

**THE NON-NATIVE ENGLISH TEACHER'S CODE
SWITCHING AT *SMKN 1 JOMBANG*
(Umi Kulsum's Sociolinguistic Profile
in Teaching English)**



THESIS

**In Partial Fulfillment of the Requirements
for Master Degree in Linguistics**

**Ika Susanti
13020213410004**

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JOMBANG
(Umi Kulsum's Sociolinguistic Profile in Teaching English)

Submitted by

Ika Susanti
13020213410004

Approved on November 24th, 2015 by

Advisor,

J. Herudjati Purwoko, Ph. D.
NIP. 13020213410004

Master Program in Linguistics
Head,

Dr. Agus Subiyanto, M.A
NIP. 196408141990011001

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Ika Susanti

13020213410004

VALIDATION

Approved by

Strata II Thesis Examination Committee

Master Degree in Linguistics

on December 16th, 2015

Chairman

J. Herudjati Purwoko, Ph. D.

First Member

Dr. Deli Nirmala, M. Hum.

Second Member

Dr. Nurhayati, M. Hum.

Third Member

Dr. Agus Subiyanto, M.A.

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, December 16th 2015

Ika Susanti

DEDICATION

This thesis is dedicated to my dear family: my beloved parents, siblings, lover, best friends, lecturers, and teachers.

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First of all, I would like to praise to Allah, The God Almighty who has given me His love, mercy and blessing that I can accomplish my thesis entitled *the non-native English teacher's code switching in SMKN 1 Jombang* as my final project as a graduate student at Diponegoro University. Shalawat and Salam are also addressed to Muhammad SAW (*Peace be upon him*), his family, friends, and those who always support and follow his path.

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Finally, I realize that this thesis is far from perfect. Therefore, critic and suggestions are welcomed and appreciated to develop and create a better research report. I hope that this thesis will help many people who look for references related to code switching in the classroom discourse.

Semarang, December 16th 2015

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ABSTRACT

Code switching is inevitable in a teaching learning activity. This research discusses non-native English teacher's code switching in SMK Negeri 1 Jombang. Holmes' theory (2001) is used to find out the types, and reason for code switching. This research belongs to qualitative research. The data are teacher's utterances when she conducted code switching in teaching learning activity. I used non-participant observation, and non-structured interview in gathering the data. In analyzing the data, I used referential (identity) method. Informal technique was used to describe the data. The result shows that the teacher did inter-sentential switching, intra-sentential switching, tag switching, and situational switching. Some factors forced the teacher to switch her code. The factors are students' proficiency, teacher's attitude, the difference between Indonesian and English, and the objective of learning. Moreover, the functions of code switching are to make humor, to show feeling, to show solidarity, to translate some words, to give advice, to give explanation, to manage the class, and to emphasize some points. In summary, code switching plays a positive role in teaching learning process by the non-native English teacher.

Keywords: *code switching, inter-sentential switching, intra-sentential switching, tag switching, situational switching*

INTISARI

Alih kode tidak dapat terelakkan dalam kegiatan pembelajaran. Penelitian ini membahas tentang alih kode yang dilakukan oleh guru yang bukan merupakan penutur asli bahasa Inggris di SMKN 1 Jombang. Teori dari Holmes (2001) digunakan untuk menemukan tipe, dan alasan alih kode yang dilakukan oleh guru. Penelitian ini merupakan penelitian kualitatif. Data penelitian adalah tuturan guru ketika dia melakukan alih kode selama kegiatan pembelajaran. Saya menggunakan metode observasi nonpartisipan dan wawancara tidak berstruktur untuk mengumpulkan data. Saya menggunakan metode padan referensial untuk menganalisa data, sedangkan teknik informal digunakan untuk mendeskripsikan data. Hasil penelitian menunjukkan bahwa guru melakukan tiga tipe alih kode yaitu *inter-sentential switching*, *intra-sentential switching*, *tag switching*, *situational switching*. Faktor yang mempengaruhi guru untuk melakukan alih kode yaitu kemampuan siswa, sikap guru, perbedaan antara bahasa Inggris dan Indonesia, serta tujuan pembelajaran. Selanjutnya fungsi guru melakukan alih kode yaitu untuk membuat lelucon, menunjukkan perasaan, menunjukkan solidaritas, mengartikan kata, memberi saran, menjelaskan, mengatur kelas, dan menekankan beberapa hal. Kesimpulan dari penelitian ini adalah, alih kode memiliki peran yang positif dalam proses kegiatan belajar mengajar yang dilakukan oleh guru yang bukan merupakan penutur bahasa Inggris.

Kata Kunci: *Allih kode, inter-sentential switching, intra-sentential switching, tag switching, situational switching*

CHAPTER I

INTRODUCTION

This chapter describes background of the research, research questions, research objectives, significance of the research, scope of the research, definition of key terms, and writing organization.

1.1. Background of the Research

Nowadays, the ability to understand a foreign language is important. Since language is used not only as a communication device but also as the interaction tool of Human being. However, language is not only used as communication tool, but it also has other functions in society. People use language to express their feeling, idea, and will. Then, language can be used to show ethnic identity marker. Indonesia is multicultural; therefore, in some occasion we sometimes use a certain language to show our membership of a community. Moreover, language also can be used for social control. It means language is employed to control attitude, and behavior. Thus, each language in this world has its function. The crucial need of language in society encourages people to master more than one language. English as international language is one of important language that has to be mastered.

English is taught in most of the countries in this world because it is used as international language. It means most people in this world use English for their international interaction. If someone has a good ability in English, he/she can face the development of globalization. In Indonesia, English is learnt since elementary

level until university level. It aims to make the students' English ability better in order to make students ready to compete in the future.

In English teaching learning activity, English is used as instructional language. It means that all activities in the classroom are conducted in English. Bruck (1998:53) stated, "the language dominance of the teacher determines the language environment of the school". In other words, Bruck suggested that the teacher's language is important in teaching learning activity; it can affect the language used by the students. Using English as much as possible by the teacher encourages the students to do the same thing.

Most language teaching methods are adopted to enhance the quality of English teaching learning. Some methods such as direct method, audio-lingual method, total physical response, and translation method are used in Indonesia. Some methods such as direct method and audio-lingual method support the use of target language and ban the use of native language in the language classroom. Ellis (1984) stated that the use of native language in EFL classroom could destroy the input of target language. If the teacher uses direct method in the teaching learning process, the teacher is not allowed to translate her utterance from target language to native language. The prohibition of using native language (L1) during the teaching learning activity can be implemented efficiently in English speaking country, but for non-native English countries such as Indonesia, it is difficult to be implemented.

Indonesia has many languages. The languages are divided into local languages (such as Javanese, Sundanese, and Balinese) and national language

(such as Indonesia). In education domain, Indonesian has a position as instructional language. It means Indonesian is used during the teaching learning activity for all materials in schools. However, some teachers use not only Indonesian but also local language (such as Javanese) as the medium of interaction. In this point, the teachers do code switching. The teachers switch from Indonesia to Javanese and vice versa.

Code switching is the situation when someone switches from one code to another (Holmes, 2001). The phenomenon of code switching can be commonly found in bi/multilingual situation. Someone, who can understand more than one or two languages, is called a bi/multilingual speaker. The need for social interaction encourages the bi/multilingual speaker to switch or mix her/his language. In our daily activity (in Java community), I found many people who switched their code from Javanese to Indonesian (vice versa) for social interaction purpose.

In English classroom, code switching also occurs during the teaching learning activity. The bi/multilingual English teacher switches some codes to achieve the goal of language teaching. Although English has position as subject of the material, and is used as instructional language, the use of native language (L1 or L2) is still needed. Based on my observation and data analysis, the teachers in SMKN 1 Jombang used three codes during the teaching learning activity. The codes are English, Indonesian, and local language. The teacher keeps using Indonesian and Javanese in English teaching learning activity because the teacher has certain reasons for that.

Most English teachers in Indonesia are non-native English speakers. The teachers also face English as a foreign language. They master English, not acquire English. English teachers in SMKN 1 Jombang are also non-native English speakers. Thus, code switching during the teaching learning will always occur. The reasons of conducting code switching are different when code switching is conducted in different context (domain) by certain speaker. Therefore, I am interested to analyze code switching by non-native English teacher in SMK N 1 Jombang.

In this research, my respondent is one English teacher in SMKN 1 Jombang. I only chose one teacher (Mrs. Umi) as my respondent because she is the representative of non-native English teacher. She had a good ability in English. Furthermore, my respondent has many English teaching experiences in different context for several years. She ever taught English in elementary school, junior high school, senior high school, and university. In summary, this research focus to find out code switching during the teaching learning activity by the non-native English teacher in SMKN 1 Jombang.

1.2. Research Questions

According to the statements above, the main problems of the study can be stated as follows:

- 1) What is the form of teacher's code switching in SMK Negeri 1 Jombang?

- 2) Why does non-native English teacher switch her code during the teaching learning activity in SMK Negeri 1 Jombang?

1.3. Objective of the Research

Based on the research questions above, the objective of the research can be stated as follows:

- 1) To figure out the form of teacher's code switching in SMK Negeri 1 Jombang.
- 2) To explain the reason of the non-native English teacher switching her code during the teaching learning activity in SMK Negeri 1 Jombang

1.4. Significance of the Research

The advantages of this research are presented theoretically and practically. Theoretically, the result of the research can strengthen the theory of code switching, because this research is conducted in different contexts (English classroom). This research analyses code switching during the teaching learning activity by non-native English teacher. The result of this research can provide explanation for the roles of teacher's code switching in English classroom. It covers the type, function, and the factor of code switching done by non-native English teacher in the classroom

Furthermore, I display the practical advantages of this study: (1) the result of this research can give information to the English teachers that code switching

can give some advantages in the language teaching. Code switching from English to Indonesia can help the students understand the concept of some materials such as the concept of genre text. Moreover, code switching also helps the teacher to create an enjoyable situation during the teaching learning process because the students can listen some jokes from the teacher, 2) This research can give other researchers a reference to conduct further research on code switching (especially in the teaching learning activity).

1.5. Scope of the Research

This research studied the phenomenon of code switching done by non-native English teacher in SMK Negeri 1 Jombang. The research was done in tenth grade of marketing department. I analyzed the teacher's utterances during teaching learning activity in four classes of marketing department. The teacher's utterances were analyzed based on Holmes' and Wardaugh's theory (2001). The theory covers type of code switching (tag switching, situational switching, and metaphorical switching) and the reason of conducting code switching.

1.6. Definition of Key terms

1) Code

Code refers to language, a variety of language, dialect, and mixed form
(Fought, 2006:219)

2) Code switching

An activity done when someone switches from one code to another
(Holmes, 2001)

1.7. Writing Organization

This study consists of five chapters. In order to help the readers in comprehending the study, this research is systematized as follows:

Chapter one is Introduction. It consists of the research background, the research questions, the research objective, the scope of the research, significance of the research, the definition of key terms, and writing organization. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapters.

Chapter two provides the review of related literature. It consists of previous study and theoretical framework. All of them will serve the fundamental reference in conducting and analyzing the study.

Chapter three is research method. It elaborates of research design, data and source data, research instrument, technique of collecting data, method of presenting data, and data analysis.

Chapter four is finding and discussion. It elaborates the data analysis and the result of the research. It covers the explanation of the types, functions, and factors of code switching.

Chapter five provides conclusion. It displays the summary of the research. It also provides some suggestions, and implication of conducting this research

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two main sections: previous studies and theoretical framework. The first section deals with study related to the chosen topics (code switching). The second section concerns the theories related to code switching.

2.1 Previous Study

The first research was written by Jingxia (2010). She discussed code switching in the EFL classroom. This research focused on revealing attitude of teachers and students toward pattern, function, factors, and influence of the switching. Poplack's theory (1980) was used to figure out the pattern of teacher's code switching in Chinese university. Jingxia used questionnaires and classroom recording to reveal the teachers' code switching to Chinese. The result shows that the teacher's did tag, inter-sentential and intra-sentential code switching. Furthermore, the teacher's functions in switching his code are to translate vocabulary items, to explain grammar, to manage class, and to build close relation with the students.

The second study, Suprihananta (2012) discussed the code switching done by teachers in the science department. He used the theory from Hoffman (1994), Poplack, and Troike (1995). He focused on analyzing the type and function of code switching done by the science teachers. In his research, Suprihananta found that (1) the science teachers did three types of code switching: intra-sentential

code switching, inter-sentential code switching, and emblematic code switching.

(2) He also revealed that the teacher switched his code to overcome lack of facility, to overcome lack of register, to express mood of the speaker, to emphasize point, to express habitual experience, to express semantic significance, to show identity with a group, to address a different audience, and to attract attention. The result of the research also indicated that the use of code switching is needed in the teaching learning activity.

The third research was written by Nafisah (2013). She analyzed code switching in teaching kitab in multilingual classroom. She applied the theory from Wardaugh (2005) to find out the types and functions of code switching. She used observation and recording technique in gathering the data. In her research, she found that the teacher in Madrasah Diniyah Wustho did more intra-sentential code switching than inter-sentential code switching. Code switching was used to avoid misunderstanding during the teaching learning activity. Finally, Nafisah concluded that code switching was an effective strategy in the teaching kitab.

The fourth research was written by Sulistyawati (2014). It is about code switching used by the teachers in SMA Negeri 14 Semarang. She analyzed the teachers' code switching in the science class by applying Wardaugh's theory (2005). She focused on the type and function of code switching. The result of the study revealed that (1) the teacher did some types of code switching, such as inter-sentential and intra-sentential code switching, tag switching, situational code switching, and metaphorical switching. (2) She focused on analyzing the reason of teacher to switch her code from Indonesian to Javanese. In this point, she found

that the teachers switched their code to show the teachers' emotion when they were teaching science in the classroom.

In brief, the previous studies above have conducted research on code switching. However, there are some similarities and differences between those studies and this present study. In terms of the object of the study, Jingxia (2010), Suprihananta (2012), Nafisah (2013), Sulistiyawati (2014), and my research discussed code switching in the classroom discourse. We focused on analyzing the teacher's code switching during the teaching learning activity. However, in terms of the subject of the study, my study focused on analyzing code switching by English teacher, while Suprihananta and Sulistiyawati conducted the research in science class. They examined the teacher's code switching when the science teachers gave the material for their students. Furthermore, Nafisah did the research in Madrasah Diniyah Wutso. The "Kitab" teachers were used as her respondent. However, Jingxia accomplished her research with English lectures in Chinese context.

In terms of its scope, the previous researchers observed the type and function (reason) of code switching done by the teacher or lecturer. Each researcher used different theories to classify the types of code switching. In this research, I used the Holmes's and Wardaugh's theory to know the form of the teacher's code switching. Moreover, my study also examined the factors of the non-native English teacher when the teacher switched her codes. In gathering the data, I used not only observation and recording, but also interview method to

examine the phenomenon of code switching done by non-native English teacher in SMKN 1 Jombang.

2.2 Theoretical Framework

2.2.1 Sociolinguistics

Sociolinguistics is inter-disciplinary study. It is the collaboration of sociology and linguistics. This study is concerned with the connection between linguistics and sociology. Linguistics is the study of language or the use of language as the object of the study. Sociology is a study of humans in society, the society's existence, and the social process in society. In summary, sociolinguistics is the inter-disciplinary study of language, language users, and society.

Some experts have their own interpretation of sociolinguistics, but the point of their interpretation is same. It is about language and society. Holmes (2001:1) stated, "Sociolinguistics concerned with the relationship between language and the context in which it is used". It means that people use different language style and different language choice when they are in different social contexts. Along similar line, Spolsky (1998) stated that sociolinguistic is the study of language in relation to society, between the social structure and the language use.

