td>11</td>
<td>Is curlier than. Boleh keriting ya…</td>
</tr>
</tbody>
</table>
| 12 | Right. Do you still have any question about Comparison?  
Masih ada pertanyaan about Comparison? |
| 13 | Pertemuan selanjutnya. Next meeting, bukunya dibawa ya supaya bisa dipelajari bersama di kelas. |
| 14 | For the first, here for all the subject, you may put anyone, anybody.  
Mau diisi siapapun, up to you. |
| 15 | Don’t mix the construction!  
Jangan dicampur susunannya! |
| 16 | Prefer. Lebih memilih, lebih suka, lebih tertarik.  
Lebih suka ini…? |
| 17 | I think you can make a note.  
Bisa dicatat dulu. |
| 18 | Kira-kira, what is the suitable title?  
Judulnya apa? |
| 19 | Ya, lebih suka tidur dari pada menonton TV.  
Prefers to sleep than watch TV. |
| 20 | Please, read the text loudly! Baca teksnya, Alfindo!  
Baca teksnya dengan keras! Yang lainnya mendengarkan! |
| 21 | Artinya? Who wrote the memo?  
Siapa yang menulis memo? Siapa yang menghapus papan tulis tadi? |

Clarification
Appendic 4

INTERVIEW

Teacher’s Name : Dra. Fransisca Budiati
Date of Interview : May 10th, 2011

Please answer the following questions either in English or Indonesian.

1. Do you code-switch in the classroom while you are explaining the lesson to the students?
   - Yes, I do.

2. What are the forms of code-switching (phrases or sentences) that you are often used?
   - Both of them.

3. When do you usually use English in class?
   - Almost all the time.

4. When do you think using English is most effective?
   - All the time, as long as same with students’ ability.

5. How much do you usually use English in class (in percentage)?
   - 60%.

6. How much (percentage) English do you think teachers should speak in class that may be most helpful to the students?
   - 60%.

7. If there is any difference between your answer to question 5 and 6, please explain why!
   - -

8. Do you think it is good or not for English teachers in the classroom speak English continuously while he or she is explaining the lesson to their students?
   - No, it’s not good. Because it can be obstacle for students.

9. Do you think code-switching reflected teachers’ skill to explain the lesson?
   - No, I don’t.
10. Do you think code-switching reflected teachers’ deficit to explain difficult phrases or sentences?
   - No, I don’t.

11. Do you feel pressured to use English more?
   - Yes, because I feel useless if the students don’t understand the material.

12. What do you think are the advantages and disadvantages of using English only in teaching?
   - Advantage: Students get more exposure.
     Disadvantage: Certain students can’t understand the material.

13. When do you usually use Indonesian in class?
   - When I repeat explaining the material which students don’t understand yet.

14. When do you think using Indonesian is helpful to the students?
   - When I explain difficult material to the students.

15. How much code switching do you do between English and Indonesian (in percentage)?
   - 50%.

16. What’s your purpose(s) for code-switching?
   - To help students in understanding the material to ensure students’ understanding.

17. Do you think your students want to use English in class and why?
   - Yes, I do. Because students can understand what the teacher explained.

18. Do you think the amount of Indonesian teachers has some influence on the amount of English and Indonesian students use in class?
   - Yes, I do.

19. Do you feel uneasy if you have to use Indonesian in your instruction?
   - Yes, I do.

20. How do you feel about doing code-switching while you are explaining the lesson to the students?
   - I feel happy and useful.