CODE SWITCHING IN ENGLISH TEACHING
IN 7th GRADE OF *JOANNES BOSCO JUNIOR HIGH SCHOOL* YOGYAKARTA

A *SARJANA PENDIDIKAN* THESIS

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**

By
Irene Benita Novenia Ardiananta
Student Number: 131214106

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Advisor

Date

F. X. Ouda Teda Ena, S.Pd., M.Pd., Ed.D.

4 October 2017
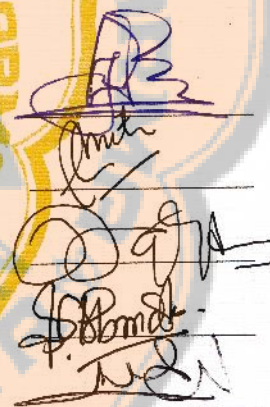
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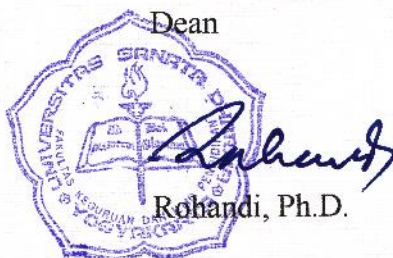
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 8 November 2017

The Writer

Irene Benita Novenia Ardiananta

131214106

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IN 7th GRADE OF *JOANNES BOSCO JUNIOR HIGH SCHOOL*
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Irene Benita Novenia Ardiananta

ABSTRACT

Ardiananta, Irene Benita Novenia. (2017). *Code Switching in English Teaching in 7th Grade of Joannes Bosco School Junior High School Yogyakarta*. Yogyakarta: Sanata Dharma University.

Code switching is a common phenomenon which mostly occurs when someone speaks more than one language. In the English learning, code switching could be beneficial to both of the students and the teacher. It helps the students to understand the teacher's material and it also helps the teacher to deliver the material as well. This research has two research questions. First, what are the types of code switching used by an English teacher in teaching English to the seventh graders of Joannes Bosco Junior High School? Second, what are the functions of code switching used by an English teacher in teaching English to the seventh graders students of Joannes Bosco Junior High School?

The approach of this study was qualitative descriptive research since its purpose was to interpret human and understand their social behavior. The data were gathered from a direct observation of the English teaching and learning process in the classroom. The researcher conducted the observation in two meetings for each class (140 minutes). The researcher recorded the teaching – learning activities, transcribed it into a written form, and analysed them by using some theories. In analysing the samples, the researcher was discussed and consulted them with her thesis advisor, a lecturer who had specialized in linguistics. The types of code switching were based on Romaine's (1995) theory while the functions of code switching were based on Sert's (2006) theory.

The findings of this study showed that the teacher of seventh graders in Joannes Bosco School employed code switching in 73 cases. The researcher found two types of code switching used by the English teacher. In addition, the researcher also found three functions of teacher's code switching in English teaching and learning process. The findings showed that the type of code switching which was mostly used was intra-sentential code switching. Meanwhile, the results also showed that the function of teacher's code switching which was mostly used was the repetitive function.

Keywords: code switching, bilingualism, multilingualism

ABSTRAK

Ardiananta, Irene Benita Novenia. (2017). *Code Switching in English Teaching in 7th Grade of Joannes Bosco School Junior High School Yogyakarta*. Yogyakarta: Universitas Sanata Dharma.

Code switching merupakan suatu fenomena yang biasa terjadi di kala seseorang berbicara lebih dari satu bahasa. Dalam pembelajaran Bahasa Inggris, *code switching* dapat bermanfaat bagi siswa dan guru. *Code switching* dapat membantu siswa untuk memahami penjelasan yang disampaikan oleh guru dan dapat membantu guru dalam menyampaikan materi dengan baik. Penelitian ini dilaksanakan untuk membahas dua rumusan masalah. Pertama, tipe code switching apa saja yang digunakan oleh guru Bahasa Inggris dalam mengajar Bahasa Inggris kepada siswa kelas tujuh di *SMP Joannes Bosco*? Kedua, fungsi code switching apa saja yang digunakan oleh guru Bahasa Inggris dalam mengajar Bahasa Inggris kepada siswa kelas tujuh di *SMP Joannes Bosco*?

Penelitian ini menggunakan pendekatan deskriptif kualitatif karena ditujukan untuk menafsirkan dan memahami tingkah laku sosial manusia. Data diperoleh dari hasil observasi langsung pada saat proses belajar dan mengajar Bahasa Inggris di kelas. Peneliti melakukan observasi pada dua waktu yang berbeda untuk setiap kelas (140 menit). Peneliti merekam proses belajar – mengajar, menuliskannya, dan menganalisis dengan menggunakan beberapa teori. Dalam menganalisis sampel, peneliti mendiskusikan dan mengkosultasikannya pada dosen pembimbing. Tipe *code switching* menggunakan teori dari Romaine (1995), sedangkan untuk fungsi dari *code switching* menggunakan teori dari Sert (2006).

Hasil penelitian menunjukkan bahwa guru Bahasa Inggris kelas tujuh dari *SMP Joannes Bosco* menggunakan *code switching* sebanyak 73 kasus. Peneliti menemukan dua tipe *code switching* yang digunakan oleh guru. Sebagai tambahan, peneliti juga menemukan tiga fungsi *code switching* yang dilakukan dalam proses belajar dan mengajar. Hasil penelitian menunjukkan bahwa tipe *code switching* yang paling sering digunakan adalah *intra-sentential code switching*. Disamping itu, hasil penelitian juga menunjukkan bahwa fungsi dari code switching yang dilakukan oleh guru adalah fungsi pengulangan.

Kata kunci: *code switching, bilingualism, multilingualism*

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Irene Benita Novenia Ardiananta

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CHAPTER I

INTRODUCTION

This chapter is an introductory part. This chapter presents the research background, research questions, research significance, and the definition of terms of this study.

A. Research Background

Using two or more languages within an utterance or what linguists call code switching, is fairly common especially between two of the most used languages in the country which is the national language (Indonesian) and the international language (English). Code switching is common in multilingual Asian countries such as Indonesia, where English as well as other foreign languages are mixed in an utterance. Although it is not favoured by many teachers, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. Skiba (1997) underscores that code-switching can be used by teachers by integrating it into the activities used to teach a second language. By getting students in pairs and switching languages at pre-determined points in conversation, it helps them to learn each other's language. Teachers can also begin a lesson in one language then switch to another language, forcing the children to listen carefully and

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comprehend both languages. Sert (2004) has investigated that the functions of code switching for students are known as equivalence, floor-holding, reiteration, and conflict control. Equivalence gives the student the opportunity to communicate without gaps because of incompetence. Floor-holding is used when a student cannot remember a word, and uses their native language to avoid a break in communication. Reiteration helps the student to become more competent in the language they are trying to learn. Conflict control may be used to avoid misunderstanding when a child does not use a correct meaning in communication. Based on the statements, it can be explained that switching from one language to another language is effective for continuously establishing EFL classroom communication. The use of code switching is to serve better in English immersion setting where they provide clarification when a word or phrase is not known.

Sert (2006) explains that the functions of teacher code switching are known as topic switch, affective functions, and repetitive functions. Topic switching means that the teacher alters his or her language according to the topic being taught. This is mainly seen in grammar instruction, and the student's attention is directed towards the new knowledge. In affective functions, code switching which is practiced by the teacher to express emotions, and build a relationship between the teacher and the student. In dealing with repetitive functions, the teacher uses code switching to clarify the meaning of a word and stress importance on the foreign language content for better comprehension.

Using code switching in English learning helps the students to understand the teacher's explanation. Moreover, code switching helps the teacher to

communicate with the students. When the students understand the material which is delivered by the teacher, it makes them more active and motivated during the classroom activities.

In this study, the researcher was interested to conduct a study on code switching done by an English teacher in teaching English. The researcher chose this topic because code switching phenomenon in teaching-learning process often happened. Especially when the researcher did Teaching Practicum (*Program Pengalaman Lapangan* or *PPL*) in *Joannes Bosco Junior High School Yogyakarta,* she saw the real example of this phenomenon. The English teacher often did code switching to the students who were multilingual when she taught English lesson. Moreover, the intensity of the teacher's code switching was different according to the class and situation. It motivated the researcher to conduct a research on the implementation of code switching in the classroom, especially in *Joannes Bosco Junior High School Yogyakarta.* Although there were some code switch; e.g English - Indonesian, Indonesian - English, English - Javanese, Indonesian - Javanese, the researcher only discussed about the English - Indonesian code switching in this research.

B.   Research Questions

In this study, the writer would like to address two research questions related to code switching in teaching English to seventh graders in Joannes Bosco Junior High School Yogyakarta. They are as follows:

1. What are the types of code switching used by the English teacher of the seventh graders in Joannes Bosco Junior High School Yogyakarta in the classroom?

2. What are the functions of code switching used by the English teacher of the seventh graders in Joannes Bosco Junior High School Yogyakarta in the classroom?

C. Research Significance

The researcher expected that this study could give the benefits to the English teacher, the students, the future English teacher, and the future researcher.

1. The English Teachers

The result of this thesis can be used by the English teachers as reflection whether they have applied code switching or not while teaching the students in the classroom. It is because code switching is important to be used in teaching – learning English in the classroom especially in English as Foreign Language students.

2. The Students

The researcher expected that the implementation of code switching in the classroom, in order to teaching – learning English, could improve the students' understanding and help the students to learn English better. Hopefully the students could understand some words, phrases, and sentences which were difficult or not familiar for them before.

3. The Future English Teacher

The researcher expected that the result of this study could give an image to the entire future English teacher about the reality of teaching English. In teaching, they have to know that every student has different ability in understanding the materials, especially in English subject because it is a foreign language. Thus, the future English teacher must be able to make a plan or strategy in order to help and make the students understand the materials.

4. The Future Researcher

The researcher hoped that this study would give a contribution to the future research development and encourage future researchers who wanted to conduct further study on sociolinguistic, especially code switching.

D. Definition of Terms

In this research, the researcher used some terms related to the topic being discussed. The researcher would like to give some definition related to the terms that used in this research for clarity.

