

A STUDY OF CODE SWITCHING USED BY AN ENGLISH TEACHER FOR A BILINGUAL CLASS AT THE STATE JUNIOR HIGH SCHOOL 22 SURABAYA

THESIS

Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of English
Department Faculty of Letters and Humanities State Islamic University Sunan Ampel



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No. KLAS K A-2014 012 BSI	No. REG : A-2014/BSI/012 ASAL DARI : TANGGAL :

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2014

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Approved to be examined

Surabaya, July 17th 2014

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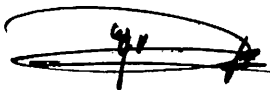


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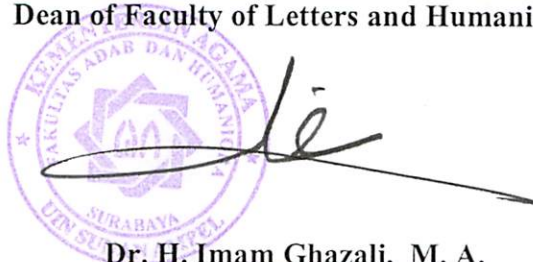


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DEDICLARATION

This thesis contains materials which have been accepted for the award of Sarjana Degree of English Department Faculty of Letters and Humanities State Islamic University Sunan Ampel Surabaya, and to the best of my knowledge and belief, it contains no material previously published or written by other persons except where due reference is made in the text of the thesis.

Surabaya, July 17th 2014

Writer,



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ABSTRACT

Trisulichartini, Rustiva. 2014. A Study of Code Switching Used By An English Teacher For Bilingual Class At The Sate Junior High School 22 Surabaya. Thesis, English Letters and Language Department, Faculty of letters and Humanities, State Islamic University Sunan Ampel Surabaya.
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This study is aimed to investigate code switching used by English teacher in bilingual class in the teaching of English at state junior high school 22 Surabaya. State junior high school 22 Surabaya that has a good reputation and have bilingual class. There are three problems in this study, namely the types of code switching used by the research subject in the teaching and learning of English in the bilingual class at state junior high school 22 Surabaya, the functions of code switching used by the research subject in the teaching and learning of English in the bilingual class at state junior high school 22 Surabaya, and the reasons for the use of code switching by the research subjects.

This study uses descriptive qualitative method that emphasizes on the natural language in utterances used by the English teacher by using sociolinguistics approaches to analyze the code switching occur while teaching and learning process happened. Therefore, it is interesting to observe this phenomenon in order to find out the types, functions, and the reasons of code switching. The data are in sentences which collecting by observed the English teacher when they are teaching their students in the class.

The result of this study shows that three type of code switching found in the teaching and learning process for bilingual class at state junior high school 22 Surabaya. They are inter sentential code switching, intra sentential code switching and tag switching. There are three function of code switching there are: topic switch, affective function and repetitive function. And the last the researcher found the reason of code switching interjection, repetition used for clarification and intention of clarifying the speech content for the interlocutor.

Key word: Code switching, the teaching of English, a bilingual class

INTISARI

Trisulichartini, Rustiva. 2014. A Study of Code Switching Used By An English Teacher For Bilingual Class At The Sate Junior High School 22 Surabaya. Skripsi, Program Study Sastra Inggris, Fakultas Adab dan Humoniora, Universitas Islam Negeri Sunan Ampel Surabaya.
Dosen Pembimbing: Endratno Pilih Swasono, M.Pd

Penelitian ini bertujuan untuk mengetahui alih kode (code switching) yang digunakan oleh guru bahasa Inggris di kelas bilingual dalam pengajaran bahasa Inggris di SMPN 22 Surabaya. SMPN 22 Surabaya yang memiliki reputasi yang baik dan mempunyai kelas bilingual. Ada tiga masalah dalam penelitian ini, yaitu jenis alih kode yang digunakan oleh subyek penelitian dalam pengajaran dan pembelajaran bahasa Inggris di kelas bilingual di SMPN 22 Surabaya, fungsi alih kode yang digunakan oleh subjek penelitian di pengajaran dan pembelajaran bahasa Inggris di kelas bilingual di SMPN 22 Surabaya, dan alasan penggunaan alih kode oleh peneliti.

Penelitian ini menggunakan metode deskriptif kualitatif yang menekankan pada bahasa alami dalam ucapan-ucapan yang digunakan oleh guru bahasa Inggris dengan menggunakan pendekatan sosiolinguistik untuk menganalisis alih kode terjadi ketika proses belajar mengajar terjadi. Oleh karena itu, menarik untuk mengamati fenomena ini dalam rangka untuk mengetahui jenis, fungsi, dan alasan alih kode. Di dalam kalimat yang pengumpulan data dan mengamati guru bahasa Inggris ketika mereka mengajar siswa di dalam kelas.

Hasil penelitian ini menunjukkan bahwa tiga jenis alih kode yang ditemukan dalam proses belajar mengajar untuk kelas bilingual di SMPN 22 Surabaya. Yaitu inter sentensial code switching, intra sentensial code switching dan tag switching. Ada tiga fungsi alih kode yaitu: topik switch, affective function dan repetitive function . Dan yang terakhir peneliti menemukan alasan alih kode yaitu interjection, repetition used for clarification and intention of clarifying the speech content for the interlocutor.

Kata kunci: Alih kode, guru bahasa Inggris, kelas bilingual

CHAPTER I
INTRODUCTION

1.1 Background of the Study

Language is a fundamental aspect of human life. According to Murni in paper (2013) Language is a system of arbitrary vocal symbol that used by human for communication. To communicate means to transfer ideas from one person to another. If people have a tool to communicate, every people's activity and interaction will be stagnant. Language is very important for us and everyone has ability to speak one or more languages. In society, many people use more than one language.

According to Wardhaugh (2006:100), code switching is a switch from one code to another or to mix code even within sometimes very short utterances thereby creates a new code. The main goal of code switching is to convey messages or information from speaker to listener directly and to make good communication between them.

At school, students acquire English from their teachers. The English teachers teach the students and ask them to practice in communication. In teaching and learning process, the English teachers sometimes switch their language to explain clearly about the subject. So commonly, the English teachers may be mindful to switch language while they are teaching in the class.

Wardhaugh (2006: 103) said that the phenomenon of code- switching is found in bilingual society, because they are usually required to select a particular

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code whenever they choose to speak, and they may also switch from one language to another language. Thus, it is feasible to conduct a study on code switching by involving the members of the bilingual society who are supposed to switch the language. Indonesian people who live in a bilingual or even multilingual society enable to switch code in daily communication, like at school.

According to Cook (1991) in Skiba (1997) code switching may be integrated into the activities used for the teaching of a second language. Bilingual teachers commonly use two languages to teach the students in the classroom, especially, while English teachers are teaching. The switch between the languages at least three ways: spontaneous, direct translation, or intentional.