2.2.2 Bilingual and Multilingual Ability

Bilingual ability refers to the ability to speak more than one language or code. Furthermore, someone who can speak more than one language or code is called

bilingual speaker. Bilingual people can be found all over the world. In Indonesia, most people are bilingual. Most of them understand their local language and national language, even several of them understand the foreign language. Spolsky (1998:45) said, “The simplest definition of bilingual speaker is a person who has some functional ability in a second language”. In short, we can say that bilingual ability is the ability to master two languages. Titone in Hammer and Blanc (2000) supports this definition. He stated that:

Bilingualism is the individual’s capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue.
(Titone in Hammer and Blanc, 2000)

In addition to the concept of bilingual ability, the bilingual speaker refers to a speaker who can use more than two languages. However, the term bilingual speaker is used commonly to include people who are actually more properly identified as multilingual speaker (Fishman in Jendra, 2010). The example of bilinguals came from Holmes (2001:32). In New Zealand, many Maori are bilingual. They used both English and Maori. Maori used different code or language based on the situation where the conversation was taking place.

In addition, Bloomfield in Chaer (2004) also stated that bilingual ability is the ability to use two languages or codes. Both the first language and second language/code have the same level of fluency and capability. Lado in Chaer (2004:86) revised Bloomfield’s definition about bilingual ability. He stated that the speaker does not need to understand languages and code at the same level (one language is better than other language). The speaker may use one language more active than another one.

2.2.3 Code

Language and variety of languages can be called as a code. People in a community used it to communicate. Code is used as the label of language and variety. Indonesian, Javanese and Sundanese are called “code”. Wardaugh (2006:88) stated, “The term of code refer to any kind of system that two or more people employ for communication”. Fought (2006:219) gave the definition of code clearly. He asserted that the code refers to language, a variety of languages, dialect, and mixed form. In addition to the definition of the code, Pojosoedarmo (1978) said that the code is known as the system of speeches that has its own characteristic. The characteristic is based on the speaker background, the relationship, both speaker and listener, and the situation of communication. Code can be a variety of language that is used for communicating among members of language society.

In conclusion, we can say that the code is as a system of communication that has its own characteristic based on the speaker background, relationship, and situation of communication. Code can be a language, a variety of languages, and a dialect and mixed form.

2.2.4 Code switching

Bilingual speakers are people who can speak more than one code. The concept of code instead of variety or language is used here. For example, someone who understands both English and Indonesian is called the bilingual speaker. On different occasions, bilingual speakers used different codes. When they stay in

different social contexts, they can choose an appropriate code that they need. Bilingual speakers also can use both of them by switching either one of two codes while they are speaking. In code switching situation, one code can be more dominant than others. Myers-Scotton (1998) suggested matrix language and embedded language. Matrix language is identified as language that has function as the frame of utterance. Then, the language used less dominant in utterance refers to embedded language.

Code switching is a common phenomenon in bilingualism situation. Holmes (2001) explained the concept of code switching as an activity when someone switches from one code to another. The example of code switching can be seen below.

Example (2.1)

Sarah : I think everyone's here except Mere

John : she said she might be a bit late, but actually I think that's her arriving now

Sarah : You're right. *Kia ora mere. Haere mai. Kei te phea koe?*

(switch between English and Maori)

Mere : *Kia ora e hoa. Kei te pai.* Have you started yet?

(Switch between English and Maori)

(Holmes, 2001:35)

In the conversation above, Sarah switched her code from English to Maori, and vice versa. The changes from English to Maori and vice versa were called as code switching. The change of domain and social situation force her to switch her code.

According to Wardaugh (1986:102), speakers choose a particular code when they speak. They switch or mix their code during the conversation. Furthermore, Wardaugh (1986) said:

People, then, are usually required to select a particular code whenever they choose to speak, and they may decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as *code switching*.

Code switching is considered as a normal and natural product of interaction. Code switching usually occurs in bilingual society. The speaker switched from one variety to another. Code switching can occur as the result of the individual's choice, or it can be used as identity marker for a group of speakers. Gal (1988:247) also said that code switching was considered a conventional study. Code switching is used to deconstruct, cross, and establish group boundaries, and then it is used to change or create interpersonal relationship with their rights and obligation.

2.2.4.1 Types of Code Switching

To decide the types of code switching, we have to consider to whom the speaker talks, what a situation occurs, what the topic is about, and what the social context of the conversation is. Holmes (2001) classified types of code switching into three items based on the contextual classification: tag switching, situational switching, and metaphorical switching. The contextual classification is based on the reasons why a bilingual switches.

1) Tag Switching

Before understanding the concept of code switching, we will take a look the example of tag switching by Tamati and Ming. Tamati understands both Maori and English, and Ming understands both English and Cantonese Chinese. Both

Maori and Cantonese Chinese are written in italics and the meaning of the words is written in the bracket. Below is the example taken from Holmes (2001:35)

Example (2.2)

- a) Tamati : *Engari* (so) now we turn to more important matters.
(Switch from Maori into English)

- b) Ming : Confiscated by custom, *da gai* (probably)
(Switch Maori English into Cantonese Chinese)

In the beginning of Tamati's utterance, he used Maori tag "Engari" which means "so". The second utterance said by Ming, he uttered "da gai" which means "probably". "Engari" and "da gai" are used as a final tag. The purpose of Tamati's and Ming's tag is to show an ethnic identity marker. Both Tamati and Ming want to share that they have the same ethnic background with their interlocutor. Holmes wrote (2001:35) "the switch is simply an interjection, a tag or sentence filler in the other language which serves an ethnic identity marker". From the example and Holmes' statement above, we can conclude that tag switching will occur if the speakers use interjections or tags of different languages when they speak to signal the speakers' ethnic identity and solidarity with the addressee in order to get a good future relationship with their interlocutor. Furthermore, Gumperz (1971) in Sulistyawati (2014) defined tag switching as a condition when a bilingual uses a short expression (tag) from other language in his/her utterance.

2) Situational Switching

A bilingual speaker used different code in different situation. If the bilingual speaker switches from one code to another and the reasons can be identified, it is called situational switching. The understanding of relevant situation or

social factor helps to identify the situational switching. Holmes (2011:36)

stated that

When people switch from one code to another for reason that can be identified, it is sometimes called situational switching. If we knew the relevant situational or social factor in advance in such cases, we would predict the switch

The change of situation can be identified as situational switching. The change of topic, status, formality, and the change for affective function can be identified as situational switching. Example of situational switching between Jan and Peter can be found below:

Example (3.3)

(Bokmal is in capital, Ranamal in lower case)

Jan : Hello petter. How is your wife now?

Petter : Oh she's much better thank you Jan. She's out of hospital and convalescing well

Jan : That's good I'm pleased to hear it. DO YOU THINK YOU COULD HELP ME WITH THIS PESKY FORM? I AM HAVING A GREAT DEAL OF DIFFICULTY WITH IT

Petter : OF COURSE. GIVE IT HERE...

(Holmes, 2001: 36)

The change of topic and relationship happened in the conversation above. Jan and Peter used Ranamal when they were discussing personal topic "the condition of Peter's wife". Furthermore, they use Bokmal when they are talking about business matter in relation to their job. According to Holmes (2001:37), Bokmal is better choice than Ranamal when they want to discuss a business matter. By changing the topic, the relationship change is followed. They act as neighbor so Ranamal was used. They used Bokmal when they changed their roles to be bureaucrat and member of public.

Wardough (2006: 104) also classified code switching into situational and metaphorical switching, but Holmes' concept of both situational switching and metaphorical is different from Wardough's concept.

Situational code switching occurs when the languages used change according to the situation in which the conversations find themselves: they speak one language in one situation and another in a different one. No topic change involved.

(Wardough, 2006: 104)

When the speakers communicate, there is a situational change, for example, formal to informal situation. However, when the change of topic is involved, it is metaphorical switching. In contrast, Holmes insisted that when the change of topic happened, it is situational switching.

3) Metaphorical Switching

Metaphorical switching happened when there is a switching from one code to another, but when it happens, there is no change in topic and setting, quotation, humor, and Anger. The example of metaphorical switching can be seen below:

Example (3.4)

At a village meeting among the Buang people in Papua New Guinea, Mr. Rupa, the main village entrepreneur and "bigman", is trying to persuade people who have put money into a village store to leave it there.

(Tok Pisin is in italics. Buang is not italicized)

Ikamap trovel o women, mi ken stretim olgeta tok-tok. Orait. Pasin ke ken be, meni ti ken syep la, su lok lam memba re, olo mba miting autim olgeta tok... moni ti ken nyep ega, rek mu su rek ogoko nam be, one moni rek, ... moni ti ken bak stua lam vu mambump re, m nzom agon. Orait, bihain, bihainim bilong wok long bisnis, orait, moni bilong stua bai ibekim olgeta ples.

(Holmes, 2001:40)

Mr. Rupa said the utterance above. He used both Buang and Tok Pisin. When Mr. Rupa switched his code, it is so difficult to predict what the specific factor is involved. Mr. Rupa changed his code fast. Other researchers (such as Chaer and Spolsky) will call this switching as code mixing, but Holmes suggested that it is metaphorical switching. Buang and Tok Pisin have each own function. As local language, Buang is used to emphasize his membership to Buang community, whereas Tok Pisin is used to show his business skill, knowledge, and experience. Then the association of Buang and Tok Pisin used by Mr. Rupa is to persuade people to invest their money in his project. In short, the concept of metaphorical switching is to draw the association of two codes for rhetorical reason and complex meaning. Each of speakers' code represents a social meaning, and the association of codes is done by the speakers to represent a complex meaning. Code switching in example (3.4) is called code mixing by other researchers, but Holmes called it metaphorical switching.

It is different from the concept of the metaphorical switching of Wardaugh. He asserted that "when a change of topic requires a change in the language used, we have metaphorical switching" (Wardaugh, 2006:104). The participants choose an appropriate code when they talk about a specific topic. However, the change of code cannot be predicted because it relates to social value in the social community. Moreover, Gumperz in Wardaugh (2006) stated that if someone did metaphorical switching, it means that he/she tried to define situation or convey information beyond their actual word by using some languages.

Based on grammatical classification, Wardaugh (2006:101) classified code switching into inter-sentential switching and intra-sentential switching. Inter-sentential switching happens when the switching occurs between sentences. Moreover, intra-sentential switching happens when the switching occurs within a single sentence. For this research, I used the theories from Holmes and Wardaugh. The types of switching are based on grammatical and contextual classification.

2.2.4.2 Function of Code Switching

Bilingual speakers often switch their code when they are communicating. Holmes (2001:43) classified the reason of code switching into the change of domain feature of social situation, and aspect of the interaction purpose. Holmes (2001:43) mentioned ten functions of code switching done by people in daily communication. The functions are to address specification, to show ethnic identity marker, express solidarity, to express social distance, to assert social status, to express ethnic identity marker, to quote someone, to proverb, to add emphasis, to add authority, and to express feeling.

In addition, Hoffman (1991:116) classified the function of code switching into five items: talking about particular topic, quoting someone else, showing emphatic, inserting sentence filler, and clarifying repetition. Some researchers (such as Macaro:2001, Edstrom:2006, Turnbull and Arnett:2002) that interested in classroom discourse classified the function of teacher's code switching into three categories.: code switching for curriculum access, code switching for classroom management discourse, and code switching for interpersonal relations.

2.2.4.3 Factors of Conducting Code switching

Some researchers (such as Jingxia:2010, Duff and Polio:1990, Tabaku:2014) also analyzed the classroom discourse. From the research, they found that there were some factors, which influence their respondents to switch the code. Duff and Polio (1990) found four factors: differences between the languages, teaching materials, lesson contents and objectives, and department policy on the target language (TL) use. Furthermore, in china context Jingxia (2010) found more than four factors that influence code switching in the classroom discourse. The factors are student's English proficiency, teacher's English proficiency, the difference between Chinese and English, department policy on target language use, pedagogical material, lesson content and objective, attitude toward code-switching, traditional method, and situational factors. The last researcher is Tabaku (2014). In Albanian context, he found that there are seven factors of conducting code switching done by the teacher in the classroom. The factors consist of the teacher's foreign language proficiency, students' proficiency, the method used, teaching activity conducted, class size, lesson content, and learning objective.

2.2.5 Attitude to Code Switching

Attitude is the way of thinking and behaving. Furthermore, attitude to code switching can be described as people's thought and behavior to code switching. Samoff in Rochman (2013:42) stated that attitude is "disposition to react favorably or unfavorably to class of objects". Holmes (2001:45) also stated that

many communities have a negative attitude to code switching. For example, young students have a negative attitude to code switching in Hemnesberget. They always used “artificial speech” to condemn someone who switches their codes. In contrast, in Papua New Guinea (PNG), big men have a positive attitude to code switching because their status will enhance when they are able to control two codes or more while they are communicating.

There are two opposite response of code switching. First group has a negative attitude about code switching in the classroom. (Chaudron (1988), Ellis (1984), and Fillmore (1985) argued that first/second language is banned in foreign language classroom. Ellis (1984) argued, “The use or overuse of the first language by foreign language teacher will deprive learners of valuable target language input”. For this point, Ellis emphasizes that first/second language is not needed in EFL class. The use of target language must be maximal to reach the goal of teaching learning process.

Some researcher (such as, Stern and Cook) belong to the second group who have a positive response for that. Positive response means the involvement of L1 in mastering target language is important. The use of L1 can help the students master the foreign language. Stern (1992) and Cook (2001) argued that L1 deserves a place in foreign language classroom. Cook (2001:242) emphasized, “The use of students’ first language is a learner-preferred strategy”. It is as a good strategy to reach the goal of teaching learning process. Furthermore, Stern also supported Cook by giving a similar opinion. Stern (1992:285) stated, “It may be

the time to [consider] the use of cross lingual strategy”. The cross lingual strategy means that the teacher uses both the first language and target language.

Jingxia (2001) and Tabaku (2014) conducted some research projects of teacher’s attitude to code switching. In EFL class, most of the teachers have a positive attitude to code switching. The teacher who has a positive attitude to code switching will be aware of the process of code switching. Jendra (2010:111) stated that good/positive attitude toward the target language will give more positive result in learning. In contrast, negative view to the language being learned will be more likely to give negative result in the study.

2.2.6 Foreign Language

Richards and Schmidt (2002:206) define a foreign language as a language that is not the native language of large number of people in a particular country or region. It is not used as medium of instruction in schools and is not widely used as a medium of communication in government, media, etc. Moreover, they stated that foreign languages are typically taught as school subject for communicating with foreigners or for reading printed material in the language.

Studying a foreign language is a key to understanding and communicating with the people of a foreign culture. Many countries such as China, Korea, and Japan frame education policies to teach at least one foreign language at the schools. There are a thousand languages outside, but there are some languages called international language such as English, Arabian, and Mandarin. It means most of people in this world used the languages as international communication

device. The uses of those languages in international interaction are commonly in areas such as trade, tourism, international relations, technology, media, and science. However, most people in this world prefer using English than other international languages such as Arabian and Mandarin.

Indonesian has lot of languages. However, the big classifications of the language are national language and local language. It means the languages outside Indonesia's national language and local language are called foreign language. Similar to other countries, the government of education policy in Indonesia gets Indonesian students to study at least one foreign language at schools. The language is English. Therefore, Indonesian Students since elementary level until university level must study English.

CHAPTER III

RESEARCH METHOD

This chapter concerned with methodological activities covering research design, data and data collection, research instrument, and data analysis.

3.1 Research Design

Qualitative is the design of this research. Sukmadinata (2012:60) stated that qualitative research is a research design that used to describe and analyze the phenomena, events, social activity, attitude, belief, perception, and human thought. Furthermore, Meriam (1988) in Creswell (1994:145) also stated, “qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words and pictures.”. This research belongs to descriptive qualitative. In this research, I described and explored the phenomenon of code switching done by non-native English teacher. Furthermore, I am the main instrument of the research. It means I plan, gather, analyze, and report the data in the field to explain the phenomenon of code switching.