1. Code Switching

The researcher would like to define some terms related to the definition of code switching. Hoffman (1991) states that code switching involve the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation. This statement is supported by Rihane (2007) who notes that in some situations, a speaker might shift to one code to another, intentionally or unintentionally and the shift may be from one language to another, from one

dialect from another, from one style to another for different reasons. Alternation between languages in the form of code switching is a widely observed phenomenon in foreign language classrooms. Numan and Carter briefly define the term as "a phenomenon of switching from one language to another in the same discourse" (2001:275). In short, code switching is a linguistics term that refers to the use of two or more languages in the same utterance or conversation in the multilingual society. In this study, code switching refers to the preference of the seventh graders English teacher of *SMP Joannes Bosco Yogyakarta* to switch the language (English to Indonesian, Indonesian to English, English to Javanese) in the teaching – learning English activities to the seventh graders students.

2. Bilingualism

Bilingualism exists in almost all countries in the world, in all different classes of society and in all age groups (Grosjean, 1982). In the popular view, bilingualism was defined as "native-like control of two or more languages" (Bloomfield, 1933). It means that a person should be able to use two or more languages as well as a native speaker. In contrast, a bilingual is anyone who possesses a minimal competence in only one of the four language skills, listening comprehension, speaking, reading, and writing in a language other than his or her mother tongue (Macnamara in Hamers & Blanc, 2000).

The bilinguals mostly have their own dominant language. The dominant language is the language that tends to be the strongest. This language is not always the first or native language of the bilingual (Bryam, 2000). However, a bilingual can also be fluent in both languages (Romaine, 1995). There is a reason

why many bilinguals do not become fluent in both languages, while others do not since in their lives they just need to be really fluent in one language. Moreover, people are still called bilingual since they are regularly use oth languages, even if they do not have native-like competence in both languages (Bryam, 2000).

3. Multilingualism

The definition of multilingualism is about the practice of using more than one language among individuals and societies. Multilingualism is a powerful fact of life around the world, a circumstance arising at the simplest level, from the need to communicate across speech communities (Edwards, 1994). Basically, multilingualism is the use of two or more languages in any given situation, either by an individual speaker or by a community of speakers. In multilingual communities, children generally learn their ethnic language first and later they add other languages for purposes, such as education, business, or for communication with a wider range of people. In short, bilingualism means two languages are used by someone alternately to communicate with others, while multilingualism refers to the ability of people who use more than two languages (as cited in Puspitasari, 2016, p. 9).

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reviews important studies to support the research. The purpose of this chapter is to give the basic principles of formulated problems. This chapter consists of two main parts namely there are theoretical description and theoretical framework. Theoretical description gives explanation of underlying theories related to the use of code switching in teaching English. Meanwhile, theoretical framework discusses the theories that have been employed.

A. Theoretical Description

In this section, some theories are elaborated. The discussed theories are the definition of sociolinguistics, the definition of code switching, the theory of code switching, and bilingualism and multilingualism. The elaborations of each theory are presented.

1. Sociolinguistics

Sociolinguistics is a field of study which investigates the languages that is used in the society; who use the language, how it is used, where and when it is used, what is being talk about, what is the purpose, and with who it is used. Numerous sociolinguistic issues await attention. Variation in the speech community and its relationship to language change are central to sociolinguistic

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inquiry. All language systems show instability and variation. Learner language systems show even greater instability and variability in terms of both the amount and rate of change. Moreover, sociolinguistic concerns with identity and accommodation help to explain the construction by bilinguals of a "variation space" that is different from that of a native speaker. This may include retention of any number of features of a previously acquired code or system of phonology and syntax as well as features or discourse and pragmatics, including communication strategies. The phenomenon may be individual or, in those settings where there is a community of learners, general. Differences are not only in the code itself but in the semantics meanings attributed to these different encodings contribute to identification with a speech community or culture, the way a speech community views itself and the world. This often includes code switching, the use by bilinguals of resources from more than one speech community.

Janet Holmes (2001) writes in her book, *An Introduction to Sociolinguistics Second Edition*, which says:

> Sociolinguistics studies the relationship between language and society. They are interested in explaining why we speak differently in different social context, and they are concerned with identifying social function of language and the way it is used to convey social meaning. (p. 1)

Sociolinguistics studies all the aspects influencing the choice of appropriate ways of speaking in different social context. Why do people have different ways of saying things in different situation, with different participants, different topics, and different purpose of speaking?

2. Bilingualism and Multilingualism

Living in a multicultural society deals with different cultures and languages. People who live in a multicultural society often use code switching to signal two different identities at once. The theories of bilingualism and multilingualism become important since these are the background of code switching phenomenon. For this reason, the researcher provides several explanations about bilingualism and multilingualism.

Most people usually use more than one language and require a selected language whenever they choose to speak with others. The phenomenon of having more than one code (language) is called bilingualism and multilingualism (Wardhaugh, 1997). Most people speak two or more languages, and a large proportion of world's population is bilingual. This second point of view is in fact much nearer the truth: bilingualism is present in practically every country of the world, in all classes of society, and in all age groups (Grosjean, 1982).

In an increasingly diversified and multilingual world, more and more young children find themselves in an environment where more than one language is used. Despite the strength of the data (Grimes, 1992) which clearly demonstrates that today there are many more bilingual or multilingual individuals in the world rather than monolingual individuals.

3. Code Switching

Code switching is simply defined as using two or more languages in one conversation activity. This phenomenon generally occurs in society, but people are not aware of it. People certainly have a good control of more than one

language. Gumperz (1983) gives the idea that code switching could be seen as a real, specific discourse strategy for bilinguals. He calls code switching as code-alternation. It can occur in the form of quotation when the speaker directly uses a piece of reported speech in the language which is produced. In case of addressee specification, the switch of language is merely used in order to direct the message to one of the possible addressees. On the other hand, bilingual speakers tend to use code-switching for interjections or simple sentence fillers. He has argued that code switching is a conversational strategy, the function of which is to express social meanings. Trousdale (2010) defines that code switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire. Romaine (2000) has stressed the point that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for monolingual speaker. Wardhaugh (1998) defines that code switching is a conversational strategies used to establish, cross or destroy group boundaries; to create, evoke interpersonal relation with their right and obligations.

Code switching becomes the concern of this study, especially the types and the functions of teacher's code switching. For this reason, the researcher provides some theories in understanding the types of code switching, the functions of code switching, and the use of code switching in language teaching, especially in teaching English.

a.   The Types of Code Switching

There are types of code switching that exist in sociolinguistics study. According to Van Dulm (2007), code switching can be viewed from a grammatical perspective, as well as from a sociolinguistic perspective. Grammatically, there are three types of code switching. Hoffman (1991) asserts that code switching can occur within sentences (intra-sentential code switching), between sentences (inter-sentential code switching), and at an extra sentential level which involves a situation in which a bilingual attaches a tag from one language to an utterance in another language.

According to Romaine (1995), grammatically there are two types of code switching. There are code switching which can occur within sentences (intra sentential code switching), and between sentences (inter sentential code switching). She points out that intra-sentential switching involves arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals. The intra-sentential code switching is switching at the clause, phrase or word level if no morphology – phonological adaptation occurs. The explanation of code switching in clause, phrase, and word level are as follows.

1).   Code Switching in Word Level

Word is a general term for a morphological form which is internally stable can stand on its own and which in principle can be moved to a new position in a sentence. In a synthetic language like German, inflected words tend to be morphologically complex whereas in an analytic language like English, these are

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usually simpler in structure. Moreover, word class is a group of words which are similar in their grammatical characteristics: the kinds of inflections they take, their distribution in sentences and the relations they enter with other sets of words. Typically word classes are nouns, verbs, adjectives, adverbs, prepositions.

2). Code Switching in Phrase Level

Phrase is any group of words which are taken to be less than a sentence, e.g. by lacking a finite verb, but which are regarded as forming a unit grammatically.

3). Code Switching in Clause Level

Clause is a syntactical unit which is smaller than a sentence. There are basically two types, main clauses and subordinate clauses, which are joined by certain grammatical words such as conjunctions or subordinators. Poplack (2000) also said that it is the most complex type of code switching in which the speakers are able to control two linguistic systems simultaneously. She establishes two constraints on intra-sentential code switching including constraints of equivalence, word order immediately before and after a switch point must be grammatically possible in both languages, and free morpheme constraint, no switches are allowed between stem and affix, and few within idiomatic expressions and set phrases.

The next type of code switching according to Romaine (1995) is inter-sentential code switching. This switching involves a switch at a clause or sentence boundary where each clause or sentence is in one language or another. It may also occur between speaker turns. The inter-sentential code switching is switching at

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the sentence level. It may serve to emphasize a point made in the other language, signal a switch in the participants' conversation, indicate to whom the statement is addressed or provide a direct quote from, or reference to, another conversation.

Gumperz (1983) distinguishes two types of code switching which are situational code-switching and conversational code-switching. The speaker may speak one language in one situation and another in a different situation. In terms of situational switching, each point of switching corresponds to a change in the situation. In other words, one speaker may speak a different language depending on the situation, but the language spoken in that particular situation does not vary. In this situation, many features relating to social factors are involved in determining which language is to be used. In addition, the notion of situational switching assumes a direct relationship between language and social situation. Dealing with this, Wardhaugh (1998) has explained that situational code switching occurs when the languages used change according the situations in which the conversant find themselves. They speak one language in one situation and another in a different one. No topic change is involved. But when the speakers code switch to signal identities or a change of relations in the roles of the participants in the conversation, Wardhaugh (1998) calls it by metaphorical code switching. Wardhaugh (1998) explains that metaphorical code switching has an affective dimension. He explains it more that the people change the code as they redefine the situation; formal to informal, official to personal, serious to humorous, and politeness to solidarity. However, metaphorical code switching used by the people to show how speakers employ particular language to convey

information that goes beyond their actual words, especially to define social situation. Metaphorical code switching occurs when a change of topic requires a change in the language used.

Van Dulm (2007) also agrees with Wadhaugh that there are two types of code switching, namely metaphorical code switching and situational code switching from a sociolinguistic perspective. Metaphorical code switching refers to the process in which a bilingual speaker changes codes because of the change in what is being talked about. In contrast, situational code switching refers to the process in which a bilingual person often switches from one code to another depending on whom that person is talking to. This statement is supported by Gumperz (1982), who introduces the concepts of situational and metaphorical switching. Situational switching involves change in participants and/or strategies, while metaphorical switching involves only a change in topical emphasis.