The reason of the teacher choosing code switching in realizing the communicative goals is to adapt the linguistic reality, the teacher role or the psychological motivation (shin, 2010). It might be the best medium for teachers to teach their students with their mother tongue to make an effective communication between the teachers and the students.

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Therefore, the researcher is interested in analyzing the code switching used by an English teacher, so a research entitled, "A Study of Code Switching Used by an English Teacher for Bilingual Class at the State Junior High School 22 Surabaya". SMPN 22 Surabaya is a state junior high school that has a good reputation and always tries to develop the quality of the teachers and the students.

The researcher concerns about the phenomenon of code switching used by the teacher in bilingual class. In fact, the phenomenon of code switching that occurs in bilingual class happens both intentionally. Chen (2009) said that is very

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common, when the teacher are playing different roles in the classroom, use in the process of teaching, they have specific teaching and communicative goals. In order to realize these purposes, they make various language choices with the help of their mother tongue and order communicative strategies, in this case, code switching is an important.

The understanding of English cannot be expected to perform exclusively in English without the support of their mother tongue. For linguistic problems, the teacher also has some works to cover. As a result of this pressure teachers tend to become more flexible and use code switching in approaching of English learning.

1.2 Statement of the Problems

This research is conducted to answer the following research question:

- 1) What are the types of code switching by English teacher at State Junior High School 22 Surabaya?
- 2) What are the functions of code switching used by English teachers at State Junior High School 22 Surabaya?
- 3) What are the reasons and most frequency of the English teacher using code switching to teach at State Junior High School 22 Surabaya?

1.3 Objective of the Study

The objectives of this study are:

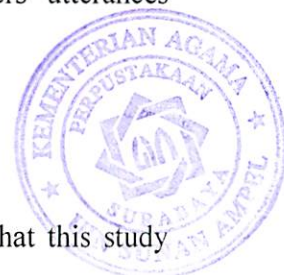
- 1) To describe the types of code switching used by English teacher at State Junior High School 22 Surabaya?

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- 2) To describe the functions of code switching used By English Teacher at State Junior High School 22 Surabaya?
- 3) To describe the frequency and the reason why and the English teacher uses Code switching to teach at State Junior High School 22 Surabaya?

1.4 Scope and Limitation of the Study

This study focuses on the code switching used by an English teacher. The researcher chooses SMPN 22 Surabaya because it is one of schools that has bilingual class and has a good reputation in Pagesangan Surabaya. This study is limited on the use of utterances made by an English teacher in the class. The researcher took some notes from the teachers' utterances focusing on code switching.



1.5 Significance of the Study

After finishing this research the researcher expect that this study will be increase the studies of linguistic related with social phenomena in language variation. This research give information about function, type and the reason of the teacher using code switching for bilingual class in SMPN 22 Surabaya. This study is useful as an additional reference for those who are interested in making a further study on this code switching.

1.6 Definition of Key Terms

- a) Code : any kind of system that two or more people employ for communication, (wardhaugh, 2002:8)

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- b) **Code switching** : States that code switching occurs when the Speaker shifted their language from one language to another. Code switching is switch essentially between sentences (Holmes, 1992:50).
- c) **Bilingualism** :Events using two or more language alternately by a speaker, (wardhaugh, 2006:101)
- d) **Teacher** : A person who is teaching the students in the school.
- e) **SMPN 22 Surabaya** : A state junior high school that has a good Reputation and using bilingual at Pagesangan Surabaya.

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CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

The theories are on sociolinguistics, Bilingualism, Code Switching, the Types of Code Switching, The Functions of Code Switching, The Reasons of Code Switching, and the related study.

2.1.1 Sociolinguistics

When people interact with others in society, anytime, anywhere they must use a language. Without a language, people will find some troubles when they do their activities and toward the others. No people or no society without a language. The role of a language among the people in this life is very crucial. Language is used by the human to speak in society. People use language to show their feelings, opinions, or idea. According to Holmes (1992:1), sociolinguistics is the study of language and society.

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The word sociolinguistics contain of two words. First is society which means any group of people who are drawn together for certain purpose and the second is language which means the members of particular society speak ,wardhaugh (2006:1). Sociolinguistics is the study of kinds of language used is social context. There are so many phenomena to the function of language than can be found in our society. The common phenomenon than can be found is code switching. The phenomena exist because there is the social context which allows people who live in the communities to communicate in more than one language.

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In this case, the researcher will focus on discussing codes witching used English teacher in State Junior High Schools 22 Surabaya.

2.1.2 Code

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home.

A code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. According to Stockwell (2002:8-9), a code is “a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes.” Similarly, Wardaugh (2006:101) also maintains that a code can be defined as “a system used for communication between two or more parties used on any occasions.” When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code. From those opinions of the code given by many linguists above, the researcher can make conclusion that a code can be said as a language. The code is a form of

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the language variation that is used by a society to make communication with other people.

2.1.3 Bilingualism

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. When two or more language used alternately by the same speaker, it can be said that those languages contact each other. Events using two or more language alternately by a speaker called bilingualism, wardhaugh (2006: 101)

People occasionally speak languages they master in daily use. When they know more than one language, they may use both of which in their conversation. People use more than one language that occurs in situation of social context, which is a situation where they learn a second language in their communities. In situation where a person learns a second language, they can be divided between the situation of language learning, language acquisition and people who learn the language.

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There are three reasons why someone becomes bilingual, namely membership, education, and administration (Hoffman, 1991 : 3). The example of membership reason is the use of French by all European aristocracy to signal the membership of the elite. The example of education and administration reason is the use of English by Indonesians, Scandinavians, Germans, and Dutches in discussing their technologies, academics, or business. In many countries and

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communities, bilingualism is a normal requirement for daily communication and not a sign of any particular reason (Hoffman, 1991 : 3).

2.1.4 Code Switching

In sociolinguistics, the speaker uses a term to perform language style which is called “code”. People also use code when they want to stress the uses of a language or language variety in a particular community. Wardhaugh (2002:100) stated that code switching is a process when people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or two mix codes even within sometimes very short utterances and thereby create a new code. According Holmes (1992: 50) stated that code switching occurs when the speaker shifted their language from one language to another. She also stated that code switching is a common term for alternate use of two or more language or varieties of language which can be functioned as sentences, clause, phrase or even a word.

In code switching, there are a number of possible reasons for the switching from one language into another language. First of these is the notion that a speaker may not be able to express him or herself in one language so switches to the other compensate for the deficiency. Second, switching commonly occurs when an individual wishes to express solidarity with a particular social group. The last is the alteration that occurs when the speakers wishes to convey his or her attitude to the listener.