3.2 Data and Source of Data

The data were taken from English class in SMK Negeri 1 Jombang. The data are the teacher’s utterance when she conducts code switching in teaching learning activity. The respondent of this research is one of the English teachers in SMK Negeri 1 Jombang. Actually, there are five teachers in SMKN 1 Jombang, but I

prefer choosing one of the teachers. The teacher (my respondent) is as the representation of non-native English teacher in SMKN 1 Jombang. She has a good ability in English. Furthermore, my respondent has many English teaching experiences in different context for several years. She ever taught English in elementary school, junior high school, senior high school, and university. In conducting data, I recorded the teacher's utterance when she taught English in four classes of marketing department. The classes consist of tenth pemasaran 1 (XPM1), tenth pemasaran 2 (XPM2), tenth pemasaran 3 (XPM3), and tenth kewirausahaan (X KWU).

3.3 Research Instrument

In qualitative research, human is the key instrument. He/she does all the things in the field. The researcher plans, gathers, analyzes, and reports everything related to the research. Lincoln and Guba (1986) in Sugiyono (2001:223) stated:

The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instruments has product

(Sugiyono, 2001:223)

In the beginning of the research, the main instrument is the researcher. When the research is going on, the additional instrument can be used. The additional instrument is used to complete the additional information needed. Creswell also states that researcher is the key instrument (Creswell, 1994:145, 2009:164). It means the researcher has an important role during the research. In

this research, I collected and analyzed the data by myself, so understanding method and theory of the research are needed in order to get the validity of the data and research.

3.4 Techniques of Collecting Data

In gathering the data, the researcher can use some methods, such as observation, interview, and document. Catherine Marshall in Sugiyono (1995:226) stated that

The fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in depth interviewing, and document review

In gathering the data, I used observation and interview method (Sugiyono: 2012, Sudaryanto:1993). In observing, I used some techniques, such as non-participant observation technique and recording technique (Sudaryanto, 1993). While I was observing the class situation, students', and teacher's activity, I also recorded the teacher's utterance when she was conducting the teaching learning activity. I did the same thing for all classes. The classes are tenth *Pemasaran 2* (XPM1), tenth *Pemasaran 2* (XPM2), tenth *Pemasaran 3* (XPM3), and tenth *Kewirausahaan* (XKWU). For the second method, I used unstructured interview method to gather the data from the teacher. After recording the teacher's utterance for all classes, I interviewed the teacher. I asked some questions related to the objective of the research. Before interviewing the teacher, I had prepared some points that would be asked. I also used recording technique in gathering the result of interview. After gathering all the data (teacher's utterance in the classroom and the teacher's interview), I made the transcript of the data orthographically.

3.5. Method of Presenting Data

In displaying data, the researcher can use informal or/and formal method. Informal method means the analysis of data will be elaborated in natural words, but formal method will used sign or symbol to display the data (Sudaryanto, 1993:145). The analysis results of this research were displayed by using informal method. It means the phenomenon of code switching done by the non-native English teacher was elaborated by using natural words.

3.6.Data Analysis

Data analysis is done to find out the information about the phenomenon therefore the data analysis is an important part of the research. At this point, the research finally can solve the problem that makes her/him curious, or can prove the hypothesis of the research. Levine (1996) supported it. He stated that:

Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations, and test hypothesis. It is used in all the sciences. It is used in business, in administration, and in policy.

(Levine,1996)

The analyses of this research are included the types, functions, and factors of code switching. Therefore, I used referential (identity) method to find out the type, function, and factors of code switching. In analyzing the data of this research, I did three steps: organizing the data, classifying the data, and interpreting the data.

- 1) Organizing the data

This is the first step in analyzing the data. After collecting the record files as my data, I transcribed the data one by one. There are four records of the teacher's utterance during class activities and one record of the result of the teacher's interview. After transcribing the audio file, I gave a sign to the code switching done by the teacher.

2) Classifying the data

The second step is classifying the data. After getting the data transcript of teacher's code switching during the class activity, I classified the code switching based on the type of code switching mentioned by Holmes (2001). Moreover, I figured out the function of code switching used by the teacher, and the last I found out the factors that influenced the teacher to conduct the code switching during the teaching learning activity.

3) Explaining and interpreting the data

The last step is analyzing the data. I gathered the results of observation and interview to get the complete data. Furthermore, I explained them one by one based on the research problems. First, I explained the type of code switching by the teacher. Second, the function of code switching was also elaborated. The third, interpreting the data is to know the factors that force the teacher to switch her code.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, results and discussion are presented in a separate section. The results section consists of three part sections: types of code switching, functions of code switching, and factors of code switching. The last section is discussion.

4.1. Result

The respondent (the non-native English teacher) used three languages (i.e. English, Indonesian, and Javanese) during the teaching learning activity. Each language has each own function. First, English is an international language, a foreign language, and the subject of the lesson that students have to learn in the school. Thus, mastering English is important for every student. English is also used as instructional language. It means that the teacher used English to give instruction for the students in the teaching learning activity. Second, Indonesian is a national language, and a connector language. Both the teacher and the students understand Indonesian. Indonesian is the students' second language. Furthermore, the teacher also uses Indonesian in her daily communication because Indonesian is the teacher's first language. The last, Javanese is the local language. All students are the native speaker of Javanese. However, Javanese is not the teacher's mother tongue. The teacher only understands some Javanese words and sentences. However, the teacher used Javanese a little bit when she was teaching English in the class. She used Javanese because of specific reasons.

The form of teacher's code switching

Code Switching	English to Indonesian	Indonesian to English	Indonesian to Javanese
Inter-sentential switching	36	10	-
Intra-sentential switching	12	34	14
Total	48	44	14

When bilingual speakers communicate, they sometimes switch the code. Data above showed that the teacher used three languages/codes during the teaching learning process. The frequency of code is different. The teacher used Indonesian dominantly because the frequency of teacher's code switching from Indonesian to other language is more than the frequency of teacher's code switching from English to other language. In this point, Indonesian is called as matrix language. It means Indonesian is used as the frame of the whole teacher's utterance. English and Javanese are identified as embedded language because those languages are used as the additional language. Furthermore, Indonesian is used as the connector language because both the teacher and students understand Indonesian. Indonesian is used to link the understanding of English material concept from the teacher to the students, and to talk some topics outside the English material.

Based on identifying and classifying data, there are four types of code switching done by non-native English teacher, i.e. (1) inter-sentential switching, (2) intra-sentential switching, (3) tag switching, and (4) situational switching. The teacher switches her code/language because of some reasons. The detail explanation will be elaborated in the following discussion

4.1.1 Types of Code Switching

This section is classified into several sub topics, i.e. inter-sentential switching, intra-sentential switching, tag switching, and situational switching.

4.1.1.1 Inter-sentential Switching

The first type of switching is inter-sentential switching. The kind of code switching occurs when a sentence in certain language occurs between sentences in a base language (Wardough, 2006:101). In this research, 46 data are identified as inter-sentential switching. The teacher switched her code from English to Indonesian (vice versa). The detail explanation of inter-sentential switching elaborated below:

1) English to Indonesian

The teacher did inter-sentential switching 36 times. The teacher switched from English to Indonesian. The examples of inter-sentential switching were taken from XKWU.

Example (4.1)

Ok	this is	your job.	You	just	make	five	question
Ok	this is	your job.	You	just	make	five	question

Just	the question	without	the answer	each group
Just	the question	without	the answer	each group

Is going to	make	five	questions	in	twenty	minutes
Is going to	make	five	questions	in	twenty	Minutes

<i>Dua puluh</i>	<i>menit</i>	<i>cukup</i>	<i>ohya</i>	<i>itu</i>	<i>Tawaranku</i>
Twenty	minutes	enough	Oh yeah	that	My offer

Ok this is your job. You just make five questions, just the questions without the answer. Each group is going to make five questions in twenty minutes. Twenty minutes is enough. oh yeah, that is my offer.

(The data from tenth grade: X KWU)

The above data showed that the teacher used two languages in her switching, English and Indonesian. English is written in bold, and Indonesian is written in italics. The teacher used English as primary language, and used Indonesian as the secondary language. The utterance above included in inter-sentential switching because the speaker switch her code between sentences. The teacher used English when she gave instructions for the students to finish the assignment. By switching her code from English to Indonesia, the teacher wanted to emphasize her order.

Example (4.2)

Ok	this is	your homework	for	each group	You
Ok	this is	your homework	for	each group	You

have to	find out	one	descriptive text	and	for	All
have to	find out	one	descriptive text	and	for	All

group	you	have to	find out	different	Title	from	first
group	you	have to	find out	different	Title	from	first

second	and	the third	try to	find out	different title
second	and	the third	try to	find out	different title

<i>boleh</i>	<i>di dalam</i>	<i>Negeri</i>	<i>boleh</i>	<i>di luar</i>	<i>negeri</i>
May	inside	Country	May	outside	country

Ok this is your homework. For each group you have to find out one descriptive text and for all group you have to find different title. From first

second and the third try to find out different title. You may choose inside the country, you may choose outside the country

(The data from tenth grade: X KWU)

In the data above, the teacher did code switching in form of inter-sentential switching. English and Indonesian are the codes used by the teacher. English is written in bold, and Indonesian is written in italics. The data above is categorized as inter-sentential switching because a sentence in Indonesian is uttered after the sentences in English. The switching was done by the teacher from English to Indonesian. The teacher produced the utterance in the end of class activity. In the end of the utterance, the teacher said “Boleh di dalam negeri, boleh di luar negeri” to give additional information about the students’ homework.

2) Indonesian to English

The teacher did inter-sentential switching from English to Indonesia 11 times. The examples of inter-sentential switching were taken from X Pm 1 and PM 2.

Example (4.3)

<i>Udah</i>	<i>kamu</i>	<i>kasihkan</i>	<i>Ke</i>	<i>Temenmu!</i>	<i>Ayo</i>	<i>diskusikan</i>
Finish	You	give	To	You friend	Come on	Dicuss

<i>Lagi</i>	<i>Guys</i>	<i>kalau</i>	<i>Udah</i>	<i>membuat</i>	<i>Pertanyaan</i>	give	your
Again	gguys	if	Finish	make	Question	give	your

question	to	Other group
question	to	Other group

Have you given to your friends! Let’s discuss again, guys if you have made question. Give your questions to other group

(The data from tenth grade: X PM2)

The data above is produced in the beginning of the class activity. The teacher used two codes in her utterance; English and Indonesian. The teacher switched from Indonesian to English. Code switching above is categorized as inter-sentential switching since the teacher speaks a sentence in English after some Indonesian sentences. The foreign language occurs between sentences. In the data above, Indonesian is matrix language and English is embedded language. It means that the teacher uses Indonesian as the frame of her utterance and English is used as the secondary language. The teacher switched her code by saying, “give your question to other group” to give order. The teacher instructed each group discussion who had finished their assignment, to give the answer sheet to other group.

Example (4.4)

<i>Ok</i>	<i>Guys</i>	<i>jangan</i>	<i>pindah</i>	<i>dulu</i>	<i>jangan</i>	<i>pindah</i>	<i>dulu</i>
Ok	Guys	Don't	Move	first	Don't	Move	first

<i>iya</i>	<i>perhatikan</i>	<i>Ke sini</i>	What is	It	About	in
yes	Pay attention	This	What is	It	About	in

Your text?
Your text?

Ok guys don't move first, wait a moment! Don't move! Yes, pay attention to me! What is it about in your text?

(The data from tenth grade: X PM1)

The data above showed that the teacher used two languages, English and Indonesian. English is written in bold, and Indonesian is written in italics. The teacher switched her code from Indonesian to English. Inter-sentential switching is the categorization of the switching done by the teacher because the teacher

utters one sentence in Indonesian and it is followed by one sentence in English. The switching occurs after a sentence from different language. The teacher said, “ok guys jangan pindah dulu, sebentar dulu jangan pindah dulu, iya perhatikan ke sini” to get the students attention. When most students had paid attention, the teacher switched her code to English to discuss the assignment.

4.1.1.2 Intra-sentential Switching

Intra-sentential switching is the second type of code switching done by the teacher. Intra-sentential switching is switching when the switching occurs within a single sentence (Wardough, 2006:101). In this research, 50 data is categorized as inter-sentential switching. The teacher switched her code from English to Indonesian (vice versa). The detail explanation of intra-sentential switching elaborated below:

1) English to Indonesian

The teacher did intra-sentential switching 12 times. The teacher switched from English to Indonesian. The examples of intra-sentential switching were taken from X PM 3.

Example (4.5)

Do	Your self	What	you	need	Just	do	It	<i>begitu</i>
Do	Your self	What	you	need	Just	do	It	like that

Do your self what you need then just do it, like that.

(The data from tenth grade: X PM3)

In the data above, the teacher used both English and Indonesian. The teacher switched from English to Indonesian. English is written in bold, and

Indonesian is written in italics. This data is identified as intra-sentential switching since the speaker uses an Indonesian word “*begitu*” within a single sentence in English. Indonesian is used as the primary language, and English is employed as the secondary language. In the data above, the teacher used the word “*begitu*” to emphasize her utterance.

Example (4.6)

Make	A group of	three	<i>Ya!</i>	make	A group of	three
Make	A group of	three	Ok!	make	A group of	three

On five	<i>hitungan</i>	<i>lima</i>
On five	Count	five

Make a group of three, ok! make a group of three on five, on five!

(The data from tenth grade: X PM3)

The above data is categorized as intra-sentential switching because the speaker uses three English words “*ya*, *hitungan*, and *lima*” within a single sentence in Indonesian. Indonesian is used as matrix language and English is used as embedded language. It means that Indonesian is employed as the frame of the utterance, and English is used as the additional language. In the data above, the teacher ordered the students to create a group discussion that consists of three students in each group.

2) Indonesian to English

The teacher did intra-sentential switching 34 times. The teacher switched from Indonesian to English. The example of intra-sentential switching was taken from X KWU and X PM2.

Example (4.7)

<i>Hanya</i>	<i>Ada</i>	<i>empat</i>	<i>Soal</i>	Multiple choice	<i>dan</i>
Only	There are	four	question	Multiple choice	And

<i>tiga</i>	<i>Soal</i>	essay	<i>gak</i>	<i>perlu</i>	<i>nyontek</i>	<i>Gak</i>	<i>perlu</i>
three	Question	essay	not	need	cheat	Not	need

<i>menjadi</i>	<i>pejuang</i>	<i>contekan</i>	<i>kerjakan</i>	<i>Sendiri</i>	<i>ya</i>	<i>Gak</i>
Become	fighter	cheating	Do	Your self	ok	not

<i>usah</i>	<i>Jadi</i>	<i>pejuang</i>	<i>Contekan</i>
need	become	fighter	Cheating

There are only four multiple-choice questions, and three essay question, you do not need to cheat, don't need to be cheating fighter, do by your selves, you don't need to be a cheating fighter.

(The data from tenth grade: X KWU)

The above data shows that the teacher uses two languages in her switching, English and Indonesian. English is written in bold, and Indonesian is written in italics. Indonesian is used as matrix language and English is used as embedded language. It means that Indonesian is employed as the frame of the utterance, and English is used as the additional language. In the data above, the teacher reminded the students not to cheat during the pre test. The data above is included in intra-sentential switching because the code switching occurs within a single sentence. The teacher spoke some English words within one sentence in Indonesian.

Example (4.8)

<i>Saya</i>	<i>akan</i>	<i>memberikan</i>	<i>one</i>	<i>Example</i>	<i>di</i>	<i>bahasa</i>	<i>Indonesia</i>
I	will	Give	one	Example	in	language	Indonesian

I will give one example in Indonesian

(The data from tenth grade: X PM2)

In the data above, the teacher switched from Indonesian to English. Indonesian is written in bold, and English is written in italics. Intra-sentential switching is the categorization of the switching done by the teacher because the teacher utters English word within a sentence in a base language. In this data, Indonesian is the matrix language and English is embedded language. It means that English is used as the frame of language and Indonesian is the additional language. The teacher used one English word “one example” within one Indonesian sentence.