According to Poplack (1980) there are three types of code switching, namely tag-switching, inter-sentential code switching, and intra-sentential code switching. Tag switching is when a person inserts a tag phrase from one language into the second language, for instance greeting phrases and parting phrases. This type of code switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules. The second type of code switching is inter-sentential code switching. It involves a switch at a clause or sentence level, where each clause or sentence is in one language or another. The third and the most complex type of code switching is

intra-sentential code switching which occurs within the clause or sentence boundary.

b.   The Functions of Code Switching According to Reyes (2004)

Reyes (2004) describes the function of code switching as clarification. With this function, the code switching gives more information to clarify an idea or the message of the speaker. In other words, the use of code switching here can be attributed to the need for a clarification of the message and occurs when a speaker wants to make clearer what he or she is talking about.

c.   The Functions of Code Switching According to Gumperz (1982)

According to Gumperz (1982), he enumerates six specific functions of conversational code switching: quotation, addressee specification, interjection, reiteration, message qualification, and personalization vs. objectification. Quotation is defined in terms of its framing of reported speech. Addressee specification is defined in terms of a local interactional function of switching without reference to surface form. Interjection is labels and defined in terms of the switched element's syntactic function in a sentence. Reiteration is defined in terms of referential functions as well as the discursive function of emphasis. Message qualification is labelled specifically in terms of its discursive function but it is described in terms of sentence structure. Personalization vs objectification is not defined in terms of surface shape or local contextualization functions but in terms of more abstract metaphorical function.

d.   The Functions of Code Switching According to Sert (2006)

According to Sert (2006), the function of teacher's code switching in the classroom are: topic switch, affective functions, and repetitive functions.

1).   Topic Switch Functions

In topic switching, the teacher alters his or her language according to the topic being taught. This is mainly seen in grammar instruction, and the students' attention is directed towards the new knowledge.

2).   Affective Functions

Affective functions are important in the expression of emotions and building a relationship between the teacher and the student. Students should understand the correct emotion when they are learning a foreign language. Affective function can create a supportive language environment in the classroom.

3).   Repetitive Functions

In repetitive functions, code switching is used to clarify the meaning of a word and stresses importance on the foreign language content for better comprehension.

e.   The Functions of Code Switching According to Jinxia (2010)

In 2010, another researcher, Jinxia, formulates the function of code switching in more specific. Jinxia (2010) specifies the functions of code switching in teaching and learning process. Those functions are translating unknown vocabulary items, explaining grammar, managing class, emphasizing some points,

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indexing a stance of empathy or solidarity towards students, and facilitating students' understanding by quoting others' words. The further explanation of Jinxia's theory are as follows.

1).   Code Switching to Translate Unknown Vocabulary Items

To convey the meaning of a foreign language through translation may be an efficient way of helping the learner feels natural in an EFL classroom. Translation of words and phrases may occur during the interaction between the teacher and students. The teacher switches to the first language when the students do not seem understand.

2).   Code Switching to Explain Grammar

Whether first language or second language, it is better to explain grammar as a practical issue. To the students, especially non English major students, they are not very familiar with the terms of English grammar. If the teachers use grammatical terms in English to explain the complicated sentence structure, he is running the risk of making trouble for it takes more time and causes problems for the students' understanding. According to Duff and Polio (1990), teachers are very unwilling to teach grammar in the target language for various reasons, such as time saving, grammar-oriented exams, and worries about too much pressure on the studies. Martin-Jones (2000) also reports that teachers teach grammar in L2-L1-L2 sequence.

3).   Code Switching to Manage Class

The ways in which the teacher organizes the class also involve a choice of language. The teacher tends to switch to the first language for criticism and maintenance of discipline when the students do something that violate classroom discipline. When the teacher gives directions of the activities, the teacher switches to first language for the arrangement of the students because using first language directions would be concise and save a lot of time in managing class.

4).   Code Switching to Emphasize Some Points

The use of first language can lay stress on some instructions or direct students' attention to important contents. Code switching to the first language can be used to give emphasis. Important messages can be reinforces or emphasized when they are transmitted in the L1 (Macaro, 1997).

5).   Code Switching to Index a Stance of Empathy or Solidarity towards Students

The teacher uses switches their language to build solidarity and intimate relations with the students and to show some concerns when students seem to have problems. This finding is consistent with Duff and Polio (1990) statement that many of the teachers resort to the L1 for rapport building with the students and "to temporarily background their role as a teacher, to perhaps foreground their role as an empathetic peer, and to digress from instructional sequences". For example, the teacher asked a question to the student, but the student was so nervous and did not know how to answer that question because scared of being

criticized. Instead of reminding him in English, the teacher switched the language into the first language to encourage the student and help him build his confidence. Although the frequency of code switching for solidarity or empathy is not high, it was a great value to guarantee the effective communication between the students and teachers.

6).   Code Switching to Facilitate Students' Understanding by Quoting Others' Words

Quoting other's words is also used in the switching. To express the idea and feeling directly and vividly, the teacher quotes others' words. It is more powerful and specific to cite the language originally used by other people. Thus, the students might have deeper understanding about what the teacher said and the teacher could get more resonance from the students as well.

B.   Theoretical Framework

The use of code switching in bilingual or multilingual classroom is important. There are a lot of theories about the types of code switching defined by the linguists. Gumperz (1982), Wardhaugh (1998), and Van Dulm (2007) define the types of code switching in the same classification area. They define the types of code switching into two which are situational code switching and metaphorical code switching. Moreover, Gumperz calls metaphorical code switching as conversational code switching but in fact they have the same meaning and definition. Meanwhile, Hoffman (1991), Romaine (1995) and Poplack (1980) define the types of code switching into two which are inter-sentential and intra-

sentential code switching. Hoffman (1991) also defines code switching into extra-sentential code switching which have similarity with situational code switching. Moreover, Poplack (1980) also define the types of code switching into tag-switching. Romaine (1995) puts tag-switching into intra-sentential code switching and enlighten them into word level, phrase level, and clause level.

Each linguist has their own classification of the types of code switching. The researcher employed the theory of Romaine (1995) in defining the types of code switching. Romaine's theory is appropriate in defining the types of code switching in the context of English teaching – learning activity. There are inter-sentential code switching and intra-sentential code switching that are going to be used in this research.

In categorizing the functions of code switching, the linguists has their own categorization. Gumperz (1982) enumerates six specific functions of conversational code switching which are quotation, addressee specification, interjection, reiteration, message qualification, and personalization vs. objectification. Reyes (2004) describes the function of code switching as clarification. Although the linguists have their own categorization, in fact, their classifications have similarities between one and another. Sert (2006) narrow down the function of teacher's code switching in the classroom become topic switch, affective functions, and repetitive functions. In his classification, he covers other linguists' classifications and makes it simpler. Then in 2010, Jinxia, enlightens the function of code switching as translating unknown vocabulary items, explaining grammar, managing class, emphasizing some points, indexing a

stance of empathy or solidarity towards students, and facilitating students'
understanding by quoting others' words. Thus, the researcher considered using the
theory suggested by Sert (2006) in order to identify the functions of code
switching done by the teacher in learning and teaching process. There are topic
switch, affective functions, and repetitive functions.
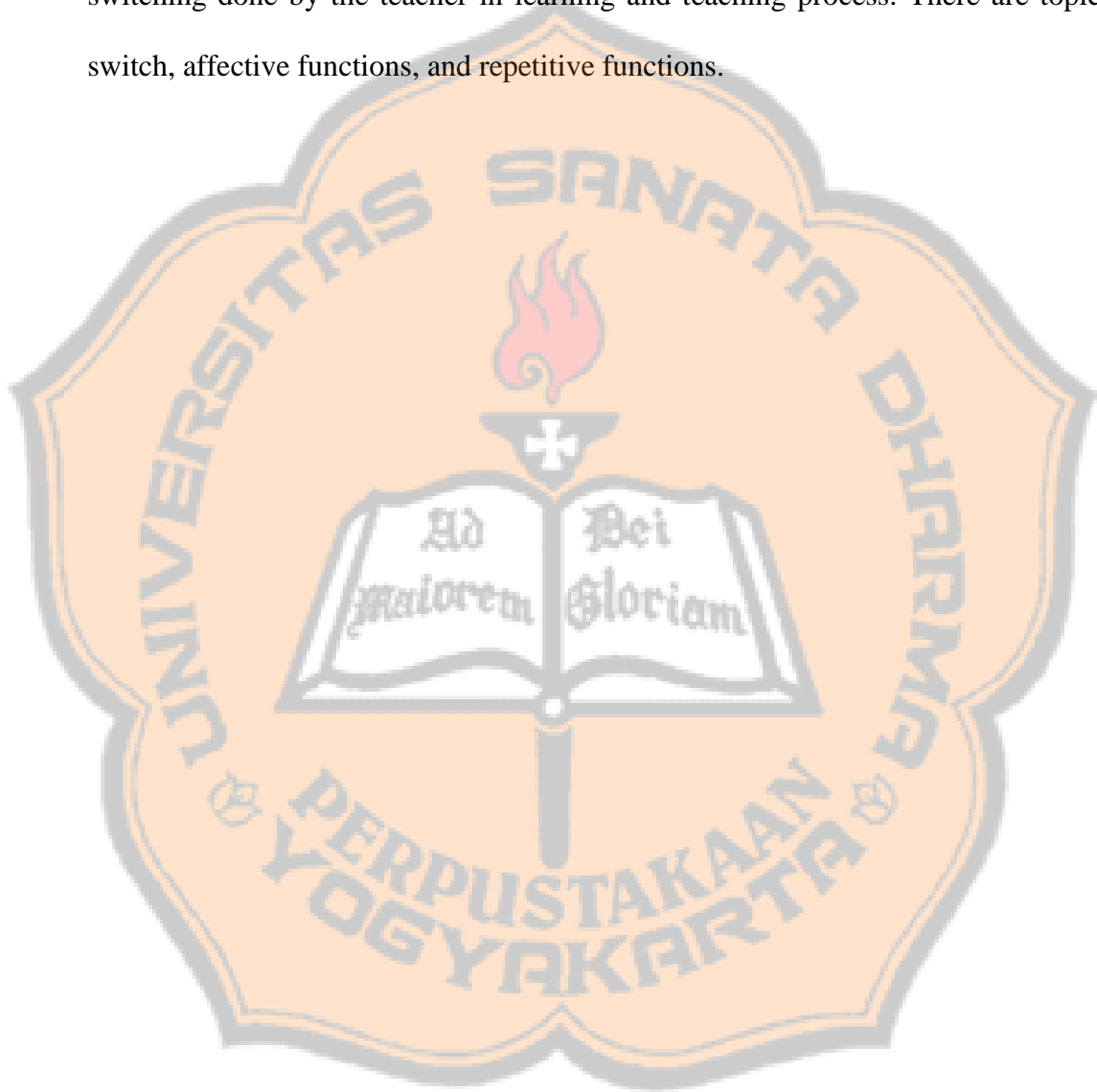
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents discussion of the method used in the research. This chapter consists of several parts; those are research method, research setting, research participants, instruments and data gathering technique, and data analysis technique.