2.1.5 Code Switching in Bilingual Class

In bilingual class, code switching often comes into either in the teachers or students utterances. In classroom practice, teachers have been instructed to teach high quality of English. Classroom instructions are the most important thing for students because they have limitation of English proficiency in comprehending the lesson.

Hence, the declining level of English proficiency among students has brought about the need to find out how to solve the issue. Consequently, the teachers have been employing code switching as a means of providing students with the opportunities to communicate and increasing students understanding. Furthermore, Ahmad (2009) said the code switching helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise.

2.1.6 Type Code Switching

Romaine in Susanto (2008:47) states that there are three types of code switching. Each of types is discussed below.

1. Intra-sentential code switching

Intra-sentential code switching concerns language alternation that occurs within a sentence or a clause boundary. Sometimes it includes mixing within word boundaries. Since intra-sentential code switching occurs within sentence / clause/ word boundaries/ phrase. For example, A:

Dari jam sepuluh empat lima *tekan jam sewelas seprapat kan?* (From ten forty five to *eleven fifteen, isn't it?*) Sudarsono in Susanto (2008:50).

Another example is from Kamwangalu in Susanto (2008: 51-52)

A. : **Ils viennent me chercher** mpo nakendana bango. (they are coming to pick me up)

B. : Tu vas dormir la-bas? (will you sleep there?)

A. : Oui. Ehh, nalobii, **Passe-compose** ezelaka nihi o naFrancais? (Yes, eh (remembering something), I say, how do you make present perfect in French?)

B. : Yo okasinisi nihi. (what do you think?)

A. : Omoni, **grammair'** ang'o natanga kala. **J' ecrivais a ma soeur heir mais mettre ca sur paiper** nakomi koluka. (You see, I studied French grammar a long time ago. Yesterday, I was writing to my sister but I couldn't remember how you make present perfect in French).

Further supported by Hoffman (1991) that it is the switch that occurs within sentence. It is often occurred when someone uses one language and suddenly switches into another language in a sentence.

2. Inter-sentential code-switching

Appel & Muysken in Susanto (2008:48) stated that inter-sentential codes switching is the switch involving movement from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one

language. Inter sentential code switching may serve to emphasize a point made in the other languages in conversation.

The following examples shows inter sentential code switching from one language to another language:

- “ini lagu lama, tahun 60an. *It's oldies but goodies*, they say. Tapi, masih enak kok didengerin.”

It shows Indonesian bilingual switches from Indonesia to English (Indrawan, 2010: 76).

Further supported by (Hoffman, 1991:112) inter sentential switching is the switch from one language into another language which occurs between sentences or speech acts.

3. Tag switching

Tag switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in other language. Tags used easily inserted in speech at a number of point in monolingual utterance without break syntactic rules (Romaine in Susanto, 2008: 47). For example: oh, ya, saya tau. Di sebelah selatan sana tu, *ya?* (Oh, yes, I know, On the south side over there, isn't that?) Johns in Susanto(2008:47).

Tag question may be used as a polite request or to avoid the impression of a firm order, for example, “jendela ditutup ya, sebelum tidur”. (shut the window, won't you, before you sleep).

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Further supported by (Poplack in Hoffmann, 1991: 113) it is exclamation or tags which is serving as an emblem of the bilingual character. For example:

1. An adult Spanish-American English speaker

„. . . Oh! *Ay!* It was embarrassing! It was very nice, though, but I was embarrassed.

(Silva-Corvalan in Hoffmann, 1991: 112)

2.1.7 The Function of Code Switching

According by Matton and Burenhult (1999:61) in Sert (2005:2) there are three functions.

1. Topic Switch

In topic switch cases, the teacher alters his/her language according to the topic is under discussion, Sert (2005:2). this mostly observed in grammar introduction, that the teacher shift his/her language to the mother tongue of his /her students in dealing with particular grammar points, which are taught at that moment. The following example (the teacher switches from Indonesia into English) is code switching that has functioned as a topic switch:

- The direct speech become, when *langsung* subjeck, so *setelah* when *itu* he, *will berubah jadi* would.
[the direct speech become, after when is subject, so after when is he, will change into would]

The example shows that the teacher switched the language from English into Indonesian in order to make the students easier to understand the pattern of direct speech.

2. Affective Function

Sert (2005, p.2) proposed that code switching also carries affective function that serve for expression of emotion. In this case, code switching is used by the teacher in order to build solidarity and intimate relations with students. In this sense, one may speak of the contribution of code switching for creating a supportive language environment in the classroom. For following example:

- I will ask you one by one to tell about your past experience, don't be afraid? *Jangan takut, ya sudah kalau begitu kalian tulis dulu di buku kalian.*

[I will ask you one by one to tell about your past experience, don't be afraid?.ok then, you just writes down your past experience in your book.]

This example shows that the teacher helps the students to enjoy the lesson by switching the language from English into her mother tongue. She or he tries to make the classroom situation more relaxed.

3. Repetitive Function

Sert (2005:2) said that in repetitive function the teacher uses code switching in classroom setting in order to transfer the necessary knowledge for the students for clarity. The teacher code switches to mother tongue in order to clarity meaning. In this case, stresses are very important on foreign language content for efficient comprehension.

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However, the tendency to repeat the instruction in mother tongue may lead the negative effect for the student. The students may loose interest in listening to the basic instruction which have academic consequence. She is the example of code switching which has repetitive function.

- And this, to lift the load, you need to ... have some effort or the force *Untuk mengangkat sesuatu kamu mesti gunakan tenaga*

[And this, to lift the load, you need to ... have some effort or the force to lift something you have to use force]

The teacher switches from English into Malaysia (then and Thing, 2009)

2.1.8 The Reason of Code Switching

When code switching occurs, the motivation or reasons of the speaker is an important consideration in the process. According to Hoffman (1992:116) there are a number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), Repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

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1. Talking About a Particular Topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his emotional feelings in a language that is not his everyday language.

The case can be found in Singapore, in which English language is used to discuss trade or a business matter, mandarin for international' Chinese' language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

2. Quoting Somebody Else

People often quote word, sentence, and expressions that they like from well-known person sometimes, the quote from different language such as English wise word. The use it because they want to express and emphasize sometime to look better. For instance: saya lupa siapa namanya. What is a name? [I forgot who he is. What is a name?]. The example show popular quotation 'what is name?' by Shakespeare, well known poet, from England.

Another example is from Sudarsono In Susanto (2008:71)

A : jened, sampai pusat pak Rektor bilang maneh, “ *sanguine wes ono ta?* Bang [imitative verb adjunct with mak, usually used to refer to slimming the door], when I reached the center administration, Mr Rector said again, “ *you have received the traveling funds, haven's you?* ”

From example above is an instance of code switching which reasons as a direct quotation of another persons speech. Speaker a quotes the original speech from his rector's statement.