3) Indonesian to Javanese

The teacher did intra-sentential switching 14 times. The teacher switched from Indonesian to Javanese. The example of intra-sentential switching was taken from X PM3 and X KWU.

Example (4.9)

25	<i>Menit</i>	<i>Dari</i>	<i>sekarang</i>	<i>Gak</i>	<i>perlu</i>	<u>Ngerpek</u>	<i>gak</i>
Twenty five	minutes	From	now	Not	need	Cheat	not

<i>akan</i>	<i>saya</i>	<i>Masukkan</i>	<i>penilaian</i>
will	I	enter	assessment

Twenty five minutes from now, you don't need to cheat, I will not input to the assessment.

(The data from tenth grade: X PM3)

In the data above, the teacher did code switching in form of intra-sentential switching. The teacher switched from Indonesian to Javanese. Indonesian is written in italics and Javanese is written in underlined form. This switching is

categorized as intra-sentential switching because Javanese word inserted within a sentence in a base language. Indonesian is the base language of the utterance. In the utterance above, the teacher was talking about cheating. The teacher gave the rule not to cheat in the pretest because the teacher wants to know the real ability of each student and does not want to collect the student's English score in finishing the pre-test.

Example (4.10)

<i>gak</i>	<i>perlu</i>	<u>Kulak'an</u>	<i>gak</i>	<i>perlu</i>	<i>Lirik-lirik</i>	<i>gak</i>	<i>perlu</i>
Not	need	wholesale	not	need	Pierce	not	need

<i>diskusi</i>
discussion

You don't need to cheat, don't need pierce, don't need any discussion.
(The data from tenth grade: X KWU)

In above data, the teacher used two codes, Indonesian and Javanese. The teacher switched her code from Indonesian to Javanese. The teacher forbade the students to cheat during the pre test. She elaborated some forbidden activity during the test. The categorization of the switching in the data above is intra-sentential switching, because the Javanese word "ngerpek" occurs within an Indonesian sentence. Indonesian is used as the matrix language, and Javanese is embedded language, because the use of Indonesian is more dominant than English.

4.1.1.3 Tag Switching

The third type of code switching is tag switching. Based on Holmes (2001), tag switching will occur if the speakers use interjections, tag or sentence filler of different languages to signal the speakers' ethnic identity and solidarity with the addressee. The use of interjections, tag, or sentence filler shows their shared ethnic background in order to smooth the future relationship. In the data below, there are some examples of teacher's utterance included in tag switching done by the teacher in X PM1 during the teaching learning activity.

Example (4.11)

<u>Mbok</u>	<i>Pakek</i>	<i>Bahasa</i>	<i>Inggris</i>	<i>Bikin</i>	<i>berapa</i>	<i>teman-teman</i>
Mbok	<i>Use</i>	Language	English	make	how many	Friends

Mbok use English, how many we have to make, guys?

(The data from tenth grade: XPM1)

The recording was conducted in English class while the non-native English teacher was teaching in the classroom. Although it is an English class, the teacher used other code while she was speaking. She used Javanese and Indonesian. Javanese word was presented in underline form, and then Indonesian words were written in italics. Javanese is known as local language of people who live in Jombang. For my respondent, Javanese is her second language (the teacher does not master Javanese well). In the utterance above, the speaker switched from Javanese to Indonesian. Although the speaker is not the native speaker of Javanese, the speaker understands some Javanese words. In the utterance above, the speaker only applied the Javanese filler (*mbok*) in her whole utterance conducted in Indonesian in order to share their ethnic background with the students for the good relationship in the future, so it is called tag switching. The

teacher did it to make the teaching learning activity can run well. The teacher used “mbok” which is known as Javanese filler to make the students consider her as the part of them (as Javanese community), therefore, the teacher can be closer to the students personally.

Example (4.12)

<u>Mbok</u>	<i>Kamu</i>	<i>Ambil</i>	<i>kursi</i>	<u>Toh</u>
Mbok	You	Take	chair	Toh

Mbok you take a chair toh.

(The data from tenth grade: XPM 1)

The teacher was managing the class when she spoke the sentence above. The speaker uses both Indonesian and Javanese. Indonesian words were presented in underlined form, and then Javanese words were written in italics. “mbok” is Javanese filler and “toh” is Javanese tag. In the data above, the teacher switched from Javanese to Indonesian. The speaker only applied the Javanese filler (*mbok*) and Javanese tag “toh” in her whole utterance conducted in Indonesian in order to share their ethnic background for the good relationship in the future, so it is called tag switching. The teacher used “mbok” and “toh” which is to make the students consider her as the part of them (as Javanese community), therefore, the teacher can be closer to the students personally. Thus, the teaching learning activity can run well.

Example (4.13)

<u>Pukul 10:21</u>	<i>sekarang</i>	<i>karena</i>	<i>gak</i>	<i>berbunyi</i>	<i>semua</i>	<i>orang</i>	<u>kecelek</u>
At 10:21	Now	because	not	Sound	all	people	got lied

At 10:21 now, because the bell did not ring, all people is got lied

(The data from tenth grade: XPM3)

In the example above, the teacher switched her code from Indonesian to Javanese. “*Pukul 10:21 sekarang karena gak berbunyi semua orang*” is Indonesian, then “*kecelek*” is Javanese. The data above is identified as tag switching because the speaker uses Javanese word to show ethnic identity marker. Although in the reality she is not a part of Javanese community, she still uses Javanese once or twice when she was teaching because her students are Javanese. She used Javanese word “*kecelek*” to show the solidarity to the student. The switching from Indonesian to English to make the students consider her as the part of them (as Javanese community), therefore, the teacher can be closer to the students personally. Thus, the teaching learning activity can run well.

4.1.1.4 Situational switching

The fourth type of code switching is situational switching. Based on Holmes (2001) the change of situation can be identified as situational switching. The change of topic, and the change for affective function can be also identified as situational switching. The example of situational switching elaborated clearly below:

1) Topic

There are some reasons that force the teacher to do situational switching. The first reason is the change of topic. The change of topic is followed by the change of code. The data from XPM3 below are the examples of situational switching that happen because of the change of topic.

Example (4.14)

Ok,	guys	what	you	have	to do	for	the first time	<i>jammu</i>
Ok,	guys	what	you	have	to do	for	the first time	Your clock

<i>itu</i>	<i>Kasih</i>	<i>ya</i>	<i>masih</i>	<i>jam segitu</i>	<i>saja</i>	<i>pukul 10:21</i>	<i>sekarang</i>
that	Pity	yes	still	previous time	only	At 10:21	now

Ok, guys what you have to do for the first time is, your clock is sad, it is still at previous time, it is at 10:21 now.

(The data from tenth grade: XPM3)

In the sentence above, the speaker used two codes (English and Indonesian). In her utterance, she switches her code from English to Indonesian. This utterance was spoken out in the beginning of the class activity. At the first, the teacher actually asks the students to do something related to the teaching learning activity. Here, she used English. In the following sentence, she switched from English to Indonesian when she talked about a broken clock in the class. If the reason for switching is predictable, it is included in situational code switching (Holmes, 2001:36). In this utterance, the code switching happens because the topic of the conversation changes. In the beginning, the speaker discussed the class activity. In the following occasion, she directly changed the topic to the broken clock in the class. The change of the topic forces the speaker to switch her codes. It is predictable. Thus, it is included in situational switching.

Example (4.15)

<i>Jangan</i>	<i>Biasa</i>	<i>menunggu</i>	<i>instruksi</i>	<i>bukan</i>	<i>saya</i>	<i>yang akan</i>
Don't	usually	Wait	instruction	not	I	will

<i>menjalankan</i>	<i>ketidaknyamanan</i>	<i>dengan</i>	<i>berputar-</i>	<i>begitu</i>	<i>ya</i>	I
--------------------	------------------------	---------------	------------------	---------------	-----------	----------

			<i>putar</i>			
Do	uncomfortable	with	moving around	like that	ok	I

am going to	give	you	a	text	it	is	only	one	text.	what
am going to	give	you	a	text	It	Is	only	One	Text.	what

you	have to	with	that	text	is	make	five	questions	For
you	have to	with	that	text	is	make	five	questions	For

Each	Questions
Each	Questions

Don't wait for the instruction, not me who will do the displeasure with moving around like that. I am going to give you a text. It is only one text. What you have to do with that text is making five questions for each group.

(The data from tenth grade: X PM 3)

The data above is also included in situational switching, because we can predict directly the speaker's reason for doing code switching. We can understand the relevant situational and social factors of the utterance. In this sentence, the speaker discussed different topic while she was speaking. First, she talked about students' habit. The teacher discussed it because there were some students who just moved around when they wanted to make a group discussion. In the beginning, she used Indonesian as her code. In the following utterance, she used English. She changed the code because she did not want to discuss more about students' habit. The following topic is teacher's instruction about the students' activity. The teacher switched her code because of the topic change.

Example (4.16)

<i>Hanya</i>	<i>Ada</i>	<i>tujuh</i>	<i>Soal</i>	<i>saja</i>	<i>jadi</i>	<i>gak</i>	<i>perlu</i>
only	there are	seven	questions	only	so	not	need

<i>cheating</i>	<i>kerjakan</i>	<i>sebisamu</i>	<i>gak bisa</i>	<i>tinggalin</i>	<i>bisa</i>	<i>ya</i>
cheating	Do	as you can	can't	leave	can	yes

<i>Kerjain</i>	<i>keluarkan</i>	<i>kertasnya!</i>	now	who	are	absent?
Do	take out	the paper	now	who	are	absent?

There are only seven questions, so you don't need to cheat, do as you can, if you can't, just leave it, if you can, just do it, take out your paper! Now who are absent?

(The data from tenth grade: XPM 3)

The situation of the utterance is predictable. The teacher changed the topic of conversation and the change of the code followed. It is included in situational code switching. First, the teacher talked about the rule of finishing the exercise and emphasized students in the activity that they had to do in completing the assignment. Indonesian is used here. Then, the following discussion is about the students' attendance. When the teacher discussed the following topic, she used English as the code. She switched from Indonesian to English. The reason for code switching is predictable that the teacher changes the topic of discussion. Clearly, it belongs to situational code switching.

2) Affective Function

The third reason of situational switching is for affective function. The teacher switched her code to show her anger, happiness, and to make humor. The example below is the example of situational switching done by the teacher. The data were taken from X PM 3 and X KWU.

Example (4.17)

Open	Your	mouth	please,	<i>gak akan</i>	<i>Saya</i>	<i>Gigit</i>	<i>kok</i>
Open	Your	mouth	please,	will not	I	Bite	ok

Open your mouth please, I will not bite you

(The data from tenth grade: XPM 3)

In the sentence above, the speaker used two languages; English and Indonesian. The change of codes happens because the speaker wants to make a joke during the teaching learning activity. At the first the teacher said, “open your mouth please”, here the teacher asked students to give their opinion clearly. Then she said “gak akan saya gigit kok”, it meant that the teacher would not bite student who wanted to express his/her opinion. The joke is presented in Indonesian to make the students get the point or sense of the joke, so they can laugh. Teacher’s joke is successful. Based on my observation, the students laughed for this joke. The switching code from English to Indonesian is predictable. Based on the analysis of the relevant situational and social factors, it is included in situational code switching.

Example (4.18)

Hi guys	I	ask	her,	because	she	keep	talking	gossiping
Hi guys	I	ask	her,	because	she	keep	talking	gossiping

anything,	anyone	I	don’t	now	Why	And	what?	<i>jadi</i>
anything,	anyone	I	don’t	now	Why	And	what?	jadi

<i>jangan</i>	<i>coba-coba</i>	<i>bergossip</i>	<i>di</i>	<i>kelas saya</i>	<i>karena</i>	<i>gayamu</i>
don’t	Try	gossip	in	my class	because	your style

<i>gaya</i>	<i>Matamu</i>	<i>gaya</i>	<i>badanmu</i>	<i>akan</i>	<i>berbeda</i>	<i>Ketika</i>	<i>kamu</i>
style	your eyes	style	your body	will	different	When	you

<i>Membicarakan</i>	<i>materi</i>	<i>dan</i>	<i>Bergosip</i>
Discuss	material	and	Gossiping

Hi guys I ask her, because she keeps talking gossiping anything, anyone I don’t know why and what? So don’t try gossiping in my classroom.

because your style, your eyes style, your body style are different when you are talking the material and a gossip.

(The data from tenth grade: XKWU)

The second example, the teacher used two codes: English and Indonesian. English words are presented in Bold, and then Indonesian words are written in italics. The teacher produced the utterance in example eight because she got angry with the students. The students kept talking while the teacher was explaining the material. The teacher prefers to use her first language to express her anger to the students. Indonesian is used to make students understand about the teacher's anger. The teacher's code switching above is used for affective function (showing angry) therefore it belongs to situational code switching.

Example (4.19)

Teacher:	Why?	what	is	my question
	Why?	what	is	My question

Why? What is my question?

Students:	<i>Kenapa</i>	<i>di</i>	<i>Pantai</i>	<i>Parang tritis</i>	<i>Gak boleh</i>	<i>pakek</i>
	Why	In	beach	Parang tritis	May not	Use

<i>Baju</i>	<i>ijo</i>
clothe	green

Why may you not wear a green t-shirt in parang tritis beach

Teacher:	<i>Saya</i>	<i>pindah</i>	<i>ke</i>	<i>Orang lain</i>	<i>dia</i>	<i>Melakukan</i>
	I	move	to	Other people	she	Do

<i>Kegiatan yang</i>	<i>dia</i>	<i>lakukan</i>	<i>Tadi</i>	<i>Teman</i>
The activity	she	do	a while ago	Friend

I move to another people, she keeps doing what she did before guys

(The data from tenth grade: XKWU)

In the data above, the teacher used two codes: English and Indonesian. English is presented in bold, and Indonesian is written in italics. The utterance above is included in situational switching. The reason for code switching is predictable. The speaker of the utterance got angry. When the teacher was explaining, one student did not pay attention to her. In the beginning, she used English but she changed to Indonesian. The teacher prefers to use her first language to express her anger to the students. Indonesian is used to make students understand about the teacher's anger. The teacher's code switching above is used for affective function (showing angry) therefore it belongs to situational code switching.

4.1.2 Function of Code Switching

The code switching is done because of some reasons. The reason can be predicted by considering some factors. After observing the teacher's utterance in the classroom, the researcher can conclude that there are some functions of code switching done by the teacher. The functions are (1) making humor, (2) showing feeling, (3) showing solidarity, (4) translating some words, (5) giving advice, and (6) giving explanation, (7) managing the class, and (8) emphasizing on some point. The detail explanation will be carried out below.

1) Making humor

The teacher switched her code; the first reason is to make a humor. In the classroom activity, a teacher needs humor to melt the class situation when the situation is too serious. It aims to make the students can enjoy the teaching

learning activity. The teacher switched her code for making humor several times. The data below is the example of code switching done by the teacher to make humor. The data are taken from X PM3 and X PM1.

Example (4.20)

Open	Your	mouth	please!	<i>gak akan</i>	<i>saya</i>	<i>gigit</i>	<i>kok</i>
open	Your	mouth	please!	won't	I	bite	ok

Open your mouth please! I will not bite you

(The data from tenth grade: XPM3)

In the utterance above, the teacher uses two languages, Indonesian and English. The words in bold are English then the others are Indonesian. At the beginning of her utterance, the teacher spoke English then she changed to Indonesian. She had switched from English to Indonesian because she wanted to produce a humor. Based on my observation during the class activity, the class situation was serious when the teacher produced her utterance. To soften the situation, the teacher changed her code. At the beginning, she said, “open your mouth please!”, then she changed her code by saying “*gak akan saya gigit kok*”. “I will not beat you” is equal to “*gak akan saya gigit kok*”. In the reality, the activity of beating someone is a rude thing. As a teacher who has a honorable status is impossible to beat someone (one of her students). Therefore, when the teacher said “*gak akan saya gigit kok*”, everyone in the classroom laughed.