A.   Research Method

The researcher conducted this research to analyse the code switching phenomenon employed by the seventh grade's teacher in *SMP Joannes Bosco Yogyakarta* in her teaching and learning activities in the classroom. This research was conducted by using qualitative research because it sought to understand and interpret human social behaviour about the types and functions of code switching used by seventh grade's teacher. When the approach is applied correctly, it becomes a valuable method for health science research to develop theory, evaluate programs, and develop interventions (Baxter and Jack, 2008). Merriam (2002) states that qualitative research tries to understand interpretations at a particular point in time and in particular context, as follows:

> The key to understand qualitative research lies with the idea that meaning is socially constructed by individuals in interaction with their world. There are multiple constructions and interpretations of reality that are flux and change over time. Also, qualitative research tries to understand what those interpretations are at a particular point in time and in particular context. (p. 3-4)

The goal of qualitative research is to describe the complex pattern of what is being studied in sufficient depth and detail. Thus, someone who has not experienced can

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understand the phenomenon (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 29). According to Denzin & Lincoln (2005), qualitative research means a non-numerical data collection or explanation based on attributes of the graph or source of data.

Rossman and Rallis (2003) have described qualitative researcher in in the following ways:

> Qualitative researchers seek answers to their questions in the real world. They gather what they see, hear, and read from people and places, and from events and activities. They do research in natural settings rather than in the laboratories or through written surveys. (p. 20)

It means that qualitative research deals with natural situations and focusing on people. Connaway and Radford (2017) state that the researcher collects and interprets data, making the researcher as much a part of the research process as participants and the data they provide. Qualitative analysis is also comprised of "thought processes that go on when interpreting data and assigning concepts to stand for meaning." Denzin and Lincoln (2005) note that there are competing definitions of qualitative research and that it is: a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matters. In short, qualitative research is a field of inquiry applicable of many disciplines and subject matters. The primary aim for qualitative research is to provide a complete and detail description of the research topic and to gather an in-depth understanding rather than a numeric analysis of data. Moreover, this research is a descriptive qualitative research. Descriptive qualitative research describes the data and characteristics of the phenomenon being studied. It answers the questions of *who, what, where, when*

and *how*. The reason why the researcher chose descriptive qualitative was this research is not dealing with numerical data.

Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (as cited in Baxter and Jack, 2008, p. 545). Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. Basically, a case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. Whilst it will not answer a question completely, it will give some indications and allow further elaboration and hypothesis creation on a subject. The case study research design is also useful for testing whether scientific theories and models actually work in the real world.

Case studies research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case study emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Yin (2013) defines the case study research method as an empirical inquiry that

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investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (p. 23).

Mesec (1998) offers a definition of a case study within the field of social work, but it could also be applied to the field of education: A case study "is a description and analysis of an individual matter or case […] with the purpose to identify variables, structures, forms and orders of interaction between the participants in the situation (theoretical purpose), or, in order to assess the performance of work or progress in development (practical purpose)" (as cited in Starman, 2013, p.4). He adds that on case study could serve both purposes at the same time.

This is however a somewhat narrow conception of the application of case studies research. According to Rowley (2002), the first stage is to decide whether case studies can be useful for a specific kind of investigation. There are three factors that determine the best research methodology: The types of questions to be answered, the extent of control over behavioural events, and the degree of focus on contemporary as opposed to historical events.

For more detailed definitions of a case study, Sagadin (1991) states that a "case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail" (as cited in

Starman, 2013, p.4). Based from that, the reason why the researcher chooses case study method for this research is the subject of the research only one person and case study as an approach supports deeper and more detailed investigation by focusing on the case and its subject through intensive research.

Case study research is also good for contemporary events when the relevant behaviour cannot be manipulated. Typically case study research uses a variety of evidence from different sources, such as documents, artefacts, interviews and observation, and this goes beyond the range of sources of evidence that might be available in historical study. Besides, case study is normally necessary to answer how and why questions. Who, what and where questions can be investigated through documents, archival analysis, surveys and interviews. In summary then, case study research is useful when: A how or why question is being asked about a contemporary set of events over which the investigator has little or no control. (Yin, 2013, p.9).

B.   Research Setting

This research study was conducted at *SMP Joannes Bosco Yogyakarta.* There were 5 classes of seventh grades; VII Peace, VII Love, VII Compassion, VII Appreciation, and VII Freedom. Although there were 5 classes of seventh grades, the researcher did not take all the classes as the sample for this research. The researcher used only VII Peace and VII Love classes as the samples by choosing it randomly. It is done because all of the seventh grades were taught by the same English teacher. The researcher did not want to have the same result of

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sampling. The data gathering was conducted on 23th March 2017 for both of the classes.

C.   Research Subjects

The participant of this research was the English teacher of seventh graders in *SMP Joannes Bosco Yogyakarta.* Using direct observation, the teacher was observed while teaching English in order to determine the types of code switching that existed in the classroom. She was also interviewed in order to find out the reasons for code switching in teaching English to the seventh grades in *SMP Joannes Bosco Yogyakarta* toward English learning. The answer from the teacher was used to strengthen the research findings from the cases of code switching.

Case study is the preferred research strategy when the phenomenon cannot be divorced from its context, the focus is on contemporary events, and the experience of the actors is important. Case study is the most common qualitative method used in information systems (Myers, 2003), and particularly suited to the study of information systems in organisations, when the focus is on organisational rather than technical issues (as cited in Iacono, Brown, & Holtham, 2009). The case study relies on multiple sources of evidence and multiple data collection techniques. Yin (1994) lists six major sources of evidence: documents, archival records, interviews, direct observation, participant observation and physical artefacts.

D.   Instruments and Data Gathering Technique

In order to collect the data from the participant, the researcher of this research used some instruments. The researcher used observation, interview, and recording as the instruments of this research. According to Marshall and Rossman (1999), the most practical, efficient, feasible, and ethical methods for collecting the data need to be selected.

1.   Observation

In this research, the researcher acted as non-participants. When observing the participant, the researcher took notes on the list of code switching cases that occurred in the classroom. She provided an observation sheet to be filled with herself while observing. She only sat at the back of the classroom, looked at teaching – learning process, and filled the observation sheet. The researcher took notes on the list of words or sentences of code switching that occurred in the classroom. The length of the observation was 70 minutes for each of class. There were 2 classes that used for this research. The format of observation checklist is illustrated in table 3.1.

Table 3.1 Sample of Observation Checklist Sheet of Code Switching Cases

No	Code Switching Cases	Context	Types of Code Switching				Functions of Code Switching		
			IR	AR			TS	AF	RF
				WL	PL	CL			
1.									
2.									
3.									
4.									
...									

Abbreviation:
IR : Inter-sentential Switching
AR : Intra-sentential Switching
WL : Word Level
PL : Phrase Level
CL : Clause Level
TS : Topic Switch
AF : Affective Function
RF : Repetitive Function

Schmuck (1997) states observation methods are useful to researchers in a variety of ways. It provides the researcher with ways to check non-verbal expression of feelings, determine who interacts with whom, grasp how participants communicate with others, and checks for how much time is spent on various activities. Moreover, Mellenbergh (2008) as seen at H.J. Ader & G.J. Mellenbergh, states that there are two kinds of participants in observation; the researcher as the participants and the researcher as the non-participants. The researcher is the participant when she or he acts as a part of the participants. The researcher is the non-participant when s/he acts as people outside the participants.

2. Interview

In this research, the researcher became the interviewer and the teacher of seventh grades in *SMP Joannes Bosco Yogyakarta* became the interviewee. The researcher conducted the interview in order to find out the reasons of why the teacher of seventh grades in *SMP Joannes Bosco Yogyakarta* did code switching while teaching English. The researcher took notes while interviewing the teacher. Ary, Jacobs, Sorensen, and Razavieh (2010) state that interview is an instrument to gather data from people about their opinions, beliefs, and feelings about situation in their own words. Specifically, this study employed personal interview

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(p.439). The interview was conducted within 5 minutes after the class was over and the result of the interview was used to strengthen the reasons why the teacher did code switching.

3. Recordings

The researcher used recordings as the instruments of this research. The recordings refer to the teacher during the English teaching – learning process in the classroom which contained code switching cases. Also, the recordings were used to record the interview between the researcher and the participant. Then, the recordings were used to collect the data about the types and functions of code switching occurred in the classroom. After the recordings were collected, the researcher listened to them and transcribed it. The process of transcribe took one week of time. The first step of transcribing the recordings was listened carefully to them and wrote it down. The researcher wrote the code switching done by an English teacher line by line. The second step was the researcher analysed the transcript. After analysing the transcript, the researcher classified them into their types and functions according to the theories being used. The researcher also discussed the results with her thesis advisor to check the validity of the data.

E. Data Analysis Technique

Data analysis is the process in which the data were analysed by using several techniques. The researcher analysed the data gathered in order to gain the answers to the questions formulated in the research questions. In this research, the

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researcher analysed the data by using qualitative data analysis as suggested by Miles and Huberman (1994) that consist of three stages.

1.   Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription (Miles and Huberman, 1994). It was the process whereby the mass of qualitative data obtained were reduced and organized. At this stage, the researcher discarded all the irrelevant data and transcribed all the code switching in teacher's utterances that had been got from direct and indirect observation. The researcher interpreted the data through personal interpretation and compared them with information gleaned from the theories. The researcher classified the types of code switching in teacher's utterances by using Romaine's theory (1995) and the functions by using Sert's theory (2006). Besides, the researcher interpreted the data from many aspects in order to convey a deeper interpretation.

2.   Data Display

After the data were reduced, the next stage was data display. It provided an organized and compressed assembly of information that permitted drawing conclusion. To draw conclusion from the mass of data, the text in form of narrative was mostly used to display the data in qualitative research (Miles and Huberman, 1994). They also suggested that a good display of data in the form of tables, charts, networks and other graphical formats is essential. At this stage, the researcher displayed the data in the form of tables and qualitative narration. Thus,

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in this study, the writer presented some examples of each theme in the form of tables then discussed it through the qualitative narration. The qualitative narration discussed the detailed descriptions of several themes with tables. The qualitative narration was used to convey the findings of the analysis.