3. Showing empathy about something

People often switch their language to express empathy about something. In some cases using another language, English, is more convenient to show their empathy rather than using L1 such as Indonesian

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(or vice versa). Moreover, the appropriate language usage is able to make the meaning stronger.

For instance: 'semoga sukses teman. You can do it!.' [good luck my friend. You can do it!]. In this utterances, the friend wants to encourage his friends to be more confident and optimistic to do something.

4. Interjection (inserting sentence fillers or sentence connector)

Interjection is kind of sentence fillers or sentence connector that is frequently used by people naturally such as 'By the way', Anyway, Ans, etc. interjection is also called as a short exclamation like 'Dam!, Hey!, Well, Look!, etc. For instance: By the way, *nanti malam kamu punya waktu nggak?*' [By the way. Do you have time to night?]

As an interjection includes exclamations or sentence fillers such as; *nah an lah(conceding the obvious), lho (an exclamation of surprise), anu (indicating hesitation) and tag questions, for example (i) yo toh, nggih toh* (Susanto, 2008:71)

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5. Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages that he masters to say the same messages. Frequently, a message in one code is a repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

6. Intention of Clarifying the Speech Content For the Interlocutor

When bilingual or multilingual person talks to another bilingual or multilingual, there will be lots of code switching and code mixing occurs. It means to make the contents of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

7. Expressing Group Identity

Code switching and code mixing can also be used to express group identity. The way of communication of academic in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

2.2 Related Studies

The researcher focus used of code switching when the teacher was teaching in the class. Code switching can be useful strategy interaction if the aim is to make the meaning becomes clearer and to transfer the knowledge to students in an efficient way.

The researcher reviewed some related theories. There are some of studies about code switching. One of them is done by Sarwendah Puspita Dewi (2009). She is a student of Airlangga University. She has observed *Study Code Switching Among UKTK Unair members*. According to her study, the code choice especially code switching is not merely decided by the internal

linguistics, but also by external linguistics or components of speech. In conducting this code switching the writer uses Holmes code switching theory and Hymes components of speech.

The second is thesis from Niken kustanti (2009) *A Study of Code Switching and Code Mixing Used by the Presenter Empat Mata Show* talk show she observed that the languages used in the program are Indonesian and English. These two languages are used in turn. In empat mata the presenter speech in two languages, Indonesia and English to delivers means in this program.

The last in thesis from Riza Nisrocha (2011) *Code Switching Used by the Presenter of Gaul Bareng Bule Program on TRANS TV*. She analysis presenter of Gaul Bareng Bule, the presenter of the television program mixes English and Indonesian as her language style. That research was conducted to find code switching phenomenon which is produced by Cinta Laura program. She founds that there are two types of code switching used in Gaul Bareng Buie: inter-sentential code switching and intra-sentential code switching, and the functions of code switching used in Gaul Bareng Bule are to serve a quotation, to interject statement, to qualify or clarify a message, to specify an addressee, to reiterate and to carry out referential.

From some of the thesis the researched can conclude that the code switching used unconsciously or consciously. The researcher takes three researches of problems that English teacher for bilingual class at State Junior Highs School 22 Surabaya, there are type of code switching, function of code switching and the reasons of code switching.

CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

In conducting the study the researcher uses descriptive qualitative as a research method. It is the process of learning that she tries to describe and it is in line with the statement of the problem conducted by the researcher in previous chapter. According to Bogdan and Taylor as cited in Moleong (2006:3), qualitative research is a research procedure that represents a descriptive data such as words in written or oral from the people and behaviors that can be observed. These data are described in the form of words, sentences, or paragraph related to the text which the writer finds during the process of the study.

From the explanation above the researcher concludes that qualitative research methods are development in social events to enable researches to study social and culture phenomena and events. By using the qualitative method, the type, the functions and the reasons of code switching can be figured out.

1.2 Participant of the Study

Participant of the data in this research is one of the English teachers who is teaching students in the class at state junior high school 22 Surabaya. The data from the participant is needed to answer the statement of the problem of the types, function and reason of code switching used by English teacher in English classroom.

3.2.1 Data Source

The researcher gets the data from the utterances teacher using code switching from the English teacher of state junior high school 22 Surabaya. This research only takes the teacher who teaches English in three classrooms. The research only takes teacher utterances while are teaching English in the classroom. The teacher has taught English more than 2 years and one of the favorite teachers.

3.2.2 Research Instrument

The main instrument in this study is the researcher and going to collect the data and analyze from the teacher in the class. There are instrument such as recorder to support the research to collect the credible data. And this research that needs observation and the researcher has to participate in the class in order to know the language that the teacher often switches when the teach their students.

3.3 Data Collection Technique

The research would like to take the data through observation inside the classroom during teaching process and just take some utterances the teacher when the lesson.

The steps of data collection are:

- a. Recording the teacher utterances.
- b. Rechecking the record of teacher utterances.
- c. Transcribe the utterances in a paper

3.4 Data Analysis

To analyze the data, the researcher takes some steps bellow; first after getting the data through direct observation by attending, participating, recording, and taking notes from English teacher utterances during teaching and learning process. Then, the researcher listens the record many times to transcribe the spoken data into the written text. After that, the researcher selects and organizes the transcript of the text. After that the researcher select and organizes the transcript of the texts that the types, function and the reasons of code switching used by English teacher for bilingual class at grade 8A and 8B of state junior high school 22 Surabaya in teaching process in order to answer the research focus in chapter I. after all, the researcher makes a conclusion from the result of analysis.

3.5 Technique of Data Analysis

The analysis was based on the theories presented in chapter two. In finding out the types of code switching occurred by the teacher, the researcher used a theory that is written by Romaine in Susanto (2008- 47) states that there are three types of code switching which are intra sentential code switching, inter sentential code switching and tag switching, after gaining the data, every utterance that contained code switching were indentified. Identifying the transcribed data is done by distinguishing the data from the other types of code switching. Then the data were classified into each type of code switching.

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 Table 3.5.1 The analysis of types of code switching produced by the teacher for

bilingual class at the State Junior high School 22 Surabaya

No	Teacher utterance	Type code switching		
		Intra sentential code switching	Inter sentential code switching	Tag switching
	Total	%	%	%

The researcher put the teacher utterances which contained code switching in the second column. After that, the researcher determined what types of code switching used by the teacher. After found out the code switching used, the researcher put a tick (√) according to the types of code switching. The researcher also would calculate the frequency of the occurrence of the types of code switching. In calculating the frequency of the occurrence of each the type of code switching, the researcher used following formula:

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$$B = \frac{b}{tot} \times 100\%$$

Note :

B : percentage of occurrence of certain type of code switching

b : frequency of occurrence of certain type of code switching

tot : Total frequencies of occurrence of certain type of code switching

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After analyzing the type of code switching, the researcher analyzed the function of code switching, based on Matson and Burenhult (as cited in Sert, (2005:2), there are three function of code switching used by an English teacher for bilingual class at the State Junior High School 22 Surabaya which introduced with its aspect as: topic switch, affective function and repetitive function. In classifying the data, the researcher also used the table. It is made to help the researcher to interpret the data.