Although it is an English class, the teacher kept using Indonesian not English in producing a humor. The students’ ability in English is the reason. Based on the class observation and the data analysis, it showed that the students

do not have a good ability in English. Furthermore, Indonesian is the students' second language and English is their foreign language. Thus, if the humor is produced in English, the students will not understand what the sense of Humor spoken by the teacher. At that moment, the teacher produced her humor successfully, because based on my observation the students laughed at her joke.

Example (4.21)

Good,	describing	people,	very	good,	describing	people
Good,	describing	people,	very	good,	describing	people

<i>hidung</i>	<i>mancung,</i>	<i>kulit</i>	<i>putih,</i>	<i>mata</i>	<i>lentik</i>	<i>cantik</i>	<i>banget</i>
nose	pointed	skin	white	eyes	curved	beautiful	very

<i>ya</i>	<i>Kayak</i>	<i>Saya</i>
yes	Like	Me

Good, describing people, very good, describing people, pointed nose, white skin, beautiful eyes, very beautiful like me.

(The data from tenth grade:XPM 2)

In the utterance above, the teacher was explaining the material of describing people. She just described someone who had a perfect appearance like her. The teacher used both English and Indonesian. The English words are in bold, and the others are Indonesian. She switched from English to Indonesian. Based on the observation, the teacher is known as a calm teacher. When the teacher is proud of herself by saying “*hidung mancung, kulit putih, mata lentik, cantik banget ya kayak saya*”, it makes the students laugh. Thus, the teacher did code switching to produce a humor. Though it is an English class, the teacher kept using Indonesian not English in producing a humor. The students' ability in English is the reason. Thus, if the humor is produced in English, the students will not understand what

the sense of Humor spoken by the teacher. At that moment, the teacher produced in Indonesian successfully, because based on my observation the students laughed at her joke.

2) Showing feeling

During the teaching learning activity, many situations happen. It makes the teacher have a various feeling in the classroom, such as happiness, sadness. In the classroom, my respondent also showed some feeling. To show her feeling, the code switching from English to Indonesia had been done. Indonesian is the first language of my respondent. Similar to the opinion from some sociolinguists (such as Holme:2001, Wardaugh:2006, Chaer:2010), they argued that L1 is always used by the speaker to show their emotion. Some data showed that my respondent switched her code in some situation in order to show her feeling.

Example (4.22)

Ok,	guys	what	you	have	to do	for	the first time	<i>jammu</i>
Ok,	guys	what	you	have	to do	for	the first time	your clock

<i>Itu</i>	<i>kasihan</i>	<i>ya</i>	<i>masih</i>	<i>jam segitu</i>	<i>saja</i>	<i>pukul 10:21</i>	<i>sekarang</i>
that	pity	yes	still	previous time	only	At 10:21	Now

Ok, guys what you have to do for the first time is your clock is pitiful, it is still at previous time, it is at 10:21 now.

(The data from tenth grade: XPM3)

The data above shows that the teacher uses two languages; English and Indonesian. English words are in bold, and the other words are Indonesian. The teacher switched her language from English to Indonesian. The teacher produced

the utterance in the beginning of the class activity. After the teacher had greeted the students, she instructed the students to do something. She said, “ok, guys what you have to do for the first time is”. Here, the teacher used English to give the instruction. However, she got something wrong with the watches that hang on the wall when she began to tell the instruction, so she switched directly her code from English to Indonesian. The teacher said “*jam mu itu kasian ya masih jam segitu aja, pukul 10:21 sekarang*”. Actually, the teacher wants to say that the clock is broken but the teacher does not directly say that. The teacher prefers to satirize the students. The teacher satirized in Indonesian because Indonesian is her first language. Her students also understand Indonesia. As the result, the teacher switches her code from English to Indonesian to show her feeling (satirizing).

Example (4.23)

Why?	What	is	misfortune?	<i>nasib,</i>	<i>Nasib</i>	<i>buruk,</i>	<i>Guys</i>
why	What	is	misfortune	luck	Luck	bad	Guys

<i>kamu</i>	<i>harus</i>	<i>belajar</i>	<i>menempatkan</i>	<i>prioritas</i>	<i>bulpenmu</i>
you	must	study	Put	priority	your pen

<i>Yang macet</i>	<i>itu</i>	<i>bukan</i>	<i>prioritas</i>	<i>utama</i>	<i>tidak</i>	<i>Sebanding</i>
stop	that	not	Priority	main	Not	Same

<i>penjelasan yang</i>	<i>saya</i>	<i>dapat</i>	<i>macet</i>	<i>bisa</i>	<i>beli</i>	<i>selesai</i>	<i>urusan</i>
Explanation	I	Get	stop	can	buy	finish	bussiness

Why? What is misfortune? a bad luck, a bad luck, guys you have to put your priorities, your stopped pen is not your main priority, it is not as same as the explanation I get. If it stops, we can buy.

(The data from tenth grade: XKWU)

In the data above, the speaker used two languages; English and Indonesian. The English words are in bold and the other words are Indonesian. She switches her code/language from English to Indonesian because she wants to show her feeling. When the teacher was discussing the material, suddenly she got angry. One student who was sitting in the second line did not pay attention to the teacher. The student was busy with her broken pen when the teacher was explaining the material seriously. The student' activity made the teacher angry. Then she directly switched her code from English to Indonesian. She spoke in Indonesian to show her anger. Thus, the code switching happens because the teacher wants to show her anger feeling.

Example (4.24)

anyone	I	don't	Now	Why	and	what?	<i>jadi</i>
anyone	I	don't	Now	Why	and	what?	jadi

<i>jangan</i>	<i>coba-coba</i>	<i>bergossip</i>	<i>di</i>	<i>kelas saya</i>	<i>karena</i>	<i>gayamu</i>
don't	Try	gossip	in	my class	because	your style

<i>gaya</i>	<i>Matamu</i>	<i>gaya</i>	<i>Badanmu</i>	<i>akan</i>	<i>berbeda</i>	<i>ketika</i>	<i>kamu</i>
style	your eyes	style	your body	will	different	when	you

<i>Membicarakan</i>	<i>materi</i>	<i>dan</i>	<i>bergossip</i>
Discuss	material	and	gossiping

Anyone I do not know why and what? So don't try to gossip in my class because your style, your style, your eyes, your body will be different when you talk about the material and gossip something.

(The data from tenth grade: XKWU)

The data showed that the teacher switched her code from English to Indonesian. The teacher used two codes/languages: English and Indonesian.

English is written in bold, and Indonesian is in italics. At the first utterance, the teacher said "... anyone I don't know why and what?", then the teacher directly changed her code to Indonesian. By saying "*Jadi jangan coba-coba bergosip di kelas saya karena gayamu, gayamu matamu gaya badanmu akan berbeda ketika kamu membicarakan materi dan bersip*", the teacher warned the student about her bad attitude during the teaching learning activity. The teacher was angry because when the teacher was teaching the material seriously, there were some students who ignored her. They were busy talking to each other until they ignored the teacher. The teacher guessed that the students were gossiping something. In brief, I said the aim of the code switching done by the teacher is to show feeling (anger).

3) Showing solidarity

The solidarity is needed not only in the the interaction among friends or our community, but also in the interaction among teacher and students. It creates a good relationship among them. Since the function of teacher in the classroom is not only to transfer the material but also to create a good relationship among the teacher and the students. If the students have a good relationship to their teacher, they will enjoy the teaching learning activity and be brave to tell their teacher when they face some problems with the material given. In showing solidarity to her students, my respondent used Javanese as her code, which is used by the students in their daily interaction. Even the teacher has little ability in Javanese, but she keeps trying to speak Javanese. The examples taken from XPM1 and XPM3 showed that the teacher did code switching to show solidarity.

Example (4.25)

<i>Coba</i>	<i>No</i>	<i>Berapa</i>	<i>Saja</i>	<i>itu</i>	<u>Sakjane</u>	<u>Pertanyaane</u>
try	number	how many	Only	that	Actually	the question

<u>ngene</u>	<u>enak</u>
like this	nice

Try whatever number; it will be nice if the question is like this

(The data from tenth grade:XPM1)

In the beginning, I have explained that the teacher is not the participant of Javanese community, but the teacher knows some Javanese words. In the data above, the teacher used two languages; Indonesian and Javanese. Indonesian words are written in italics and Javanese words are in underlined form. The teacher was walking around the class to check how students did their duty. The aim of the teacher's code switching is to show solidarity. The teacher uses Javanese to make the students consider the teacher as the part of their community, to receive her personally and finally to create a good relationship among the speakers (the teacher and students)

Example (4.26)

<i>ke</i>	<i>Mbok</i>	<i>duduknya</i>	<i>jangan</i>	<i>umpel-umpelan</i>	<i>gitulah</i>
ok	Mbok	sit	don't	crowded	like that

Ok, look the way you sit. Don't make it too crowded

(The data from tenth grade:XPM 3)

In the following example, the utterance of the teacher consists of two languages; Indonesian and Javanese. The teacher spoke Javanese for example "mbok" and "umpel-umpelan". "mbok" is the Javanese filler. Then the words

“*umpel-umpelan*” is equal to “crowded”. “*umpel-umpelan*” is a Javanese word. The words “*oke, duduknya jangan*” and “*gitu lah*” are Indonesian word. The teacher switched her code/language from Indonesian to Javanese to show her solidarity. In using Javanese to her students, the teacher wants to be considered as participant of Javanese community therefore the students are able to receive her personally and then to create a good relationship among the speakers (the teacher and students)

4) Translating some words

In some cases, a teacher faces some problems in teaching English as foreign language. Since the students never use English in their daily interaction, they do not familiarize to English vocabulary and expression. When it goes to the situation “the teacher has to make the students understand the material and enhance their English ability”, the translation is needed in some occasions. Based on data, the teacher translated her utterance from English to Indonesia several times. The examples below are taken from XPM3.

Example (4.27)

Angle	guys,	angle	<i>Itu</i>	<i>sudut</i>	angle	<i>itu</i>	<i>sudut</i>
Angle	Guys	angle	That	corner	angle	that	corner

Angle guys, angle is corner. Angle is corner

(The data from tenth grade: XPM 1)

The data above showed that the teacher used two languages; English and Indonesian. English words are written in bold and Indonesian words are written in italics. In the data above, the teacher switched her code to translate a word. The

students did not know the definition of angle, and then the teacher told the students the Indonesian translation of the word “Angle”. In short, the teacher switched her code to translate some word

Example (4.28)

Hi	guys	How long	Will	It	take	you?	<i>Berapa lama</i>
hi	guys	How long	Will	It	take	you?	How long

<i>kamu</i>	<i>Butuh</i>	<i>untuk</i>	<i>mengerjakan</i>	<i>itu</i>	<i>semua</i>
you	Need	to	Do	that	all

Hi, guys, how long will it take you? How long do you need to do all of them

(The data from tenth grade: PM3)

In the data above, the teacher used two codes: English and Indonesian. She switched her code from English to Indonesian for translating the sentence. The sentence “**hi guys, how long will it take you?**” is translated into “*Berapa lama kamu butuh untuk mengerjakan itu semua*”. In the utterance above, the teacher switched her code to translate some words. In the classroom, the teacher tried to speak English as much as possible. She always gave the instruction to her students in English since is used as instructional language. When the sentences or words are new for the students, the teacher always translates it. It is shown in the data above. In short, the teacher switched her code to translate some words

5) Giving advice

The following reason of the teacher’s code switching is giving advice. In conducting teaching learning activity, the teacher gave advice several times. The

data below are the examples of teacher's code switching when she gave advice to the students.

Example (4.29)

let	me	tell	you	About	my	experience.	In 2010
let	me	tell	you	About	my	experience.	In 2010

<i>kamu</i>	<i>Kalau</i>	<i>lewat-lewat</i>	<i>di</i>	<i>kelas</i>	<i>jangan</i>	<i>ribut-ribut</i>
you	If	pass	in	class	don't	make a noise

<i>begitu,</i>	<i>mengganggu</i>	<i>terus</i>	<i>yang denger</i>	<i>di dalem</i>	<i>itu</i>
like that	disturb	continue	listen	inside	that

suaramu	aneh	Cempreng-cempreng	gitu	gak	ada	bagusnya
your voice	strange	Shrill	like that	not	there is	good

Let me tell you about my experience. In 2010, if you pass the class don't make a noise, it disturbs then someone who listen from inside, the sound is strange, shrill, shrill, it is not good.

(The data from tenth grade: KWU)

The data above showed that the teacher used two languages; English and Indonesian. The utterance was produced in the beginning of the class activity. The teacher was retelling about her experience by using English, suddenly the teacher switched her code from English to Indonesian. English words are written in bold and Indonesian words are written in italics. When the teacher switched her code from English to Indonesian, the teacher suggested that the students had to be calm down when they passed in front of the class because they could make a noise that could disturb others. The teacher prefers Indonesian to Javanese or English, because both the teacher and students understand Indonesian well. The teacher

does not use Javanese, because she cannot speak Javanese fluently. In summary, the switching is done for giving advice.

Example (4.30)

ok	yeah	that's	why	Guys	<i>kamu</i>	<i>harus</i>	<i>banyak</i>	<i>baca</i>
ok	yeah	that's	why	Guys	you	must	much	read

<i>biar</i>	<i>kemampuan</i>	<i>Bahasamu</i>	<i>juga</i>	<i>bagus,</i>	<i>jangan</i>	<i>jadi</i>
So that	your ability	your language	too	good	don't	so

<i>Indonesia</i>	<i>2011</i>	<i>yang dalam</i>	<i>setahun</i>	<i>hanya</i>	<i>membaca</i>
Indonesia	2011	In	one year	only	read

<i>dua puluh tujuh</i>	<i>halaman</i>	<i>berdasarkan</i>	<i>lembaga</i>	<i>surve</i>
Twenty seven	page	Based on	institute	survey

Ok yeah that's why guys you must read a lot to make your language ability better, don't be Indonesian in 2011 who only read twenty pages based on survey institute,

(The data from tenth grade: XKWU)

The speaker of the utterance used two languages; English and Indonesian. English words are written in bold and Indonesian words are written in italics. The teacher switched her code/language based on one reason. It aims to give advice. As I have explained before, the students' first language is Javanese and their second language is Indonesian. English is as their foreign language. Hence, the students will understand clearly the message of the advice, if it is presented in the language that both the teacher and students understand. Therefore, the teacher used Indonesian. Javanese is not used because the teacher's ability in Javanese is not good. She cannot speak Javanese well. The use of English in giving advice is also impossible because most students' ability in English is poor, so they will not

understand the point of the advice. In brief, I said that the speaker switched her code/ language to give advice to her students.

6) Giving explanation

The following reason of teacher's code switching is to give explanation. In conducting the teaching learning activity, the teacher has to be able to make the students understand the material. Therefore, she sometimes switched her language from English to Indonesian to give explanation. The following data below are the examples of teacher's code switching taken from X PM 2.

Example (4.31)

<i>iya</i>	<i>tapi</i>	<i>ditanyakan</i>	<i>untuk</i>	<i>kata benda</i>	<i>apa?</i>	how many
yes	but	asked	for	noun	what	how many

book	do	You	have	how much	money	do	you	have
book	do	You	have	how much	money	do	you	have

<i>Itu kan</i>	<i>bedanya</i>	how many	books	<i>berarti</i>
That is	the difference	how many	books	means

<i>benda</i>	<i>bisa,</i>	<i>ah</i>	<i>pelajaran</i>	<i>SMP,</i>	<i>bendanya</i>
thing	can	ah	lesson	Junior high school	the difference

<i>bisa</i>	<i>Dihitung</i>
can	Counted

Yes, but what kind of noun is it asked for? How many books do you have, how much money do you have? It is the difference. 'how many books' means the noun can be? Ah, the material of senior high school, the the things can be counted.