3.   Drawing Conclusions and Verifying

Conclusion drawing involves stepping back to consider the meaning of the analysed data. The data analysis allows the researcher to begin and develop the conclusions of the study. Then, the initial conclusions were verified in order to test the validity and reliability of findings. Cresswell (2009) says that having an independent investigator looked over many aspects of the project (e.g. accuracy of transcription, the relationship between the research questions and the data, the level of data analysis from the raw data through interpretation) enhanced the overall validity of a qualitative study. In this case, the researcher consulted and discussed the data with her thesis advisor, a lecturer who had specialized in linguistics.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher would provide and discuss the data to address the research questions as stated in chapter I. The first one is what the functions of code switching for the teacher are. The second one is what the types of code switching that the teacher use.

A. The Types of Code Switching Used by The Teacher of the 7th Graders Students

In this section, the researcher presented the data of first research questions. The first question of the research is related to the types of code switching used by the teacher of the seventh graders students in Joannes Bosco Junior High School Yogyakarta. In this research, the researcher used the theory from Romaine (1995) in defining the types of code switching because Romaine's theory is appropriate in the context of English teaching – learning activity. There are inter-sentential code switching and intra-sentential code switching.

Table 4.1 The Results of Code Switching Types

No	Types of Code Switching	Number of Cases
1	Inter-sentential Code Switching	35 cases
2	Intra-sentential Code Switching	37 cases

After doing the calculation, the researcher found the number of code switching cases from the observation. There were 33 cases for inter-sentential

code switching and 38 cases for intra-sentential code switching. To discuss the results, the researcher divides this part into two parts. The first one is about inter-sentential code switching. The second one is about intra-sentential code switching.

1. Inter-sentential Code Switching

According to Romaine (1995), inter-sentential code switching involves a switch at a clause or sentence boundary where each clause or sentence is in one language or another. It refers to a type of code switching: the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language. The inter-sentential code switching is switching at the sentence level. The researcher found some cases of inter-sentential code switching during the classroom observation. The cases can be seen in the table 4.2.

Table 4.2 Inter-sentential Code Switching

No	Code Switching Case	Context
6	What is *lurus* in English? *Apa bahasa Inggrisnya lurus*?	The teacher asks the students what is "*lurus*" in English.
17	What is the difference? *Bedanya apa*?	The teacher wants to make sure about the student's answer.
18	Do you color your hair? *Kamu semir rambutmu ya?*	The teacher expresses her empathy by reminds the student who color his hair in order to warning him.
25	How will you say that? *Gimana kalian bilang itu dalam bahasa Inggris?*	The teacher asks the students to translate her sentence into English.

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The first example of inter-sentential code switching was showed in table 4.2 case number 6. The teacher repeated her question to the students. First, the teacher used English for the first question by saying "What is *lurus* in English?" Then, the teacher used Indonesian in the second question by saying "*Apa bahasa Inggrisnya lurus?*" From the example, we could see that the English teacher did inter-sentential code switching from English to Indonesian since the English teacher began her sentence in English and continued the next sentence in Indonesian.

The second example of inter-sentential code switching from English to Indonesian was showed in table 4.2 case number 17. The teacher switched her language in sentence boundary to ask the student who colors his hair in order to warning him. The teacher wanted the students to be disciplined. From the case in table 4.3, it can be concluded that the teacher did code switching in sentence level because she began her sentence in English and continued it in Indonesian.

The third example of inter-sentential code switching was showed in the table 4.2 case number 18. From the example, we could see the English teacher did the code switch in her utterance. However, she continued her sentences in Indonesian by saying "*Bedanya apa?*" She used Indonesian in order to repeat her first question when nobody gave response to it. Therefore, this case can be concluded as inter-sentential code switching since the English teacher used English in her first sentence and continued the next sentence in Indonesian.

The forth example of inter-sentential code switching from English to Indonesian was showed in table 4.2 case number 25. From the example, we could see the English teacher did the code switch in her utterance. The teacher asked the

students to translate her sentence into English. In giving instruction, the teacher switched her language from English to Indonesian to encourage the students to answer it.

2. Intra-sentential Code Switching

According to Romaine (1995), the intra-sentential code switching is switching at the clause, phrase or word level if no morphology – phonological adaptation occurs. It is the most complex type of code switching in which the speakers are able to control two linguistic systems simultaneously. The researcher found some cases of intra-sentential code switching during the classroom observation. The researcher divided the research results into three parts based on the classification above.

a. Word Level Code Switching

The utterances that show how the teacher employed intra-sentential code switching in word level can be seen in the table 4.3.

Table 4.3 Intra-sentential Code Switching in Word Level

No	Code Switching Case	Context
3	Do you still remember, noun is *kata?*	The teacher asks the students whether they can remember the meaning of "noun" or not.
5	Shoulder length? *Sepundak*. Very good.	The teacher agrees with the students' answer.
6	What is *lurus* in English? Straight.	The teacher asks the students what is "*lurus*" in English.
9	What is grey? Not *abu abu*.	The teacher translates the meaning of "grey".

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The first example of intra-sentential code switching from English to Indonesian in word level was showed in the table 4.3 case number 3. The example occurred when the teacher gave the students exercises in the form of power point slides. The teacher asked the students to check whether the students remembered. The case number 3 can be categorized as intra-sentential code switching at word level because it was English sentence and only one Indonesian word in the teacher's sentence which was *kata*.

The second example of intra-sentential code switching from Indonesian to English in word level was showed in the table 4.3 case number 5. The example occurred when the teacher came to an agreement with the students' answer. The teacher asked about the meaning of "shoulder length" in Indonesia earlier, and then knowing that the students already knew the answer, the teacher repeated the students' answer as the symbol that she agreed with them.

The third example of intra-sentential code switching from Indonesian to English in word level was showed in the table 4.9 case number 6. The example occurred when the teacher asked the students about the Indonesian adjective in describing people. The teacher wanted the students to translate that adjective from Indonesian into English.

The forth example of intra-sentential code switching from English to Indonesian in word level was showed in the table 4.3 case number 9. The example occurred when the teacher explained the material being discussed to the students. The teacher asked about the Indonesian meaning of vocabulary on the list. The

meanings of grey were two; it can be color or old people. In this topic, the meaning of grey was old people. Therefore, the teacher gave a clue to the students that it was not color. The teacher's purpose of switching the language was to lead the students to get the right answer of it.

b.   Phrase Level Code Switching

The utterances that show how the teacher employed intra-sentential code switching in phrase level can be seen in the table 4.4.

Table 4.4 Intra-sentential Code Switching in Phrase Level

No	Code Switching Case	Context
11	You don't say white, "*ih rambutnya putih*", and then you say "he has white hair".	The teacher gives example of describing people.
26	Jackie Chan has slanted brown eyes. *Sipit dan cokelat ya*.	The teacher translates the adjective in the example of describing people
34	Half of a hundred, s*etengahnya seratus*, is fifty.	The teacher gives explanation to the students.
62	This concept, *konsep ini*, you should put has and is.	The teacher explains the concept of this material to the students.

The first example of intra-sentential code switching from English to Indonesian in phrase level was showed in the table 4.4 case number 11. The example occurred when the teacher gave example to the students about the material being discussed. The phrase "*ih rambutnya putih"* in English means "*ew white hair"* which was an adjective phrase. From the example, it can be concluded that the teacher did English to Indonesian code switching in phrase level by

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saying "*ih rambutnya putih*" because the teacher began her sentence in English, then continued it in Indonesia, and English again.

The second example of intra-sentential code switching from English to Indonesian in phrase level was showed in table 4.4 case number 26. The example occurred when the teacher translated the example of using adjective in describing people's material. The teacher translated English phrase "slanted brown eyes" into Indonesian which became Indonesian phrase *sipit dan cokelat*.

The third example of intra-sentential code switching from English to Indonesian in phrase level was showed in the table 4.4 case number 34. The example occurred when the teacher gave explanation of vocabulary in describing people. From the case number 34, we could see that there was an Indonesian phrase, *setengahnya seratus*, within the teacher's sentence. It could be concluded that the English teacher did intra-sentential code switching at phrase level in her utterance by saying *setengahnya seratus*.

The forth example of intra-sentential code switching from English to Indonesian in phrase level was showed in the table 4.4 case number 62. The example occurred when the teacher explained about the concept of assessment to the students. The phrase "*konsep ini*" in Indonesian means "this concept" in English and it was noun phrase. From the table 4.13, we could see that the teacher did English to Indonesian code switching in phrase level because the teacher switched her language from English by saying "this concept" into Indonesian phrase by saying "*konsep ini*" in the middle of her sentence.

c.   Clause Level Code Switching

The utterances that show how the teacher employed intra-sentential code switching in clause level can be seen in the table 4.5.

Table 4.5 Intra-sentential Code Switching in Clause Level

No	Code Switching Case	Context
45	So you put something here. *Kamu taruh sesuatu disini* to complete the sentence.	The teacher repeats the rule of the exercises for the students.
68	You're not allowed to use the word she or he. *Kalian tidak boleh pakai* the word she or he.	The teacher repeats the rules for the students.
65	Guys, if you choose the person outside these on the board, *kalau kalian pilih diluar yang ini,* your friends will find difficult.	The teacher repeats the rules for the students.
70	Moreover, if you're describing *youtubers, apalagi kalau kalian deskripsiin youtubers,* which is not all of your friends know.	The teacher repeats the rules of the activity to the students.

The first example of intra-sentential code switching from English to Indonesian in clause level was showed in table 4.5 case number 45. The example occurred when the teacher repeated the rule of the exercises to the students. The teacher began her first sentence in English. Moreover, she started her second sentence in Indonesian, "*kamu taruh sesuatu disini*", and then continued it in English by saying "to complete the sentence". The Indonesian sentence was purposed to translate the first sentence and it became code switching in clause level in the teacher's second sentence.

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The second example of intra-sentential code switching from English to Indonesian in clause level was showed in table 4.5 case number 68. The example occurred when the teacher explained the rules for the next activity to the students. There was an Indonesian clause which was "*kalian tidak boleh pakai*" in the second sentence or in English it became "you are not allowed to use". From the example, the teacher did code switch from English (the first sentence) to Indonesian (second sentence).