Table 3.5.2 The Analysis function of Code switching produced by the Teacher for bilingual class at the State Junior High School 22 Surabaya

No	Teacher utterance	Functions of code switching		
		<i>Topic switch</i>	<i>Affective function</i>	<i>Repetitive function</i>
	Total	%	%	%

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The researcher wrote each function in the third column of table 3.5.2. then put a tick (√) according to the function of code switching. The researcher also would calculate the frequency of occurrence of the function of code switching. In calculating the frequency of the frequency of the occurrence of each function of code switching produced by the teacher, the researcher used the following formula.

$$A = \frac{a}{tot} \times 100\%$$

Note :

A : percentage of occurrence of certain function of code switching

a : frequency of occurrence of certain function of code switching

tot : Total frequencies of occurrence of certain function of code switching

The data transcriptions gained from the utterance English teacher. Furthermore, the result of the study is to find out function of code switching used by an English teacher for bilingual classroom. The researcher would identify whether the teacher also apply the function of code switching that is analyzed by the researcher or not. And the last in classifying the data, the researcher analyzed the reasons of code switching. Based on Hoffman (1992:116) there are a number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), Repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

Table 3.5.3 The Analysis of reasons of Code switching produced by the Teacher
for bilingual class at the State Junior High School 22 Surabaya

No.	Reasons	Frequency	Percentages
1.	Talking about a particular topic		%
2.	Quoting somebody else		%

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3.	Showing empathy about something,		%
4.	Interjection		%
5.	Repetition used for clarification		%
6.	Expressing group identity		%
7	intention of clarifying the speech content for the interlocutor		%
	Total		%

The researcher put a tick (✓) according to the reasons of code switching.

The researcher also would calculate the frequency of occurrence of the reasons of code switching. In calculating the frequency of the occurrence of each reason of code switching produced by the teacher, the researcher used the formula. This formula same with the functions and the types of code switching,

The data transcriptions gained from the utterance English teacher.

Furthermore, the result of the study is to find out function of code switching used by an English teacher for bilingual classroom. The researcher would identify

whether the teacher also apply the function of code switching that is analyzed by the researcher or not.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter present the data obtained from the observations and the recording of English teacher utterances when teaching English to grade 8A and 8B of State Junior High School 22 Surabaya. The data analysis of this chapter is conducted to answer the research focus stated in chapter I. the, the data are analyzed and classified based on the theories in chapter II.

4.1 Data Finding

This part explains the findings which are analyzed by the research. In explaining the findings, the researched does some steps. Firstly, the researcher present there are three types of code switching used by English teacher in bilingual class grade 8A and 8B at State Junior High School 22 Surabaya; Intra-sentential code switching, Inter-sentential code-switching, and Tag switching. Secondly, the digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id researcher presents there are three function of code switching Topic Switch Affective Function, Repetitive Function. Thirdly, the researcher presents the reasons of code switching used by English teacher during teaching and learning process. The data were analyzed based on the classification relate to the types, function, and reasons of code switching found in the observation.

4.1.1 Types of Code switching

This study finds three type of code switching made by the English teacher at bilingual class at State Junior High School 22 Surabaya during

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teaching and learning process. There are three example of Intra-sentential code switching; Inter-sentential code-switching and Tag switching.

Table 4.1.1 the types of code switching occurred by the teacher

No	Teacher utterances	Types of code switching		
		<i>Intra-sentential code switching</i>	<i>Inter-sentential code-switching</i>	<i>Tag switching.</i>
	Total = utterances The type of code switching = 13 type	12	4	3
	Presented	63,2%	21,1%	15,7%

The table above shows of types of code switching used by the teacher in bilingual class in the 8A and 8B grade of Junior High School 22 Surabaya. It also shows frequency of occurrences of each types of code switching. The following are some example of the analysis about the type of code switching

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1. Intra-sentential code switching

Intra-sentential code switching which is used by the English teacher in bilingual class grade 8A and 8B at State Junior High School 22 Surabaya. Intra sentential is Intra-sentential code switching concerns language alternation that occurs within a sentence or a clause boundary. Sometimes it includes mixing within word boundaries. The following is the example of code switching occurred by the teacher in English classroom that has Intra-sentential code switching.

The result of the data showed that the intra sentential occurred 12 times (see appendix 2). These are few example of code switching that has function as a intra sentential code switching.

Datum 1

Extract taken from English teacher utterances

- Ok now will try to read the email carefully. The chaterine and Hana after that the try to do exercise two you just say true or false but will try to give the reasons. you reasons why to say is false in means that paragraph or what line you take the will try to give the reasons it means you can take the reasons in your email, *wes kerjakno disek*

[Ok now will try to read the email carefully. The Chaterine and Hana after that the try to do exercise two you just say true or false but will try to give the reasons . you reasons why to say is false in means that paragraph or what line you take the will try to give the reasons it means you can take the reasons in your email, *done, do first*]

The data above is also the example of intra sentential code switching, English teacher from Indonesian to English because those students more understand. The teacher switches English into Javanese spontaneous.

Another example of Intra sentential code switching

Datum ?

Extract taken from English teacher utterances

- Open you book page one hundred and seventeen advice giving advice what is known giving advice? *Masak kamu gak tau..?*

[Open you book page one hundred and seventeen advice giving advice what is known giving advice? *You do not know?*]

The data above English teacher switches from English to Indonesian. In utterance English teacher say. "Open you book page one

hundred and seventeen advice giving advice what is known giving advice?

Masak kamu gak tau". The statement "Open you book page one hundred and seventeen advice giving advice what is known giving advice" is a clause and statement "*Masak kamu gak tau*" is clause. English teacher switches from English to Indonesian to make students understand. This kinds of example also occurred in the (Appendix 2)

2. Inter-sentential Code switching

Inter sentential code switching is the switch involving movement from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one language. Inter sentential code switching may serve to emphasize a point made in the other languages in conversation.

The result of the data showed that the inter sentential occurred for times (see Appendix 2) These are few example of code switching that has

types as a inter-sentential code switching.

Datum 3

Extract taken from English teacher utterances

- Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening. *Aslinya satu april itu termasuk kedalam musim kemarau tetapi sekarang masih hujan.*

[Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening, *April the original one included in the dry season but it is still rainy.*]

The example above is obtained from utterances the teacher. The data the teacher says "Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening. *Aslinya satu april itu termasuk kedalam musim kemarau tetapi sekarang masih hujan*. This example include to inter sentential code switching because the data shows that the teacher switches English into Indonesian between sentences, the first sentences the teacher says "Dry seasons actually where are in the dry season but actually in effect still now the rainy almost every evening." Then she switches to English into the next sentence "*Aslinya satu april itu termasuk kedalam musim kemarau tetapi sekarang masih hujan*".