(The data from tenth grade: XPM 2)

In the data above, the teacher used two languages; Indonesian and English. The teacher used Indonesian and switched Indonesian to English (vice versa). Code switching from English to Indonesia was done by the teacher to give explanation. In the utterance above, the speaker tried to explain the concept of “how much” and “how many”. The teacher used English to give the examples of the application of “how many” and “how much” in the good sentence. Then the explanation is given in Indonesian. The teacher used Indonesian to make the students understand well the concept of both “how much” and “how many”. In short, the teacher switched her code to explain the material.

Example (4.32)

All right	All	the things	in	Parang tritis	we	call
All right	All	the things	in	Parang tritis	we	call

description	<i>Penjelasannya</i>	<i>panjang</i>	<i>kali</i>	<i>lebar</i>	<i>dari</i>
description	the explanation	long	multiply	wide	from

<i>rute</i>	<i>pemandangannya</i>	<i>ombaknya</i>	<i>dan</i>	<i>sebagainya</i>
route	the scenery	the wave	and	etcetera

All right, all the things in parang tritis we call description. The explanation is large. It starts from the rute, scenary, the wave and etcetera.

(The data from tenth grade: XPM 1)

In the data above, the teacher used two codes: English and Indonesian. In the beginning, the teacher spoke English, and then she changed to Indonesian. English is written in bold, and then Indonesian is written down in italics. The teacher switched her code from English to Indonesian to explain the material of descriptive text.

After each student had been asked to analyze the description text entitled “Parangtritis”, the teacher explained the generic structure of description text. When the teacher elaborated the concept of description, the teacher prefers using Indonesian to English in order to make the students understand. The Indonesian sentence “*Penjelasannya panjang kali lebar mulai dari rute, pemandangannya, ombaknya, dan sebagainya*” is included in “wordplay” done by the teacher. Not all people understand the teacher’s sentence, but in this point the students understand the teacher’s sentence well. In the sentence, actually the teacher wants to say that that the part of sentences in the text “parang tritis beach” called as “description” are begun from the explanation for how the route to parang tritis beach is, how the scenery of parang tritis is, how the wave is, etc. The teacher prefers using “words play” to explaining directly, because the teacher wants to attract the students’ attention. Furthermore, the teacher’s code switching can make students understand the concept of description in the descriptive text.

7) Managing class

The seventh function of code switching is to manage the class. Several data show that the teacher switches her code to manage the class situation. Some examples presented below are taken from X PM 2 and KWU.

Example (4.33)

Group one	Group two	Group four	Group five	<i>tolong</i>	<i>dibagi</i>
Group one	Group two	Group four	Group five	pelase	divided

<i>satu</i>	Grup	dua	six	seven	eight	nine	ten	eleven
satu	Grup	dua	six	seven	eight	nine	ten	eleven

twelve	<i>Gak</i>	<i>usah</i>	<i>tarik- menariklah</i>	<i>nanti</i>	<i>GR</i>
twelve	Not	need	Pull	later	too confident

yang cowoknya	tarik	sana	tarik	sini	Ya?
The boy	pull	there	pull	here	yes

Group one, Group two, group four, please give to second group, six, seven, eight, nine, ten, eleven, twelve. Don't pull the boy to go there and here, ok?

(The data from tenth grade: XPM 2)

In the utterance above, the speaker used two languages/codes: English and Indonesian. Indonesian is presented in italics, and then English is written in bold. The teacher used English when she checked the numbers of group discussion. Then the teacher changed her code to English in order to manage the class. When the leader of the class was distributing the text entitled "Parang tritis" to each group, there was a boy who was confused to decide which group he wanted to join. Both group four and five fought him as the member of their group. It makes a noise in the classroom. Then, the teacher spoke in Indonesian to handle the situation. Thus, the code switching was done by non-native English teacher to manage the class.

Example (4.34)

You	have to	moved	To	your group	on five	one
You	have to	moved	To	your group	on five	one

three	Four	five	ok	<i>pindah</i>	<i>ke</i>	<i>depan</i>	<i>grupmu</i>
three	Four	five	ok	move	to	ahead	your group

<i>pindah</i>	<i>Ke</i>	<i>Depan</i>	<i>Sini loh</i>	<i>satu</i>	<i>orang</i>	<i>satu</i>
move	To	Ahead	Here	one	person	one

You have to move to your group, on five, one, two, three, four, five, ok.
Move ahead, your group move to the front row.

(The data from tenth grade: KWU)

In the data above, the teacher switched her code from English to Indonesian. English is presented in Bold and Indonesian is written in italics. The teacher used English to instruct the students to make a group discussion, and then she changed her code to Indonesian. Indonesian is chosen by the teacher because it is mastered by the students well. Thus, the students can be controlled easily. The teacher changed her code to manage the position of group discussion. After gathering to their own group, the teacher found one group who make a noise because they did not get a sit. In this point, the teacher switched her code to manage the class.

8) Emphasizing on some points

The last function of teacher's code switching is to emphasize on some points in her utterance. In conducting teaching learning activity, the teacher emphasized her utterance several times. The data below are the examples of teacher's code switching when the teacher emphasize on some point in her utterance.

Example (4.35)

Ok	now	you	have	a text	then	make	five	questions
Ok	now	you	have	a text	then	make	five	questions

without	the answer	<i>Tanpa</i>	<i>jawaban</i>
without	the answer	Without	the answer

Ok now you have a text, then make five questions without the answer, without the answer.

(The data from tenth grade: XPM 3)

The data showed that the teacher used two code/languages in her utterance: English and Indonesian. English is written in bold, and then Indonesian is presented in italics. The teacher spoke in English to give the instruction for the students. The teacher gave the student one descriptive text entitled “Parang Tritis”. After receiving the text, the teacher instructed the students to make five questions based on the text given. In the end of her utterance, she emphasized that the students only create questions not the answer. She used Indonesian to emphasize her instruction. . She switched her code to emphasize her instruction.

Example (4.36)

ten	minutes	Ten	minutes	<i>sepuluh</i>	<i>menit</i>	<i>lagi</i>
ten	minutes	Ten	minutes	ten	minutes	again

Ten minutes, ten minutes, ten minutes again.

(The data from tenth grade: PM 1)

In the following example, the utterance of the teacher consists of two languages; Indonesian and English. English is written in bold, and then Indonesian is presented in italics. The teacher switched her codes from English to Indonesian. The teacher switched her code to emphasize her utterance. The teacher produced the utterance when the teacher thought that the students have wasted the time in finishing the test. The students only have ten minutes more to finish the test. At the fist, she used English, she said “ten minutes, ten minutes”. However, in the end of her utterance, the teacher said “*sepuluh menit lagi*”. She switched from

English to Indonesian because she wanted to emphasize that the time to finish the test was almost over. The students have to finish the test soon so both teacher and students could check it together.

4.1.3 Factors of Conducting Code Switching

Some researchers (Jingxia: 2010, Duff and Polio: 1990, Tabaku: 2014) had conducted the analysis of code switching in the classroom discourse. They have tested some factors that trigger code switching in the classroom. They mentioned nine factors; (1) English teacher proficiency, (2) English students proficiency, (3) the difference between English and Chinese, (4) department policy on target language, (5) pedagogical material, and (6) lesson content (7) the objective of learning, (8) the attitude toward code switching, (9) situational factors. After analyzing the data (the transcript of teacher's utterance, and the teacher's interview) and observing the class activity, I found that there are four factors in code switching done by the non-native English teacher in SMKN 1 Jombang. The factors are (1) students' proficiency, (2) attitude to code switching, (3) the difference between English and Indonesian, and the objective of learning. Each factor will be explained in detail below.

1) Student proficiency

In a class with less ability in English, the teacher cannot speak English all the time because of the students' ability. The students in marketing department in SMKN 1

Jombang have low ability in English. That is why code switching is needed by the teacher in conducting the teaching learning activity.

Among the classes observed, the students in X PM 1 have the highest ability. The students in X PM 1 often participated actively during the teaching learning process. When the teacher gave a question to the students, they could answer it. In this classroom, some of the students are also brave to ask some questions to the teacher when they did not understand the material given. Moreover, when the teacher gave the instruction in English to the students in X PM 1, most of the students could react and do what the teacher instructed to them quickly because they understand the teacher's utterance. However, the students in other classes show different reaction. The students in other classes (X PM2, X PM 3, and X KWU) had less participation during the teaching learning activity. Most of the students are also silent or do not give reaction to the teacher's question. Moreover, when the teacher instruct by using English, some students did not react fast because they did not understand the teacher's utterance. Thus, in case of the students' activity in the classroom the students in X PM 1 have the most ability then the students in the other classes. The result of observation is also similar to the result of interview with the teacher. Below is the interview result with the teacher.

The reseacher : dari ke 4 kelas yang saya observasi, menurut ibu mana kelas yang kemampuannya paling bagus?

The teacher : gradenya lumayan rata, paling hanya misalnya di kelas kwu bahasa inggrisnya tidak terlalu. sri anak ini menonjol sekali bahasa inggrisnya tapi terlalu jauh dengan anak-anak lainnya. Ya kalau dibilang kelas mana yang paling menonjol, ya kelas pm 1. Kemampuannya lebih bagus, dan

dari pada kelas lainnya mereka lebih tanggap kalau saya beri instruksi, ya intruksi dalam bahasa Inggris, misalnya untuk membuat kelompok. Siswa juga lebih aktif kalau di dalam kelas. Sedangkan kelas lainnya agak kurang tanggap. Hmm anak PM 1 itu juga kebanyakan bisa jawab soal yang saya kasih. Ya begitu lah

The teacher implied that the students in X PM 1 have the highest ability than the other classes. It is shown by the student's participation, the student reaction to the teacher instruction, and their understanding in English material.

The students' proficiency affects the application of code switching in the classroom. The teacher did more code switching in X PM1 than in the other classes. The analysis focused on the intra and inter-sentential switching when the teacher switched from English to Indonesian (vice versa) because both code directly relates to the English teaching learning activity. The teacher did 32 codes switching in X PM1. The number of code switching is the most among the classes observed. The highest ability of students in X PM1 influences the numbers of code switching done by the teacher. Since Indonesian is the matrix language of the whole teacher' utterance, the teacher did more code switching in the class where the students have a good ability in English. It means the teacher spoke more sentences and words in English because. In conclusion, the student's proficiency influence the teacher's code switching.

2) Teacher's Attitude

Attitude is the way of thinking and behaving. Furthermore, attitude to code switching can be described as people's reaction (though and behavior) to the application of code switching. In this research, the respondent (as the

representation of non-native English teacher) has a good/positive attitude to code switching. It means the teacher allows the use of two languages or more (Indonesian and English) in the English class. The respondent of this research shows a good attitude of code switching with the evidence that elaborated below.

ok bagi satu orang satu, sebelah sana, itu udah tuh, boleh dibagi dengan temannya. Ok now, you have a text then make five questions, without the answer. tanpa jawaban. You just make the question, five questions. Then after that I am going to give you twenty or thirty minutes to make the question, dua puluh atau tiga puluh menit untuk membuat pertanyaan, lima saja. You need your dictionary, and after that I am going to give you five questions to other group, kamu akan memberika the questions to other group. And then get a question from another group. Kalian dapat dari kelompok lain. Get my point? Paham tidak teman-teman?	X PM 3
“Coba no berapa saja, itu sakjane pertanyaane ngene anak. ”	X PM 1

In the table above, the teacher used three languages when she taught English in the classroom. The teachers applied both English and Indonesia in the data from X PM 3, and both Javanese and Indonesia are found in the data from X PM 1. The teacher allowed the use of L1/L2 in the classroom it means the teacher has a good attitude to code switching. The use of L1/L2 is important during the teaching learning activity. It is proven by the interview result with the teacher.

<i>Researcher : alih kode dalam pembelajaran, menurut ibu penting gak sih?</i>
<i>Bu umi : penting, karena belajar bahasa pada dasarnya belajar budaya dan kebiasaan. Dan ketika tidak dijelaskan dalam bahasa asal, khawatir pemahamannya menjadi pemahaman yang kaku dalam bahasa itu. Bahasa itu kan sebenarnya berkaitan dengan rasa, dengan apa yang kita pahami dengan kata-kata itu, jadi tidak bisa kita mengajar anak-anak terutama tanpa adanya switching itu.</i>

The interview result above implied that to make the students understand English material well, the use of code switching is needed. Not only Indonesian but also Javanese is also used to smooth the teaching learning activity. Javanese is needed not only to show solidarity relationship to the students (Javanese) but also to give the comparison word that cannot be got in Indonesian.

The positive attitude of teacher to code switching is important. Each non-native English teacher should have a positive attitude to code switching. Like the respondent of this research and as the representation of non-English teacher, she has a positive attitude to code switching. Thus, the teacher can switch her code wisely. It means the teacher did code switching on purpose. Based on the previous result, she did code switching for making a humor, showing feeling, showing solidarity, translating some words, giving advice, giving explanation, managing the class, and emphasizing some point. The function of code switching above can help to create an effective teaching learning activity.

Furthermore, the positive attitude to target language is also important. Even there are many advantages of switching from English to Indonesian but the position of English as the subject of the material is also important. Thus, in teaching learning activity, the teacher tried to speak English as much as possible in order to make the student familiar with English sentences or words. Even the students have a bad ability in English, the teacher tried to present her instruction in English. This is the example:

make five questions based on the text. Think about the questions then after that we are going to give your questions to another group. From first group is going to give their question to the second group, get my point? Then the third group is going to give the questions to the fourth

group, and fifth one is going to give the question to the six one. *Begitu seterusnya. Seven and eight, nine and ten, eleven back to one. Ya, gitu. berapa lama? How long does it take you to make that questions. Berapa lama kalian butuh untuk bikin five question?*

English is presented in bold, and Indonesian is written in italics. In data above, the teacher instructed the students to make five questions based on the text given. After making five questions, the students from one group gives the questions to another group. Actually, the teacher can give the instruction in Indonesian, but she keeps using English. In this point, the teacher did it in English to familiarize students with the English words. Based on my observation, I found that few students did not understand the teacher's instruction (the instruction is to make a group discussion that consists of three students). They just looked and listened to the teacher's instruction, but they did not do anything. In this moment, the teacher did not directly change her instruction from English to Indonesian, but she still tried to give the instruction in English while she was using her body movement to show what the teacher' meaning. Based on the observation, sometimes it works. It means that the students can understand the teacher's instruction. Thus, positive attitude to target language force the teacher use more English to instruct the students to do something since English is applied as instructional language. The data analysis shows that when the teacher spoke English, the teacher always switches her code. In summary, positive attitude to code switching encourage the occurrence of code switching done by non-native English teacher in SMKN 1 Jombang.

The respondent have positive attitude so it is followed by positive action during the teaching learning activity. Similar to Jendra's statement (2010, 112), he said, "...positive language attitude is followed with positive action, whereas a negative language attitude is followed with negative ones." By trying to use English as much as possible, to repeat her English instruction many times, and to use body movement shows that the teacher have a good attitude to the target language, and thus the teacher's action give many benefits to the students. In other words, the positive attitude to code switching and English (target language) are essential thing in teaching learning activity, it influences the implementation of code switching in the English classroom.

3) The Difference between English and Indonesian

English and Indonesian are different because each language has each own characteristic. One language cannot be better than other languages (Boas in Sampson, 2007:59-60). Similar to Jingxia, I also found that the difference between foreign language and L1/L2 influence the application of code switching in the classroom.

Reseracher :... pola antara bahasa Indonesian dan Inggris kan beda. Apa itu berpengaruh sama pemakaian alih bahasa dari Inggris ke Indonesia?

Respondent :ya berpengaruh, misalnya kalau dalam bahasa Inggris kan kita mau bilang mobil baru, maka susunan katanya kan harus dibalik. "mobil baru" bukan "car new" tapi "new car". Konsep seperti ini susah dipahami oleh siswa. Dalam bahasa inggris juga ada tenses, di bahasa Indonesia kan gak ada. Konsep-konsep bahasa inggris seperti itu perlu dijelaskan,. Dijelaskan pakek bahasa Indonesia aja mereka banyak yang

masih bingung, gimana kalau pakek bahasa inggris.