The third example of intra-sentential code switching from English to Indonesian in clause level was showed in table 4.5 case number 65. The example occurred when the teacher explained the rules again to the students because they seemed confused. The teacher began her sentence in English, then she did code switching in clause level to Indonesian because there was an Indonesian clause which was "*kalau kalian pilih diluar yang ini,*" or in English it became "if you choose the person outside these". Then, the teacher continued her sentence from Indonesian to English again. From the example, it can be concluded that the teacher did code switching in English to Indonesian in clause level, which was a dependent clause.

The forth example of intra-sentential code switching from English to Indonesian in clause level was showed in table 4.5 case number 70. The example occurred when the teacher explained the rules for the activity to the students. The teacher started her sentence in English but in the middle of her sentence the teacher switched her language into Indonesian. The teacher's code switching was in clause level because in the beginning she said "Moreover, if you're describing

youtubers…" which was English independent clause. Then, she continued her sentence by saying "*apalagi kalau kalian deskripsiin youtubers*" which was Indonesian clause.

B.   The Functions of Code Switching

In this section, the researcher presented the data of the second research questions. The second question of the research is related to the functions of the code switching for the teacher of the 7th graders in Joannes Bosco Junior High School.

According to Sert (2006), the function of teacher's code switching in the classroom are: topic switch, affective functions, and repetitive functions. In topic switching, the teacher alters his or her language according to the topic being taught. Affective functions are important in the expression of emotions, and building a relationship between the teacher and the student. In repetitive functions, code switching is used to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension.

Based on the data gathered from the researcher's observation in class VII Love and VII Peace, the researcher found all the functions that classified by Sert (2006). The results of the function of code switching occurred in the classroom was presented into table as follows.

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Table 4.6 The Result of Code Switching Functions

No	Functions of Code Switching	Number of Cases
1	Topic Switch Function	12 cases
2	Affective Function	12 cases
3	Repetitive Function	48 cases

Then, the researcher divided the discussion into several parts. The first part is topic switch. The second part is affective function. The third part is repetitive function

1.   Topic Switch Function

In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. At this point, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and clear meaning in this way. The utterances that show how the teacher employed topic switch function in code switching can be seen in the table 4.7.

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Table 4.7 Topic Switch in Code Switching

No	Code Switching Case	Context
30	So, that will happen if you're not taking notes. *Kalian tau Tiara dari kelas sebelah?*	The teacher tells the students what will happen if they are not taking notes the suddenly asks something outside the material.
34	Better for you to use the word plump. Hey Fajar*, kamu dengar kan*?	The teacher switches her language to make sure that the student is listening or not.
59	Is Louis absent today? *Hey deskripsiinnya sesuai gimana kalian lihat gambar-gambar itu ya.*	The teacher asks the students whether one of the students is absent or not. The she continues to describe the rules of the exercises.

The first example of topic switch function in code switching was showed in the table 4.7 case number 30. From the case, the teacher told the students what would happen if they were not taking notes about the material. The teacher used English in her first sentence. Then, she suddenly asked something outside the material to the students. She also used Indonesian in her second sentence. Thus, from the case number 30, it can be concluded that the teacher did code switching in topic switch function.

The second example of topic switch in code switching was showed in table 4.7 case number 34. The example occurred when the teacher explained about one of the adjectives. She gave the students additional information about that adjective since she heard the students explained to his friend with the word "fat". Then, the teacher did code switching in order to admonish the student who describes his friend as fat. The teacher encouraged the students to describe their friends in polite way.

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The third example of topic switch in code switching can be seen in table 4.7 case number 59. The code switching case occurred when the teacher gave the students exercises and walked around the class to check the progress of the students. She asked the students about one of the students named Louis was absent or not. Then, the teacher continued explaining the rules for the exercise. Thus, from the case number 58, it can be concluded that the teacher did code switching in topic switch function.

2. Affective Function

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom. The utterances that show how the teacher employed affective function in code switching can be seen in the table 4.8.

Table 4.8 Affective Function in Code Switching

No	Code Switching Case	Context
21	If *Pak* Andreas know about this, your points will increase. *Poinmu nanti semakin banyak lho.*	The teacher expresses her empathy by reminds the student who color his hair in order to warning him.
46	This one (a hat) is on the floor. Then, guess what I think... *coba tebak*, Miss *pikir apa tadi*? It looks like a snail hahaha.	The teacher finds a hat on the floor and makes a joke from it.
47	Hey Fajar, just imagine when you use Indonesian or Javanese in Australia. *Bahasa Indonesia* or *bahasa Jawa.*	The teacher admonishes the student after hearing that he speaks Indonesian to his friends.
50	Who will explain that? *Siapa yang harus jelasin?* That's why better for you to use English.	The teacher admonishes the student after hearing that he speaks Indonesian to his friends.
63	Hey why is it ripped? *Kenapa itu sobek??*	The teacher admonishes the students who folds their Javanese fabric.

The first example of affective function in code switching was showed in the table 4.8 case number 21. In this case, there was one student who colored his hair into dark brown. The teacher who was friendly with the students, reminded him to color his hair again into black. The teacher did not want her student to collect points from bad actions. The teacher also reminded the other students from this case in Indonesian, to emphasize the point she wanted to tell.

The second example of affective function was showed in the table 4.8 case number 46. The example occurred when the teacher gave the students exercises about describing people. She found a hat on the floor when she went around the class to see the students' progress. Then, she made a joke from it to give cheerful situation on the class and also built closer relation with the students.

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The third example of affective function was showed in table 4.8 case number 47. The example occurred when the teacher heard one student was joking with his friends in Javanese language. The teacher knew that the students had a dream to study or work in Australia. Then, the teacher showed her empathy by asking him to imagine what the students would do if he still used Indonesian or Javanese language in western country. Through this way, the teacher showed a good relation between teacher and students in learning foreign language. The teacher also reminded the students to use English indirectly.

The forth example of affective function was showed in table 4.8 case number 50. The example occurred when the teacher was joking with his friends in Javanese language. Through this way of code switching, the teacher showed her empathy to encourage the students to speak English in the classroom. It can be concluded that the teacher did code switching in affective function.

The fifth example of affective function in code switching can be seen in table 4.8 case number 63. The code switching case occurred when the teacher told the students that one of the teachers was preparing for coming competition. Then, the teacher saw the students who folded their Javanese fabrics and admonished them. The researcher did observation on *Kamis Pahing* in which some schools in Yogyakarta wore traditional costumes. Some students folded their Javanese fabrics which made it ripped. Thus, the teacher told the students not to do that again. Although the teacher asked something outside the material being discussed, she showed her empathy by asking for it. It can be concluded that the teacher did code switching in affective function.

3.   Repetitive Function

Another explanation for the functionality of code switching in classroom settings is its repetitive function. In this case, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code switches to the native language in order to clarify the meaning and in this way stresses the importance of the foreign language content for efficient comprehension. The utterances that show how the teacher employed repetitive function in code switching can be seen in the table below.

Table 4.9 Repetitive Function in Code Switching

No	Code Switching Case	Context
52	I have explained it before. *Miss sudah jelaskan tadi. Selain kata* has *pakai kata apa?*	The teacher asks the students in order to remind them about the previous material.
56	I ask you to choose three, the easiest one. *Yang paling gampang aja, yang paling gampang kalian buat.*	The teacher gives instruction to the students for the next activity.
66	Your goal is to make your friends guess correctly. *Teman kalian harus menjawab dengan benar.*	The teacher asks the students about the material.
65	You will come in front of the class, describe it, and your friends will guess. *Jadi teman kalian akan menebak.*	The teacher gives the rules for the next activity which is a game.

The first example of repetitive function in code switching case showed in the table 4.9 case number 52. The example occurred when the teacher finished giving explanation about the material and she wanted to move on into the next

part. The teacher reminded the students that the key for describing people was using "has/have".

The second example of repetitive function in code switching was showed in the table 4.9 case number 56. The example occurred when the teacher gave instructions to the students for the next activity. She repeated the instruction to the students because the students seemed confused. The use of repeated instruction from English to Indonesian was to make sure that the students understood. The teacher emphasized the point by saying "*Yang paling gampang aja, yang paling gampang kalian buat.*"

The third example of repetitive function in code switching was showed in the table 4.9 case number 66. The use of the first language can lay stress for some instructions or direct students' attention to important contents. Code switching to the first language can be used to give emphasis in order to clarify the meaning and for better comprehension. In this example, the students forgot about "to be" which had been explained by the teacher. Thus, in order to remind them, the teacher used Indonesian to emphasize the material.

The forth example of repetitive function was showed in the table 4.9 case number 65. The example occurred when the teacher explained the rules for the next activity which was exercise in a form of game. The teacher explained it in English first, and then switched her language to Indonesian to give emphasis in the important point of the activity. Thus, the students would not misunderstand.

From the examples of code switching given, the researcher could conclude that the English teacher did code switching to strengthen the meaning she wanted

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to tell. The teacher wanted the students to understand well what she has explained. The teacher also built solidarity and put empathy towards students through code switching. Although the frequency of code switching to Indonesian for solidarity or empathy is not high, it could be a great value to guarantee the effective communication and to keep good relation between the students and the teacher.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents three parts, namely the research conclusions, the research implications, and recommendation of this study. The conclusions part presents the answer for the research questions. The research implications part presents the implications of the result to language teaching/learning. Meanwhile, the recommendations part is presented for the English teachers, English lecturers, and for future researchers.

A. Conclusions

This part was presented based on the questions formulated in Chapter I. Those questions are 1) What are the types of code switching used by an English teacher of the 7th graders in Joannes Bosco Junior High School Yogyakarta in the classroom? 2) What are the functions of code switching used by an English teacher of the 7th graders in Joannes Bosco Junior High School Yogyakarta in the classroom?

Based on the result of this study, there were two types of code switching done by an English teacher in teaching English to the seventh graders of Joannes Bosco Junior High School namely inter-sentential code switching and intra-sentential code switching. From the data analysis, the type of code switching which was mostly used by the teacher was intra-sentential code switching with 37 cases. In detail, there were 26 cases for intra-sentential code switching in word level, 7 cases for intra-sentential code switching in phrase level, and 4 cases for

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intra-sentential code switching in clause level. Then, there were 36 cases for inter-sentential code switching.

Meanwhile, according to the functions of code switching that the researcher proposed to discuss in this study, there were three functions of code switching by Sert's (2006) done by the English teacher to teach seventh graders students of Joannes Bosco Junior High School. They were topic switch, affective function, and repetitive function. The results showed that there were 12 cases for topic switch, 13 cases for affective functions, and 48 cases for repetitive functions.