Another example about has Inter-sentential code switching.

Datum 4

Extract taken from English teacher utterances

- *Memberi nasehat seseorang kita harus tau caranya dulu, kadang-kadang nasehat itu baik belum diterima dengan baik ya. Nah, in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.*

[When we give advice we need to know how a sometimes its good advice has not been received well yes. Nah in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation].

In shows above from that utterance there are two sentences. The first sentence is" *Kalau kita member nasehat seseorang kita harus tau caranya dulu, kadang-kadang nasehat itu baik belum di:erima dengan baik ya*" and

the second sentence "Nah, in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation. The teacher switches English into Indonesian because she wants to explain about giving advice.

3. Tag Switching

Tag Switching is the insertion of a tag from one language into an utterance which is entirely in another language. It is often very short, although it rarely happens in class activity, sometimes the teacher switches from both Indonesian into English and English in to Indonesian. Tag question may be used as a polite request or to avoid the impression of a firm order.

The result of the data showed that the tag switching occurred 3 times. These are few examples below were taken from the teacher utterances while teaching their students in bilingual class.

Datum 5

Extract taken from utterance English teacher

- Open your book page one hundred and eighteen, *ya...*

[Open your book page one hundred and eighteen, *yes...*]

Based on the example above, the teacher switched from English into Indonesian. The example used as a polite, to tell the students to open the book the teacher say "Open your book page one hundred and eighteen, *ya...*". This data Shows that the word "ya" is inserted at the end of a

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 sentence. The word “ya” is one of the most prevalent tag question used in Indonesian. As stated by Susanto (2008). The word “ya” is equivalence to “isn’t in English. In a addition, the word “ya” occurs when the teacher wants the students open the books.

Another example about has Tag switching code switching.

Datum 6

Extract taken from English teacher utterances

- People are going to garden and spend my time with some friends in the field. On our holiday we often go to the beach *gitu ya?*

[People are going to garden and spend my time with some friends in the field. On our holiday we often go to the beach, *so yes...?*]

Based on the example above, the teacher switched from English into Indonesian, the teacher inserted “*gitu ya?*” as a question tag in order to confirm that students agree about what she had just explained. Tag switching sometimes also occurs in classroom activity question tag is used to make sure that the opinion is correct or not.

4.1.2 The Functions of Code Switching

There are three function of code switching. The researcher analyzed several example of each function of teacher code switching. The data of the function of code switching were taken from the type of code switching and the syntactic categories of code switching. The functionality of code switching is teacher in bilingual classroom is introduced with it is aspects as topic switch, affective function, and repetitive functions.

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 Table 4.1.2 the function of code switching occurred by the teacher

No	Teacher utterances	Function of code switching		
		<i>Topic Switch</i>	<i>Affective Function</i>	<i>Repetitive Functions</i>
	Total = 15 utterances The function of code switching=15function	5	5	14
	Presented	20,8%	20,8%	58,4%

The table above shows of function of code switching used by the teacher in bilingual class in the 8A and 8B grade of Junior High School 22 Surabaya. It also shows frequency of occurrences of each function of code switching. The following are some example of the analysis about the function of code switching.

1. Topic Switch

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Topic switch is an important factor that shapes the people use a language. The main topic of the class activity that the writer observed was about the teacher material and other trivial topics. The result of the data showed that the topic switch occurred 5 times and the example all about topic switch (see Appendix 2) Few example of code switching that has function as a topic switch.

Datum 1

Extract taken from English teacher utterances

- I think you should bring your book. I think you should not read your book in home. *Kalau seandainya saya kamu saya akan berdiri sampai dua jam pelajaran, seandainya saya kamu..if I were you.*

[I think you should bring your book. I think you should not read your book in home. *if I were you I would stand up to two hours of lessons, if I were you..if I were you.*]

On the example above, we can see that the teacher switched the language from English into Indonesian. It happens because at the moment of speaking she was talking about certain. The idea of switching the language was caused by the topic itself. The teacher switched the language from English into Indonesian to make the students understand her explains. The teacher hopes that students can remember the pattern of indirect speech. The teacher always switches her language when she teaches particular grammar points.

Datum 2

The next another example

Extract taken from English teacher utterances

- I think you should bring umbrella to outside because is very hot. *Itu ada kata-kata bawalah payung kemudian anaknya* alright Mom. *Kalau payung itu kira-kira kita pergunakan* Be is being, must, raining or hot.

[I think you should bring umbrella to outside because is very hot *it is words bring an umbrella then his* .alright Mom. that umbrella, we use Be is being, must, raining or hot]

On the example above the teacher had already used her mother tongue at the beginning sentence to explain how to make good sentences. The teacher gave instruction to the students to fill in bubbles with appropriate response. Switched from Indonesia into English because the teacher want the students understand. In could trigger the teacher to switch her language in order to make the students understand the teacher explanation. The context of these examples was about how to appropriate response like in picture.

2. Affective function

Affective function is used by the teacher in order to build solidarity and intimate relations with the students. Code switching has made the student enjoy the lesson while learning English. The physiological support makes the students feel more relaxed when learning the language. The result from affective function 14 times (see appendix 2)

The following example shows the teacher uses code switching for affective function.

Datum 3

Extract taken from English teacher utterances

- But in Bali there are many-many seasons in Bali, *musim rambutan, musim liburan*.

[But in Bali there are many-many seasons in Bali, *rambutan season, and holiday season*]

In the sentence, the teacher switched from English into Indonesian. The idea of switching the language is categorized as an affective function.

The teacher tried to create a joke by saying “*Bali there are many-many seasons in Bali, musim rambutan, musim liburan*”, With laughing. It is because they thing that the teacher is funny. The researcher could notice that the students expressed that they were feeling more comfortable with the lesson when teacher switches her language. It means that the purpose of the teacher to make good relationship with the students is successfully worked.

Here is another example of affective function

Datum 4

- Number one I would advise you to...
To apa??

[Number one I would advise you to..
To what is ??

This example above us that the teacher switcher her language from English into Indonesian. The teacher discuss about giving advice, she asked the students to give advice to anyone. The teacher gave instruction in Indonesian in order to make the students enjoy their communication.

The study assumes that code switching will help the students to comprehend the teacher input easily. In this context, if the teacher can bring the situation less tense, so the students will have education about giving advice. It is due to they can follow the lesson well, so they would pay attention learning English.