The teacher's answer during interview section implies that code switching to Indonesian is required since English has many different concepts from Indonesian. The form of noun phrase and tenses are the examples. Although curriculum 2013 is reading oriented, grammar material (such as noun phrase and tenses) are still given to the students. In explaining the grammar, Indonesian is used as the language connector to explain the material. The use of Indonesian to explain the concept of grammar make the students can achieve the material easily than the use of English. In summary, the differences between English and Indonesian encourage the teacher to switch her code during the class activity. It aims to make the students able to understand the material well.

4) The Objective of Learning

The objective of English teaching learning done by the teacher in SMKN 1 Jombang is to enhance the students' ability in English. It means that the teacher can help the student to understand the material and to enhance their English skill. Since curriculum 2013 was applied by the teacher, the teaching learning activity is text based learning. In this point, the student learnt more text. This is the result of interview with the teacher.

The teacher : kalau dulu masih belum berubah kurikulum 2013 fokus saya adalah anak-anak bisa mengerti orang ngomong apa itu minimal, kemudian kalau mereka bisa merespon itu bagus, jadi mereka sudah bisa merespon. Itu ketika belum masuk kurikulum 13. Dan ketika masuk kurikulum 13, kan reading oriented kan

jadi anak-anak itu harus bisa ngerti bacaan ini isinya apa..

In the data above, the teacher said that the objectives of teaching learning activity before and after applying 2013 curriculum are different. Before applying 2013 curriculum, the teacher taught some English expression. Then, after applying 2013 curriculum, the teacher taught genre of text (such as descriptive text, narrative text, recount text, discussion text, explanation text, etc). In teaching English expression, the objective of the teaching learning is to make the students familiarize with the English expression. The objective of learning before applying 2013 curriculum relates to the students' skill in speaking and listening. However, if the material is about the genre of text, the objective of learning is to make the students understand well the concept of genre text. It covers the communicative purpose of the text, the generic structure of the text, and generic feature of the text. The objective of learning in 2013 relates to the students' skill in reading and writing. Then, the skill reading and writing are more complex than skill in speaking and listening. Thus, the different objective of the teaching learning affects the teacher's way in teaching English. Since genre texts are difficult material for students, Indonesian is needed in conducting the teaching learning activity. The teacher does more code switching from English to Indonesian in order to help student understand the concept of genre text. The following example showed that the teacher switched from English to Indonesian for explaining the generic structure of descriptive text.

Example (4.37)

So	each descriptive	Text	There is	always	identification
So	each descriptive	Text	There is	always	identification

<i>misalnya</i>	<i>Parang tritis</i>	beach	bla bla bla	<i>itu</i>	<i>merupakan</i>
Such as	Parang tritis	beach	Bla bla bla	that	is

Identification	<i>Kemudian</i>	<i>Di</i>	<i>kalimat</i>	<i>berikutnya</i>	<i>itu</i>	<i>tentang</i>
Identification	Then	In	sentence	following	that	about

<i>apa?</i>	<i>tentang</i>	<i>apa?</i>	<i>Lokasi</i>	all right	all	the things	in
what?	about	what?	location	All right	all	the things	in

Parang tritis	we	call	description	<i>Penjelasannya</i>	<i>panjang</i>
Parang tritis	we	call	description	the explanation	long

<i>Kali</i>	<i>lebar</i>	<i>Dari</i>	<i>Rute</i>	<i>pemandangannya</i>	<i>ombaknya</i>
multiply	wide	From	Route	the scenery	the wave

<i>Dan</i>	<i>sebagainya</i>
And	etcetera

so each descriptive text there is always identification, for example parang tritis beach bla bla bla. That is identification. Then, in the following sentence is about what? About what? Location. All right, all the things in parang tritis we call description. The explanation is large. It starts from the rute, scenary, the wave and etcetera.

(The data from tenth grade: XPM 1)

The data above showed that the teacher switched from English to Indonesian when she tried to explain identification (the part of generic structure) in the descriptive text. English is used to begin her explanation. She directs the students to know the concept of descriptive text. However, when the teacher built the concept of identification, Indonesian is needed. She used Indonesian to show what part of the sentence included in identification. English was switched to Indonesian to make the student understand the concept of identification.

4.2 Discussion

The result of this research shows the fact of sociolinguistic in the English classroom. The English teacher is bi/multilingual, so the code switching during the teaching learning activity is inevitable. In classroom discourse, the teacher has a bigger power than the students do, so she can switch her code as much as she wants. Since it is included in classroom discourse, the code switching is limit. It means the reason of code switching is not as complex as when code switching happens outside the classroom discourse. The reasons of code switching in classroom discourse always relate and influence the process of teaching learning.

Jingxia (2010) found that the English teacher in China did code switching. She explained that English in Chinese classroom discourse was used as the matrix language and Chinese as the embedded language. It means that the frequency of English in teaching learning process is more than the frequency of Chinese. However, in my research, the position of English is the embedded language, and Indonesian is the matrix language. It happened because both Jingxia and I conducted the research in different level. Jingxia did the research in University level, and I did the research in Junior high school level. Students in University level have a higher English ability than in senior high school level, so English cannot be used dominantly by my respondent. In Chinese context, Jingxia also found that the teacher only use two codes, English and Chinese. Nonetheless, in Indonesian context I found the teacher used three languages, English, Indonesian,

and Javanese. The teacher employed Javanese in the teaching learning activity for a certain purpose.

Since both my research and Jingxia's research conducted the research on the English teaching learning activity, the functions of conducting teacher's code switching are similar. However, Jingxia only found four functions of code switching but I found eight functions for code switching by the teacher. My respondent (the English teacher) switched her code to make humor, to show feeling, to show solidarity, to translate some words, to give advice, to give explanation, to manage the class, and to emphasize some points. In term of factors of conducting code switching, Jingxia found nine factors of conducting code switching by the teacher, but I only found four factors. The students' proficiency, teacher's attitude, the difference between English and Indonesian, and the objective of learning are the factors.

Suprihananta (2012) conducted code switching in science class, and Nafisah (2013) conducted the research in teaching kitab. They focused on analyzing why and when the teachers switch their code. Since the subject of learning is different, the function of teacher's code switching is also quite different. Suprihananta concluded that the teachers switched her code when they wanted to show feeling and to manage the class situation, and Nafisah found the teacher's code switching is to avoid misunderstanding. However, in my research, the important reason of switching from foreign language to L1 by the teacher is to explain the material. Since English is a foreign language, the students do not use it every day, so most students do not have a good ability in English. Furthermore,

both the teacher and students understand Indonesian well so the use of L1 can help the students understand the teacher's explanation well.

Sulistyawati (2014) and I conducted the research in different major. Sulistyawati is in science class, but my research is in English class. While Sulistyawati found Indonesian and Javanese as the codes used by the teachers, in my research I found that the teacher used three languages. Sulistyawati focused in revealing the teacher's reason of using her first language during the teaching learning activity. In her research, she found the teachers use Javanese (it is known as the teacher's first language) to show their emotion. Similar to the result of Sulistyawati, I also found that the teacher used Indonesian (it is known as the teacher's first language) to show her feeling. Different from Sulistyawati, I found more functions why the teacher switched her code to her first language, such as to give advice, to make humor, to manage the class, etc.

Suprihananta, Nafisah, and Sulistrawati only figure out the types and functions of code switching. Nevertheless, I also found out the factors that influence the teacher to switch her code. While Jingxia identified that the students' English proficiency is the most significant factors influencing the teachers' switching to Chinese, in this research I found that teacher's attitude is main factor influencing the teacher's code switching. My respondent has a good attitude to code switching and target language (English), so she allows the use of first/second language in the English classroom. Thus, code switching occurred in her classroom. Ellis (1984) stated that the use of native language in EFL classroom could destroy the input of the target language. When the teachers

agreed with Elis's statement, it means that the teachers have a negative attitude to code switching, then they would not allow the use of native language (L1) during the teaching learning activity. Then, the code switching will not occur or occur less during the teaching learning activity. Thus, the teacher's attitude to code switching and target language is important.

The teacher did code switching in form of inter-sentential switching and intra-sentential switching. In inter-sentential switching, the switching happens between sentences. In this research, the teacher did more inter-sentential switching when she switched her code from English to Indonesian. She did it 36 times. However, she switched from Indonesian to English only 10 times. English is instructional language so the teacher tried to speak more sentences in English during the teaching learning activity, but the English sentences are always followed by some Indonesian sentences. The teacher switched from English to Indonesian in form of sentence to explain the material, make humor, to give advice, etc. In intra-sentential switching, the teacher switched from Indonesian to English dominantly. In this type of switching, the teacher switched her code in form of words. The teacher inserted one or some English words within one Indonesian sentence. The teacher did it to familiarize the students to some English words.

Tag and situational switching are categorized based on contextual classification. In tag switching, the teacher switched from Indonesian to Javanese. The switching focused on tag, sentence filler, and interjection in Javanese. The teacher switched her code from Indonesian to Javanese to show ethnic identity

marker. The teacher's switching is to show solidarity among the teacher and students. When the students recognized the teacher as part of Javanese community, it can enhance the relationship between the teacher and students. In situational switching, the teacher switched from English to Indonesian several times. The teacher did situational switching to make humor, show feeling, and give advice.

From the finding of types, functions, factors of code switching, it shows that code switching has a positive role in English classroom by non-native English teacher. The non-native English teachers should apply code switching in their class in order to achieve a good result in the process of the teaching learning activity. The teacher produces humor to create an enjoyable situation because the enjoyable situation helps the students to minimize their boredom during the teaching learning process and create a friendly environment. Code switching was done by the teacher to show feeling, the teacher need it to show whether the teacher fell happy, annoyed, sad, angry, etc. My respondent sometimes showed her anger by using L1 to make the student obey her explanation and control the students' attitude in the classroom. The teacher also gave advice by switching her code to build the students' behavior. Moreover, the teacher switched her code (from English to Indonesian) to explain the material. To give the understanding of the genre-text concept, grammar, the culture of target language, etc, code switching is needed. In summary, code switching has a good role in English teaching learning.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into three sections: conclusion, suggestion, and implication.

5.1. Conclusion

Based on the finding and discussion of this research, I can conclude three things. First, The non-native English teacher did many code switching. She used three languages; Indonesian, English, and Javanese. Based on the type of code switching that was presented by Holmes, the teacher did four kinds of code switching; inter-sentential, intra-sentential, situational, and tag switching. Second, the result of research shows that the teacher did code switching because of some purposes. It consists of (1) making humor, (2) showing feeling, (3) showing solidarity, (4) translating some words, (5) giving advice, (6) giving explanation, (7) managing class, and (7) emphasizing some points. Thus, code switching is needed by the teacher because code switching benefits the result of teaching learning activity.

In conducting code switching, some factors force the teacher to switch her code: (1) the students' proficiency, (2) the teacher's attitude, (3) the difference between English and Indonesian, and (4) the objective of the learning. This research shows that the teacher's attitude to code switching and target language are essential reason in conducting code switching in English classroom. From the

finding of types, functions, factors of code switching, it shows that code switching has a positive role in English classroom done by non-native English teacher.

5.2. Suggestion

My suggestion to the following researchers who are interested in the classroom's code switching is to enlarge the research discussion. In term of subject of the research, the following researcher can analyzed more than one English teacher, but several English teachers from different background. Furthermore, the following researcher can compare the code switching done by non-native English teacher and native English teacher when they are conducting the English teaching learning activity in Indonesia. Moreover, ethnography approach can be used as the addition approach to analyze the phenomenon of code switching in the classroom because ethnography shows the complex reason of code switching.

5.3. Implication

This study had explored code switching by non-native English teacher in SMK Negeri 1 Jombang. It covered types of code switching, function of code switching, and factors of conducting code switching. From this research, we know how the role of code switching in the classroom activity especially in English classroom activity. It benefits the process of the teaching learning. The result of this research can give information to the teachers in SMK Negeri 1 Jombang about the role of code switching in English classroom. Therefore, they can switch her code wisely,

and enhance her attitude to code switching and target language, since the teacher's attitude is the essential factor influencing code switching.

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APPENDIXES 1 TRANSCRIPT OF DATA

CLASS : X PM 1

Teacher : Assalamualaikum

Students : Waalaikumsalam

Teacher : **Ok guys, listen to me. This is my story guys**, di LKS saya, LKS itu lomba ketrampilan siswa tingkat jawa timur seperti kemarin debat, **English debate**. Itu dilaksanakan di satu kota, kotanya itu panas banget udaranya itu benar-benar bikin keringat bercucuran, bahkan mulai pagi, kemudian smknya itu kecil. Kalau dibandingkan dengan sekolahmu itu separohnya. Ya, separohnya wilayah gini aja, tempat itu kecil dan aulanya juga sempit, yah aulanya juga sempit. Kamu bayangkan, masuki sebuah sekolah dengan dua gerbang, gerbang satunya sebelah kiri gerbang satunya sebelah kanan, lurus di gerbang yang paling kiri ada aula, dan di sebelah kirinya paling sudut ada edotel. Kemudian ketika memasuki gerbang kanan itu lurus, sebelah kirinya aula, naik terus itu akan menuju kelas-kelas yang berjejer rapi, hanya sebanyak dua shaf saja. Toilet di satu sekolah itu adanya hanya disatu tempat, untuk siswa. Tempat dengan tiga toilet. Gedung itu berlantai dua. Ditengah-tengah ada taman, sesudah edotel didepannya, dibelakangnya ada perpustakaan. Kemudian berjejer dipaling depan ada ruang guru, ruang kepala sekolah dan ruangan itu, gedung sebelah kanan lurus dengan gerbang sebelah kanan terdapat musholah, dan didepan musholah lagi diujungnya ada bisnis center. Ok bisa bayangkan, dari penjelasan saya, adakah yang terbayang. Mengenai masalah lokasinya. Itu yang akan kita pelajari sekarang, **what is it about?**

(the teacher is waiting the students' answer)

Teacher : Saya tanyanya pakek bahasa Indonesia loh, **if you cannot conclude there is something wrong with your capability in bahasa Indonesia. And if you have big problem in understanding bahasa Indonesia means that you are going to have a bigger problem in bahasa inggris**. Kamu gak bisa belajar bahasa asing, kalau bahasamu sendiri kamu gak **connect**. **Guys**, itu kan yang sering saya kasih tahu

Students : Iya

Teacher : minggu lalu sebelum kita uts kita belajar tentang hidungnya mancung, rambutnya bergelombang dan sebagainya itu tentang?

Students : Deskripsi

Teacher : **description**, tentang? Tentang, **Miss ika is student of diponegoro university, she is tall, she is wearing a veil**. Itu apa disebutnya?

Students : **Descriptive**

Teacher : **descriptive about? Miss ika, miss ika** itu apa?

Students : Seseorang

Teacher : seseorang, **describing** orang, **describing**?

Students : **People**

Teacher : **people**, kok gak keras ngomongnya, **describing people, it is describing people**. Kalau yang saya jelasin itu tadi **describing**?

Students : **School**

Teacher : **school**, apa itu **school**?

Students : Sekolah

Teacher : iya, **guys (all students smile)** ketika saya **describing school , describing b-mart, describing pasar pon**, itu deskripsi apa? Is it **Describing**?

Students : **place**,

Teacher : **place, describing place, ok its ok. I know the problem**. Kamu gak bisa berpikir analitis karena memang dari sd sampai smp kamu hanya dikasih given aja ya. Apalagi kamu gak suka baca, tuntas sudah penderitaanmu. **After this, next week** saya akan mengumumkan duta perpustakaan. Kelas 10 dan 11 harus ada 5 minimal duta perpustakaan yang saya akan berikan tugas khusus. **Don't worry** duta perpustakaan pada akhirnya harus gila baca. Jadi kalau kamu mau jadi orang yang gila baca, daftarlah jadi duta perpustakaan. **Get the point?** Ok saya tunggu dari kelas ini **next week** siapa ingin menjadi duta perpustakaan 3 atau 5, karena sunnahnya ganjil. Emang

gitu, kalau genap 2 lawan dua berantem, kalau ganjil kan 2 lawan 3 dan satunya bisa jadi wasit. Kalau genap ganjil lawan ganjil susah. Ok nih tak kasih tes dulu **descriptive text about place**. **Actually it has been given when you were in junior high school**. Ya tak? Gak?