B.   Implications

Code switching is needed to be used in English teaching and learning process since it is able to facilitate students' understanding towards English learning. The lecturers and teachers can minimize misunderstanding between them and their students towards the use of local language in the classroom. Moreover, it would be better if the lecturers or teachers and the students make some agreements about how many percent local language could be used in the classroom and on what occasions. However, the use of code switching should be matched with students' English proficiency. The higher level of the students' English proficiency, the less it would be for the lecturers or teachers to use code switching in teaching and learning process.

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C. Recommendations

Based on the discussions and findings of this study, the researcher would like to propose some recommendations. There are two points that the researcher would like to tell future researchers.

1. Research Plan Preparation

It will be better if they make a better research plan, in this case, the plan to conduct an observation. Avoid conducting the observation in the beginning or at the end of a semester. It will be better to conduct the observation in the middle of the semester because the teaching and learning process occurs effectively.

2. Data Gathering Instruments

In this research, the researcher uses three instruments which are observation sheets, recording, and interview. The future researchers may use a video recorder rather than sound recorder to record all instructional languages employed by the lecturers or teachers. The video recorder is better than the sound recorder. It is clearer and easier to analyze because the researcher will have a good point of view from the video. Moreover, the future researcher may discover students' perspectives toward the use of code switching by using better instruments.

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APPENDICES

APPENDIX A

Table of Code Switching Cases Used in the Classroom by the Teacher

No	Code Switching Cases	Context	Types of Code Switching				Functions of Code Switching		
			IR	AR			TS	AF	RF
				WL	PL	CL			
1.	Ok guys, if you want to describe someone, you look at the person, what do you see first? *Yang di lihat pertama apa?*	The teacher asks the students about the material.	✓						✓
2.	For example, *Valen punya rambut pendek*. Who can do that? *Siapa yang bisa*?	The teacher asks the students to translate her sentence into English.	✓				✓		
3.	Do you still remember, noun is *kata? Kata benda ya*.	The teacher asks the students whether they can remember the meaning of "noun" or not.		✓					✓
4.	Shoulder length, in Indonesian? *bahasa Indonesianya* shoulder length?	The teacher asks the students about the meaning of "shoulder length".			✓				✓
5.	Shoulder length? *Sepundak*. Very good.	The teacher agrees with the students' answer.		✓					✓
6.	What is *lurus* in English? Straight.	The teacher asks the students what is "*lurus*" in English.	✓						✓
7.	And then *keriting* is? Curly.	The teacher asks the students what is "*keriting*" in English.		✓					✓
8.	One more, wavy then. Wavy is?	The teacher asks the students about		✓					✓

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No	Code Switching Cases	Context	Types of Code Switching					Functions of Code Switching		
			IR	AR				TS	AF	RF
				WL	PL	CL				
	Bergelombang. Very good.	the meaning of "wavy" and gives them compliment because their answers were right.								
9.	What is grey? Not *abu abu*.	The teacher translates the meaning of "grey".		✓						✓
10.	Grey is *uban*.	The teacher translates the vocabulary to the students.		✓						✓
11.	You don't say white, "*ih rambutnya putih*", and then you say "he has white hair".	The teacher gives example of describing people.			✓			✓		
12.	And then blond? *Pirang*. Very good.	The teacher asks the students about the meaning of "blond".		✓						✓
13.	We have dark or *hitam*.	The teacher gives short explanation about adjective in describing people.		✓						✓
14.	And then brown *atau cokelat*.	The teacher translates the vocabulary to the students.		✓						✓
15.	And then grey *atau uban*.	The teacher translates the vocabulary to the students.		✓						✓
16.	And blond is *pirang*.	The teacher translates the vocabulary to the students.		✓						✓
17.	What is the difference? *Bedanya apa*?	The teacher wants to make sure about the student's answer.	✓							✓
18.	Do you color your hair? *Kamu semir rambutmu ya?*	The teacher expresses her empathy by reminds the student who color	✓						✓	

No	Code Switching Cases	Context	Types of Code Switching				Functions of Code Switching		
			IR	AR			TS	AF	RF
				WL	PL	CL			
		his hair in order to warning him.							
19.	You must color your hair into black. *Harus diitemin lagi rambutnya*.	The teacher expresses her empathy by reminds the student who color his hair in order to warning him.	✓					✓	
20.	If not, I will tell *Pak* Andreas. *Tak kasih tau Pak Andreas lho ya*.	The teacher expresses her empathy by reminds the student who color his hair in order to warning him.	✓					✓	
21.	If *Pak* Andreas know about this, your points will increase. *Poinmu nanti semakin banyak lho*.	The teacher expresses her empathy by reminds the student who color his hair in order to warning him.	✓					✓	
22.	*Ya makanya diitemin lagi rambutnya*. Color your hair into black. Ok? You got my point.	The teacher expresses her empathy by reminds the student who color his hair in order to warning him.	✓					✓	
23.	If we talk about dark eyes, *matanya, bola matanya, lensanya itu yang di dalem itu warnanya hitam*.	The teacher gives short explanation about the adjective in describing people.	✓						✓
24.	Do you know *mata panda* or not? Panda's eyes?	The teacher gives additional example for her explanation before.			✓		✓		
25.	Look at your friend. *Tami punya mata warna gelap*. How will you say that? *Gimana kalian bilang itu dalam bahasa Inggris?*	The teacher asks the students to translate her sentence into English.	✓						✓
26.	Jackie Chan has slanted brown eyes. *Sipit dan cokelat ya*.	The teacher translates the adjective in the example of describing people.			✓				✓

No	Code Switching Cases	Context	Types of Code Switching				Functions of Code Switching		
			IR	AR			TS	AF	RF
				WL	PL	CL			
27.	Flat nose is *pesek*.	The teacher translates the meaning of "flat nose".		✓					✓
28.	She has flat nose. *Dia punya hidung pesek*.	The teacher gives examples about describing people	✓						✓
29.	Something like that. *Sesuatu yang seperti itu*.	The teacher talks about previous material.	✓						✓
30.	So, that will happen if you're not taking notes. *Kalian tau Tiara dari kelas sebelah?*	The teacher tells the students what will happen if they are not taking notes the suddenly asks something outside the material.	✓				✓		
31.	Now we talk about the shapes. *Dia tinggi, pendek, gendut*.	The teacher moves into the next part of material.		✓			✓		
32.	*Muda*. What is *muda*?	The teacher asks the students what is "*muda*" in English.		✓					✓
33.	Medium height is? *Tingginya rata rata*.	The teacher translates "medium height" to the students			✓				✓
34.	Hey guys, it is not good to describe someone using the word fat. *Gembrot ih gembrot ih…* it's not polite.	The teacher gives explanation to the students about one of adjectives.			✓			✓	
35.	Better for you to use the word plump. Hey *Fajar, kamu dengar kan*?	The teacher switches her language to make sure that the student is listening or not.	✓				✓		
36.	Never use the word fat because fat is very rude, *kasar*.	The teacher gives explanation to the students about one of adjectives.		✓					✓
37.	*Itu sangat tidak sopan*. It's not polite.	The teacher reminds the students to	✓						✓

No	Code Switching Cases	Context	Types of Code Switching				Functions of Code Switching		
			IR	AR			TS	AF	RF
				WL	PL	CL			
	Ok?	describe something politely.							
38.	Skinny is to describe *cungkring*.	The teacher gives another explanation about an adjective		✓					✓
39.	Half of a hundred, *setengahnya seratus,* is fifty.	The teacher gives explanation to the students.		✓					✓
40.	And then you have teen or teenager *atau remaja.*	The teacher translates the noun into Indonesian.		✓					✓
41.	Here you have kid; *anak* or *bocah,*	The teacher translates the noun into Indonesian.		✓					✓
42.	And then baby or *bayi,* and toddler.	The teacher translates the noun into Indonesian.		✓					✓
43.	When someone can be called as teenager? *Kapan seseorang bisa disebut remaja*?	The teacher asks the students whether they know the answer or not.	✓						✓
44.	When does it start? *Kapan mulai menjadi remaja*?	The teacher asks the students whether they know the answer or not.	✓				✓		
45.	*Nah,* translate these setences into English *ya.*	The teacher gives instruction to the students.		✓				✓	
46.	Come on. *Agnes Monica mempunyai* blablabla. Agnes Monica has blablabla.	The teacher reads the exercises for the students.	✓						✓
47.	So you put something here. *Kamu taruh sesuatu disini* to complete the sentence.	The teacher repeats the rule of the exercises for the students.				✓			✓
48.	This one (a hat) is on the floor. Then, guess what I think... *coba tebak*, miss	The teacher finds a hat on the floor and makes a joke from it.	✓					✓	

No	Code Switching Cases	Context	Types of Code Switching					Functions of Code Switching		
			IR	AR				TS	AF	RF
				WL	PL	CL				
	pikir apa tadi? It looks like a snail hahaha.									
49.	Hey Fajar, just imagine when you use Indonesian or Javanese in Australia.*Bahasa Indonesia* or *bahasa Jawa.*	The teacher admonishes the student after hearing that he speaks Indonesian to his friends.		✓					✓	
50.	For example this is a foreigner, and you say "*hemm mah nggeges*".	The teacher makes a joke after hearing one of the students speaks Javanese to his friends.	✓						✓	
51.	Then, he is curious, and he says "what is *nggeges*?"	The teacher makes a joke after hearing one of the students speaks Javanese to his friends.		✓					✓	
52.	Who will explain that? *Siapa yang harus jelasin?* That's why better for you to use English.	The teacher admonishes the student to use English in the classroom.	✓						✓	
53.	*Mempunyai pakai* has *ya.* She has blablabla. *Dia punya* blablabla	The teacher reminds the students about the material.	✓							✓
54.	I have explained it before. *Miss sudah jelaskan tadi. Selain kata* has *pakai kata apa?*	The teacher asks the students in order to remind them about the previous material.	✓							✓
55.	And then, *selanjutnya, Jokowi kurus.*	The teacher reads the exercise.		✓				✓		
56.	Be careful *ya.*	The teacher reminds the students to use the right "to be".		✓						✓
57.	*Nah, sekarang perhatikan.* Look at this one.	The teacher leads the students' attention to the new activity.	✓					✓		