Datum 5

Here is another example of affective function

Extract taken from English teacher utterances

- Why *kamu atau seharusnya mengapa kamu* why don't bring your book. *Enak to bisa di contoh. Kan ya ngerti kalau biasanya ora gowo buku itu ngadek. Kok senengane ngadek. Paleng gak iso ngadek yo. Ya kalau kamu jadi ABRI kamu enak.*

[Why *you or should why you*. why don't bring your book. *Well ,can be an example. You know, that are usually not brought the book it stands. You like to stand, may never stand. Yes if you become ABRI*]

Based on the example above, the teacher switched from Indonesian into English. It can be categorized as an affective function because the teacher was angry at the moment. In that situation, there was a student who does not bring the book, so teachers punish students with standing, so the teacher switching into Indonesian. Sometimes the teacher switching to express emotional. According to Sert (2005, p.2) proposed that code switching also carries affective function that serve for expression of emotion. In this case, code switching is used by the teacher in order to build solidarity and intimate relations with students.

3. Repetitive Function

Following the instruction in target language, the teacher code switches into mother tongue in order to clarify, amplify or emphasize meaning. The following is the example of code switching occurred by the teacher in English classroom that has repetitive function.

Datum 6

Extract taken from English teacher utterances

- Next still your number four, *ya* still you *ya masih kamu..*
[Next still your number four, *yes* still you, *yes still you,,*]

From the example, the teacher switches from English into Indonesia. The teacher pointed to one of the students to read, the teacher say “still you” and clarify again you still use your Indonesian to make students understand. Therefore, this example can be categorized to native language in order to clarify meaning. Here is another example of code switching that has repetitive function.

Datum 7

Extract taken from English teacher utterances

- I would *itu* I will *tetap* I *bukan lampau* *gak tetapi untuk kesopanan.*
If I were you, I would *Seandainya saya jadi kamu saya tidak bertindak seperti itu. Saya akan* I would.... *Apa? Ya atau..*

[I would *than* I will *but not the past but for politeness.* If I were you, I would *If I were you I don't act like it. I would* I would....What? Yes or..]

The example above shows that the teacher switched from English into Indonesian. In that situation, the class was discussing a text which was about the giving advice. “I would”. In the text, the teacher repeated and explained in detail the say “I would”. The teacher thinks that the students do not understand about “I would”. Therefore, the teacher reiterated it into Indonesian. When the researcher was observing the teacher utterances in

the classroom, she sometimes reiterated some difficult word, clause and sentences.

4.1.3 The Reason of Code Switching

During the analysis the researcher found some reasons of code switching by English teacher in bilingual class at state junior high school 22 Surabaya relate to Hoffman (1991) in Suasanto (2008:47) there are a number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), Repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

Table 4.1.3 the reasons of code switching occurred by the teacher

No.	Reasons	Frequency	Percentages
1.	Talking about a particular topic	-	-
2.	Quoting somebody else	-	-
3.	Showing empathy about something,	-	-
4.	Interjection	4	50%
5.	Repetition used for clarification	2	25%
6.	Expressing group identity, and intention of	-	-
7	clarifying the speech content for the interlocutor	2	25%
TOTAL		8	100%

The table above shows of the reason of code switching used by the teacher in bilingual class in the 8A and 8B grade of Junior High School 22 Surabaya. It also shows frequency of occurrences of each reason of code switching. The following are some example of the analysis about the reasons of code switching. (see Appendix 2)

1. Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages (code) that he masters to say the same message. Frequently, a message in one code is repeated in the order code literary. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

Datum 1

This utterance was taken from English teacher in bilingual class.

• I would *itu* I will *tetapi bukan lampau gak tetapi untuk kesopanan*. If I were you, I would *Seandainya saya jadi kamu saya tidak bertindak seperti itu. Saya akan* I would.... *Apa? Ya atau*

[I would *than* I will *but not the past but for politeness*. If I were you, I would *If I were you I do not act like it. I would* I would....*What? Yes or..*]

There is found one reasons. The reason for code switching is the use of repetition for clarification. When a bilingual or multilingual person wants to clarify his speech she or he can repeat a message in one code to

another code. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message. Utterance, “If I were you, I would *Seandainya saya jadi kamu saya tidak bertindak seperti itu. Saya akan I would.... Apa?*” the teacher repeats the utterance using Indonesia to explain and emphasize the message so that students understand.

2. Interjection

Interjection is word or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connects to. It may happen unintentionally. The following is the example of code switching occurred by the teacher in English classroom that has reason code switching.

Datum 2

Extract taken from English teacher utterances

- *Yawes ngadeko Pinter. Ok. How many seasons...Lho kamu yo iyo? Yow pinter*

[*yes already standing. OK. How many seasons..Lho you also? Yes smart*]

From the example above containing metaphorical reason, as explained by Susanto in Chapter II as an interjection includes exclamation or sentence filler such as; *nah, lha, lho*, and tag question for example “*yotoh, nggih toh*” (Susanto, 2008:71). These utterances occur when the

teacher explains about these as on suddenly startled student the walk to the front and stand. The teacher utterances include exclamation it is “ *Lho*”.

The teacher switches because the teacher spontaneously

Another example about interjection

Datum 3

- *Kalau kita memberi nasehat seseorang kita harus tau caranya dulu, kadang-kadang nasehat itu baik belum diterima dengan baik ya. Nah,* in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.

[When we give advice we need to know how a person first, sometimes it's good advice has not been received well, yes.

Well in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.]

In this example above some with datum 2. But in this example These utterances occur when the teacher explains about giving advice, the teacher switch Indonesian into English. Teacher utterances include exclamation it is “ *nah* ”. The teacher switches because the teacher want give example with the English so the teacher say “*Nah,* in English when we want to give advice, we can say to kind of giving advice the first is there are formal situation and informal situation.

3. Intention Clarifying the speech content for the interlocutor

When bilingual person's talks to another bilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his speech runs smoothly and can be understood by the listener.

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 A message in one code is repeated in the order code in somewhat modified

form.

Datum 4

- Now we'll try to remember when we want to express someone to offer something we can say "Do you want", *ingin kah kamu*

[Now we'll try to remember when we want to express someone to offer something we can say "Do you want", *Do you want*]

From the above there is code switching that occurs in the utterances English teacher. The reason for code switching includes intention clarifying the speech content for the interlocutor the speech contents for interlocutor. The bilingual repeats the other code in somewhat modified from. In utterance "Now we'll try to remember when we want to express someone to offer something we can say "Do you want", *inginkah kamu*", the teacher translates the utterance to clarify the message that is instruction to her students. The first utterance "Do you want" is translated in to the second "inginkah kamu". The teacher wants to give clarification to her students by combining her utterances using English into Indonesian.

Datum 5

Extract taken from utterance English teacher

- Next still number four ya still you *masih kamu...*

[next still you number four yes still you, *still you..*]

From the example above, the reasons for code switching is the use of repeated to make the listened understood. The teacher said "Next still number four

ya still you *masih kamu...*”. The teacher repeated the utterance to order the student to answer number two, but student not responding so the teacher repeats the utterance using Indonesian so that student understood.