No	Code Switching Cases	Context	Types of Code Switching				Functions of Code Switching		
			IR	AR			TS	AF	RF
				WL	PL	CL			
58.	I ask you to choose three, the easiest one. *Yang paling gampang aja, yang paling gampang kalian buat.*	The teacher gives instruction to the students for the next activity.	✓						✓
59.	Alice *rambutnya* blond *ya*.	The teacher describes the character in the exercise.	✓						✓
60.	Is Louis absent today? *Hey deskripsiinnya sesuai gimana kalian lihat gambar-gambar itu ya.*	The teacher asks the students whether one of the students is absent or not. The she continues to describe the rules of the exercises.	✓				✓		
61.	Hey guys, have I told you that we have another competition from *Dinas? Miss sudah cerita belum?*	The teacher suddenly asks the students about something outside the material.	✓				✓		
62.	And it turns out that *Pak* Andreas is preparing for it. *Pak Andreas lagi nyiapin untuk itu.*	The teacher gives additional information about that competition.	✓				✓		
63.	Hey why is it ripped? *Kenapa itu sobek?*	The teacher admonishes the students who fold their Javanese fabric.	✓					✓	
64.	*Semuanya dengerin miss!* Everyone listen to me.	The teacher wants the students to pay attention.		✓					✓
65.	This concept, *konsep ini*, you should put has and is.	The teacher explains the concept of this material to the students.			✓				✓
66.	And then for hair, you don't put "a". That's one concept. *Itu satu konsep lagi.*	The teacher explains the concept of this material to the students.	✓						✓
67.	I don't give the name. *Miss gak kasih*	The teacher gives the rules for the	✓						✓

No	Code Switching Cases	Context	Types of Code Switching				Functions of Code Switching		
			IR	AR			TS	AF	RF
				WL	PL	CL			
	namanya.	next activity which is a game.							
68.	You will come in front of the class, describe it, and your friends will guess. *Jadi teman kalian akan menebak.*	The teacher gives the rules for the next activity which is a game.	✓						✓
69.	Your goal is to make your friends guess correctly. *Teman kalian harus8menjawab dengan benar.*	The teacher explains the goal for the activity.	✓						✓
70.	So, you must answer it correctly at once. *Jadi harus benar jawabannya dalam sekali tebak.*	The teacher explains the goal for the activity.	✓						✓
71.	You're not allowed to use the word she or he. *Kalian tidak boleh pakai* the word she or he.	The teacher repeats the rules of the activity to the students.				✓			✓
72.	Guys, if you choose the person outside these on the board, *kalau kalian pilih diluar yang ini,* your friends will find difficult.	The teacher repeats the rules of the activity to the students				✓			✓
73.	Moreover, if you're describing *youtubers, apalagi kalau kalian deskripsiin youtubers*, which is not all of your friends know.	The teacher repeats the rules of the activity to the students				✓			✓

APPENDIX B

Interview Guidelines

1.	Why do you use code switch while teaching English in the classroom?

2.	What are the functions of using code switch in the classroom?

3.	Do you answer the students' questions if they ask about vocabulary they don't know? Will you answer it in English (synonym) or in Indonesian?

4.	In your opinion, are the students motivated to learn English more if you used code switch in the teaching – learning process?

5.	What are the effects for the students if you use code switching often?

6.	Will the students be able to learn and speak English better if the teacher use code switch in the classroom?

APPENDIX C

Interview Results and Transcripts

Abbreviation:
TR   : The Researcher
TT   : The Teacher

TR   : Why do you use code switch while teaching English in the classroom?

TT   : Because it has to be liked that. If I use English all the time, 100% English, the students will not understand. And it's little bit hard, especially students in this class, the 7B class. If 7A, no problem. I can simply speak English full with some of them, but in this class I cannot do that. So I have to be, although I actually want to use 100% English in the class but it is impossible.

TR   : So is that the reason?

TT   : Yes.

TR   : Ok. Then, what are the functions of using code switch in the classroom?

TT   : Of course to explain the ideas that the students didn't get when I speak in English, so I have to translate it, so that the instructions will be clear for them, if not the goal is not achievable.

TR   : Do you answer the students' questions if they ask about vocabulary they don't know? Will you answer it in English (synonym) or in Indonesian?

TT   : It depends miss. If I've already taught the vocabulary, and then they ask me because they forget, I'll simply say "I don't know, open your dictionary". I'll do like that. But if it is a new word and then I will ask the

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students to "Can you ask your friends?" or simply give them the clue first, but in English.

TR   : Still using English?

TT   : Yes, still using English but if I find a dead end, I will use Indonesian.

TR   : In your opinion, are the students motivated to learn English more if the teacher used code switch in the teaching – learning process?

TT   : To be honest, that's the thing I cannot answer personally, because I'm the teacher, I cannot see whether they are motivated or not. But in my opinion, if I compare myself to the other teachers here, although I speak English all the time, I use also the code switch, and it turns out that the students still understand what I'm saying. In my opinion, they enjoy my lesson. but once again, that's very subjective because I'm the one who saying, right?

TR   : What are the effects for the students if you use code switching often?

TT   : Well, honestly I planned not to use the code switching all the time, oftenly. I mean if I can, I will simplify my language first. I will not directly use the code switch, because in my opinion, the good English class should use 100% English but I think if I, hmm what is it, do not use this one, my students will not understand. So, for the sake of their future, I have to do that hahaha.

TR   : Will the students be able to learn and speak English better if the teacher use code switch in the classroom?

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TT   : Yes, especially related to their understanding. If I don't use the code switching they will be like; "*oh my god, what Ms. M*** say? I don't understand.*" and then they don't have motivation to learn English.

TR   : So, it depends on the students' understanding?

TT   : Yes, of course. So I do really concern on their understandings. Except the way they achieve the score. Do you still have any more questions?

TR   : No ms, I think it's enough. Thank you for your time.

TT   : You're welcome.
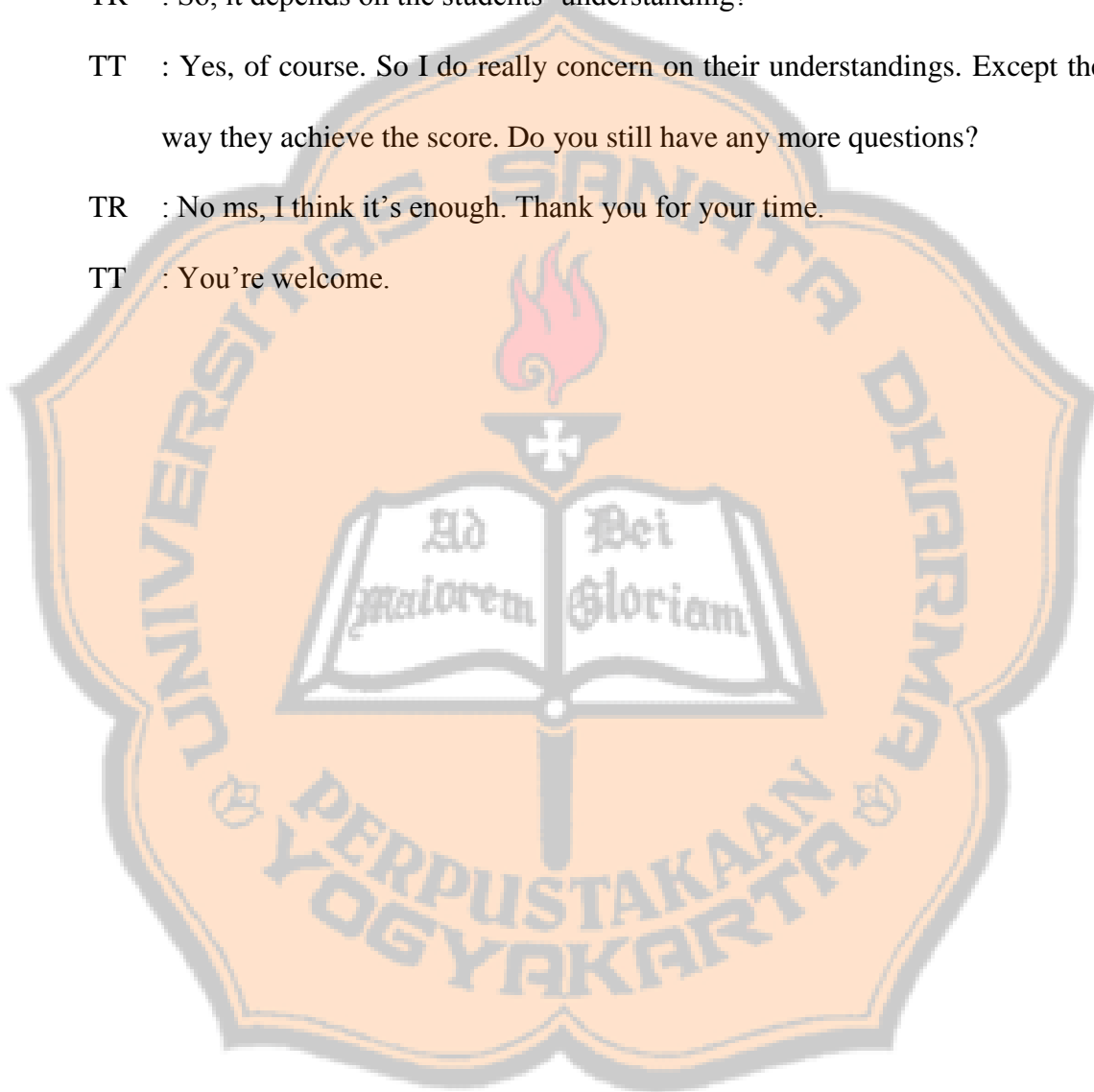
APPENDIX D

Sample of Permission Letter

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor   : 032 /Pnlt/Kajur/ JPBS / III / 2017
Hal   : Permohonan Ijin Penelitian

Yth.
Kepala Sekolah
SMP Joannes Bosco
Di
Jl. Melati Wetan No. 53
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama   : Irene Benita Novenia Ardiananta
No. Mhs   : 131214106
Program Studi   : Pendidikan Bahasa Inggris
Jurusan   : Pendidikan dan Seni
Semester   : Delapan (8)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi   : SMP Joannes Bosco Yogyakarta
Waktu   : Kamis, 23 Maret 2017
Topik / Judul   : Code Switching Among Teachers in Teaching English to 7 Graders in Joannes Bosco Junior High School Yogyakarta

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 23 Maret 2017
u.b. Dekan
Ketua Jurusan Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1665

Tembusan Yth:
1.
2. Dekan FKIP
3.
4.

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