Clarification the speech contents for the interlocutor same with used for clarification; also the same sense to repeat the word of teacher so that the listener understands what is conveyed by the teacher.

4.2 Discussion

After analyzing the data and classifying on the type, function and the reasons of code switching, the researcher intends to discuss the findings that have been investigated in this section to answer the research question. Based on the research finding, it is clear the English teacher utterances shows types, function and the reasons of code switching.

The researched found four times of inter sentential code switching which occurs in English teacher in bilingual class grade 8A and 8B. while twenty-two times of intra sentential code switching are found by the researcher which is produced by English teacher and the researcher found three tag switching using by English teacher in bilingual class grade 8A and 8B at state junior high school 22 Surabaya.

In this analysis found that teacher mostly used intra sentential code switching, the researcher thing that the teacher always used intra sentential code switching so that students understand. It seems that teacher code switching when the level of English used to be tough is beyond the student’s ability. She thinks

that is impossible to understand the lesson. It is also impossible for the teacher to speak Indonesian all the time so when the teacher uses English as the basic language in one sentence, so often switches the language into Indonesian. On the contrary is she uses Indonesian as the basic language in one sentences, she will switches into English. The might indicate that the teacher is usually unaware of the switch.

Types code switching occurs because English teacher wants the students understand and the teacher teach the students and asks the students to practice it in communication. In teaching and learning process, the English teacher sometimes switches their language clearly about the subject.

The second discussion is the function of code switching used by the teacher the researcher found the three functions. In the teaching the students, the researcher found five times topic switch using English teacher, five times affective function found using English teacher and while fourteen times found by the researcher which is produced by English teacher in bilingual class grade 8A and 8B at state junior high school 22 Surabaya.

The result of the function shows that the analysis the teacher mostly used code switching. It would assume that repetitive function is used in order to deliver the necessary knowledge for the students to clarify because the English proficiency of the students is less. It is very important to emphasize a message, so the meaning of the utterance will be clear. In topic switches case the teacher shift her language to the mother tongue of her students in dealing with trivial topic especially about

particular grammars points. The less frequent is affective function which is only used for solidarity and expression of emotion with the students. It is used to help students in feeling more comfortable with lesson.

This research also found the reasons of code switching. The several reasons used by English teacher in teach in bilingual class. The first is quotation but the researcher not find using English teacher for bilingual class grade 8A and 8B at the state junior high school 22 surabaya, the second is showing empathy about sometimes but in this researcher also not find using an English teacher for bilingual class at state junior high school surabaya. The third reasons as an interjection this found occurred because of natural and when utterance who was teaching with spontaneous. Interjection is word expressions, which are inserted into a sentence to convey surprise, strong emotion, or again attention, in this research the just find times using English teacher for bilingual class grade 8A and 8B. and the research also found the reasons of code switching as an intention clarifying the speech content for the interlocutor, it means to make the contents of his speech runs smoothly and can be understood by the listener, the teacher using them because to make the students understand, in this research find two times using English teacher, and two times repetition used for clarification reasons using English teacher. The researcher just fined three reasons of code switching among seven the reason code switching. Interjection, repetition used for clarification and intention of clarifying the speech contents for the interlocutor.

Overall the teacher using code switching in order to better understand students and the atmosphere was not tense and not get bored. Furthermore, the

researcher would assume that code switching can be a useful strategy in bilingual class instruction. If the aim is to make meaning clear and to transfer the knowledge to the students in an affection way.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion dealing with the data findings of the research.

5.1 Conclusions

Based on the analysis done in the research, the researcher concludes the result of her research in this chapter. In this study the subjects of the study are the one English teacher who is doing code switching while they are teaching in bilingual class. This research shows that the one English teacher for bilingual class grade 8A and 8B use three type of the code switching. The three types proposed by Romain in susanto (2008:47) occur in this study are inter sentential switching, intra sentential code switching and tag switching. The teacher switched from both English into Indonesian and Indonesian into English in intra sentential code switching which were (63,2 %), inter sentential code switching(21,1%) and Tag switching (15,7%)

From this evidence, the researcher concludes that intra sentential code switching is the most frequent finding because it is teacher strategy to make the students understand the lesson. The teacher used inter sentential code switching when she gave the example of the topic that explained, for example, explaining about how to giving advice and the last tag switching was rarely used by the

teacher. It is used to make sure that her opinion “gitu ya”, to get attention, to make sure that the students understand what the teacher mean.

In this study, there are three function of code switching used by the teacher for bilingual class. Those three by Matton and Burenhult (1999:61) in Sert (2005:2). The researcher found that there are three function of code switching in bilingual class. It was found the teacher mostly had repetitive function (58,4%) in teaching the students. Next, the teacher switched because of the topic of the material (20,8%) the last , she had affective function(20,8%) while doing code switching.

It could assume that repetitive function is used in order the function the accessory knowledge for the students for clarity because the English frequency of the students is less, it is very important to emphasize a message, so the switching to the mother tongue of her students in dealing with the topic especially word particular grammar points. The less frequent is affective function which is only used for solidarity and expression of emotions with the students. It is used to being the students in feeling more comfortable with the lesson.

In this study the research found the reasons of code switching used English teacher, three are repetition used for clarification (50%) interjection (25%) and clarifying the speech content for the interlocutor (25%). In addition the reasons of code switching is quotation but the researcher not find using English teacher in bilingual class grade 8A and 8B, code switching also can reason as an interjection this found occurred because of natural and when utterance who was teaching with

spontaneous. The reason of code switching as an interjection also makes the teacher switch their language in order to make the students understand.

Overall, the results indicate that the students have a positive perception of teacher code switching in the class. Furthermore, the researcher would assume that code switching can be a useful strategy in bilingual class instruction. If the aim is to make meaning clear and to transfer the knowledge to the students in an affection way. This research can give input and contribution for the readers when will do the same research to analysis the use code switching that is seen from not only the teacher perspective but also the students perfective.

5.2 Suggestion

The conclusion shows that there are several types, functions, and the reasons found in English teachers utterances while they are teaching their students in the bilingual class. The researcher found also some probable reasons of switching used by English teacher. For that reason, there are some suggestions that are given the researcher.

The begin with, to English department students is expected they should think more critically about the other interesting phenomenon in other context. From this study, it is found code switching can also be done in the teaching learning process in the classroom. Thus, the English department students, they have to improve the research about code switching not only in formal situation like at school but also in informal one.

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In addition, based on the data found, the research suggest to the next researcher to conduct a research in more various situations. Hopefully, the next researcher can explore more various type, function and the reasons for the use of code switching that occur in some other situations. Besides, the result of this study will also expect to give more information about code switching.

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