Students : Iya

Teacher : jawabannya gak menyakinkan. Ya kamu dapet kan **descriptive about place so let see** saya mau kasih kamu **pretest** dulu. Sebelum saya kasih materinya dan **we make a group of 3**. **You just do this** and jangan nyontek ya. Ini gak dinilai, saya hanya ingin melihat kapasitasmu dalam memahami **descriptive text** sebelum kita memulai proses belajar. Jadi **at the end** saya akan kasih soal lagi dan saya ingin lihat seberapa bagus peningkatanmu dalam memahami descriptive text. Ada Cuma enam soal atau oh gak ada 7 soal, 4 itu **multiple choices** dan 3 **answer question**. Ya.

Students : ya,

Teacher : kluarkan kertas satu

Students : gak boleh buka kamus?

Teacher : gak boleh buka kamus? boleh boleh saja, iya boleh silahkan. Jadi kamu hanya punya waktu, hmmm. Waktumu hanya 10 menit. Saya akan hitung waktunya **as usual**. **Ten minutes** ya **guys only ten minutes**. **Don't cheat. no just write down the answer. ok start it from now. Ten minutes from now means that you have to finish it at 7:13**. Ok.

Teacher : **who is absent to day?** Sapa yang gak masuk? Ini? Ayo yang sudah silakan mengumpulkan ke depan. Sudah saya kasih bonus neh 5 menit, ok sudah kumpulkan. Yuk. Ini soal ini jawaban. Udah sapa lagi yang belum? **Now what you have to do is make a group of three**, lompat tiga tiga. **Make a group of three**. **Come on! On five, one, two, three, four, five ok** ambil kursinya silakan bawa berputar begitu duduknya. Gak perlu umpel-umpelan. Group satu, **next** group dua, itu kenapa berempat. Group tiga group empat, group lima, group enam, tujuh, udah

siap teman-teman, **and eight, you are eight, nine, ten, eleven.**
Berapa sebenarnya jumlahnya?

Students : tiga puluh lima

Teacher : dua lagi, dua sisanya berdua **it's ok. ok** baik dari pada membuat kalian susah berkomunikasi. **Ok you can choose one.** Mau gabung ma siapa, iya. Tolong dibantu membagi teman. **No** satu orang satu. Sebentar **you need dictionary guys, you need your dictionary.** Saya belum kasih intruksi, saya hanya bilang **you need your dictionary.** Ahh dikau gimana sih? Kamusmu mana?

Students : ini (*students point to their dictionary*)

Teacher : ok, tugasmu adalah disitu **ada two paragraphs about one place then what you have to do is** dengung-dengungnya ilangin dulu. **What you have to do with that paper is you make at least five questions** kalian bikin lima pertanyaan jadi bukan menjawab **just make five questions based on the text. Think about the questions then after that we are going to give your questions to another group. From first group is going to give their question to the second group, get my point? Then the third group is going to give the questions to the fourth group, and fifth one is going to give the question to the six one.** Begitu seterusnya. **Seven and eight, nine and ten, eleven back to one.** Ya, gitu. berapa lama? **How long does it take you to make that questions.** Berapa lama kalian butuh untuk bikin **five question?**

Students : setengah jam

Teacher : setengah jam, ok

Students : dua puluh

Teacher : shhhh (*the teacher asks students to be silent*)

Teacher : Itu usul kamu nggak usah cemberut, nggak usah uhhh gitu, gak sepakat. Bu **thirty minutes** bu, jadi gak perlu men judge yang ngasih usul, dia berhak punya usul. **Twenty, thirty** (*while the teacher is pointing the student who has the idea*)

Students : Thirty

- Teacher : tiga puluh menit, ok. Guys untuk kamu bisa membuat **question** yang baik silakan bagi, **first paragraph berapa question, second paragraph berapa questions**, and sapa yang akan membuat **that questions**. Siapa yang akan membuat **that's questions. Take the example, it just divides paragraph into two**, karena memang ada dua, kamu bikin ini ya, karena setelah itu **discuss together**, aku buat pertanyaan ini, pertanyaan ini tentang ini, and **my question is bla bla bla. All the members of this group will know about the question made by other students, other member**, paham?
- Students : No
- Teacher : **ok, now let me repeat, guys** dengarkan dulu ya bahasa Indonesia saya akan gabung. Kamu kalau bahasa Indonesia mulu ini namanya pelajaran bahasa Indonesia. Jadi harus dibiasakan bahasa inggris. **Your duty is just to make the question for each group** tugasmu hanya bikin **question** pertanyaan **for each group you have to make five questions**, bikin berapa teman-teman?
- Students : Lima
- Teacher : **mbok** pakek bahasa inggris, bikin berapa teman-teman?
- Students : **Five**
- Teacher : **five question of each group then that's question pertanyaan itu will be given to another group** akan diberikan kepada kelompok lain. Dan nanti kelompok itu yang akan menjawab **your questions. Do you get my point?**
- Students : yes
- Teacher : Caranya gimana agar bisa terbagi tugasnya karena **usually** kalau grup ada yang santai ada yang kerja keras. Ya gak?
- Students : Yes
- Teacher : supaya semuanya bekerja keras silakan **divide** silakan dibagi **who will make what?** Siapa yang akan membuat yang mana. Dan sesudah itu **discuss together**, diskusikan bersama. Aku udah bikin neh pertanyaan ini, ini isinya tentang ini ini ini, ini pertanyaanku ini piye? Diskusikan bareng-bareng. Ok, paham?

Students : Paham

Teacher : **any questions? Any questions?**

Students : No

Teacher : **ok started from now thirty minutes** berarti jam delapan kurang lima kita akan mencoba bahas sedikit. Mulai dari sekarang. Mbok kamu ambil kursi toh situ satu jadi kamu sendiri-sendiri duduknya.

(The teacher was checking student's attendant list)

Teacher : Kamu absen berapa aja?

Students : ten, tiga

Teacher : ten tiga. And **then what number?** Nomor berapa

Students : number three

Teacher : **number three**

Students : twenty thirty four

Teacher : **twenty and thirty four ok thank you** kelompok 4, **next what number**

Students : enam,sebelas

Teacher : **six eleven and?**

Students : **twenty three**

Teacher : **ok good, twenty three, ok** no berapa aja?

Students : dua puluh delapan

Teacher : **twenty eight**

Students : Sembilan belas belas

Teacher : apa bahasa inggrisnya sembilan belas?

Students : nineteen, twenty seven, thirteen

Teacher : **twenty seven, thirteen ok. what number?**

Students : tiga puluh Satu

Teacher : **thirty one,**

Students : thirty, sixteen

Teacher : **thirty, sixteen, ok thank you. What's your number?**

Students : dua lima

Teacher : apa bahasa inggrinya dua puluh lima?

Students : twenty five,

Teacher : **twenty five, and you?**

Students : ten, four

Teacher : **ten, four. What number**

Students : seventeen, eighteen

Teacher : **seventeen, eighteen, and then?**

Students : Two

Teacher : **and next?**

Students : ten, five

Teacher : **five, and?**

Students : Seven

Teacher : **ok, that's all thank you.** Kerjakan Guys kalau kamu mau menanyakan dimana **where**

Students : Where

Teacher : kalau kamu ingin menanyakan siapa

Students : who /who/

Teacher : **who** /hu/, kalau kamu menanyakan mengapa

Students : Why

Teacher : **why,** kalau bagaimana?

Students : How

Teacher : **how**, berapa ? **how many** kalau itu bisa dihitung, kalau tidak bisa dihitung **how much**. **Where** itu tulisannya W-H-E-R-E kalau itu **were**

Students : bu ini gak dikumpulkan kan lembarannya?

Teacher : lembarannya, no, tapi akan berpindah ke kelompok lain pertanyaannmu. kerjasama yang bener donk.

(after few minutes)

Teacher : **ten minutes, ten minutes** sepuluh menit lagi, kan jam delapan kurang 10 seharusnya sudah selesai, udah?

Students : Belum

Teacher : belum, cepetan, **guys you just make the question, just make the question without the answer**, tanpa jawabannya jadi hanya bikin **question** saja. sudah tukeran? Udah **ok three and four just do the question, try to find out the answer!** kelompok tiga dan empat sudah selesai jadi bisa ditukar. **Next** siapa lagi yang sudah, **one and two, five and six, ok change it**, sudah?

Students : belum, kurang dua

Teacher : kasihkan dulu, nanti kamu buat sembari mengerjakan yang lainnya. **five minutes guys**.

(after few minutes)

Teacher : Apa maksudnya? **How far** (*correct the student question*) kamu bikin pertanyaa kok gak sesuai sih

Students : gak ada bu

Teacher : **ok what is the main idea, main idea** intinya apa. Maksudnya kayak gitu kan? Ya **what is the main idea of paragraph one? What is the main idea of paragraph two?** Kamu mengerti yang dimaksudkan, kerjakan dulu yang kamu pahami, **number three four, its ok**. Gak usah beranterm. Lihat coba, **may I see the question?** Barangkali boleh lihat? Tak ndelok tak ndelok, ok ok. Udah?

- Students : Belum
- Teacher : **come on guys, five minutes, where is it located?** Hmm oh **I know, how the way to parangtritis**, hmm enak ya kamu tinggal nulis-nulis ini ya, ok kamu baca lagi coba, **how to make this question so better than this**, coba no berapa saja, itu sakjane pertanyaane ngene enak, **ok number four and number three, How to make this question, you understand this, try to make it better**, nah coba se, bisa gak?
- Students : iya bu
- Teacher : udah dijawab? Sudah **finish**?
- Students : bentar bu, kurang satu
- Teacher : udah?
- Students : bu bu perjalanan itu apa?
- Teacher : Mau berbicara apa? Berbicara rute?
- Students : iya
- Teacher : udah? **Where is your questions?** Udah di tukar sama yang lain?
- Students : Udah
- Teacher : **hurry up**, ayo, now kurang 10 menit. Itu jammu tepat atau lambat?
- Students : lambat, kecepatan
- Teacher : terlalu cepat, ayo teman-teman silakan bertukar, **give your question to another group, please**,
- Students : bu bagaimana pertanyaan ini?
- Teacher : **see number three**, maksudnya apa itu? Pakek kata apa?
- Students : Apakah
- Teacher : apakah apa?
- Students : apakah yang dapat kita lihat

Teacher : **so then the question is,**

Students : apa yang dapat kita lihat, no empat ini pakek kata perjalanan ta?

Teacher : gak, pakek ini, jadi gimana pertanyaanmu?

Students : what can we look on the earth road leading to the cart?

Teacher : yang ini, diperbaiki

Students : berarti soalnya diganti?

Teacher : Ya

Students : uda

Teacher : udah dikasikan situ, **give your question to them**

Students : belum,

Teacher : ayo teman-teman cepat, **then give your question to them**

Students : yes,

Teacher : ketua kelas, bagaimana?

Students : kurang dua, tiga dengan ini belum tahu aku

Teacher : ini maksudnya **what is the main idea from the first paragraph main idea paragraph one?**

Students : oh main idea paragraph one, berarti ada di paragraph ini

Teacher : iya di paragraph one itu ka nada enam kalimat. **Angle guys, angle** itu sudut **angle** itu sudut. Lah ini soalnya, jawabannya ditulis dibawahnya, hmmn ohya boleh. Kamu tuker ma sapa?

Students : sama ini, salah ya bu

Teacher : it's ok gak papa.

Students : ini sama ini gak papa kan bu

Teacher : gak papa, nanti ini ma ini tukernya, jadi tika kelompok bertukar. kamu udah tukar?

Students : Belum

(after few minutes)

Teacher : Kumpulin

Students : ini bu *(the student have finished answering the question)*

Teacher : Kembalikan

(after few minutes)

Teacher : **Finish?**

Students : Yes

Teacher : sudah?

Students : sudah, belum

Teacher : belum dijawab, jawab donk..kan udah tahu dari tadi kalau harus dijawab, gak bertanggung jawab

Students : bu lokasinya bukan jarak

Teacher : tapi kamu bisa kasih tahu jaraknya, ini kan sudah ada **it located**

Students : bu mboten ada di bacaan

Teacher : kalau nggak ada ya ga usah dijawab. **ok guys next week** kita akan teruskan, jadi dikembalikan dua bacaan dari tiap kelompok, ok nanti saya akan berikan kopyannya, **sorry before. come on.** Dua bacaan

Students : iya bu

Teacher : ok **discuss it together now, no** disimpan, ok guys jangan pindah dulu, sebentar dulu jangan pindah dulu, iya perhatikan ke sini. **What is it about in your text?**

Students : beach in Jogjakarta

Teacher : **what is it about? Parang?**

Students : parang tritis

Teacher : **so each descriptive text there is always identification**, misalnya parang tritis beach bla bla bla. Itu merupakan **identification**. Kemudian di kalimat berikutnya itu tentang apa? Tentang apa?

- Lokasi, lalu
- Students : Pemandangan
- Teacher : lalu?
- Students : Jarak
- Teacher : lalu?
- Students : Rute
- Teacher : lalu?
- Students : apa yang ada di dalam parang tritis
- Teacher : **allright, all the things in parang tritis we call it description.** Penjelasanya panjang kali lebar mulai dari rute, pemandangannya, ombaknya dan sebagainya. Ini yang selalu dalam **descriptive text. Any question?**
- Students : No
- Teacher : no, tugasmu di rumah, mencari satu, tiap kelompok ya, **each group** mencari satu **descriptive text** dan tidak ada yang boleh sama dengan 11 kelompok. Buat sendiri lebih bagus, kamu bikin sendiri lebih bagus. **You describe about jombang for example, ya its ok.** Jadi kalau bikin sendiri teman-teman kamu boleh sama tentang kotanya, atau tempatnya. Tetapi isinya tetap tidak boleh sama, selain kota tentang tempat wisata boleh, tentang kota boleh, **any question?**
- Students : no, cerita tentang people bagaimana?
- Teacher : cerita tentang **people no, describing people** udah lewat **now we are talking about describing place. Any question?**
- Students : No
- Teacher : **ok thank you giving me your best report,** assalamualaikum wr.wb
- Students : waalaikumsalam wr.wb.

TRANSCRIPT OF DATA

CLASS : X PM 2

Teacher : assalamualaikum,

Students : Waalaikusalam

Teacher : **students I have something to do, so** tolong kerjakan ini. **just write down your answer without the question**, hanya kerjakan jawabannya saja tanpa pertanyaannya

Teacher : Finish?

Students : belum, jawabannya saja bu?

Teacher : **yes, only the answer**, yang sudah silahkan mengumpulkan

Teacher : rita ini kemana ?

Students : sudah dua minggu bu,

Teacher : Kenapa

Students : tidak tahu bu, tapi ada yang bilang keluar, tapi belum resmi

Teacher : kenapa keluar?

Students : tidak tahu bu

Teacher : dimana rumahnya?

Students : Mojongapit

Teacher : ini pagi ini ada yang piket gak sih?

Students : ada kok bu, udah piket

Teacher : tapi kok masih kotor, ehh itu sampah-sampah di bawah mejamu karena belum disapu atau kamu yang menyampah pagi ini. **The question is** sampahnya ini karena memang belum disapu atau kamu yang menyampah

Students : sudah piket kok bu

Teacher : berarti sampah-sampah dibawah itu dikau yang menyampah, ya sudah kumpulkan, **no need to cheat**, gak perlu nyontek. Saya Cuma ingin ngukur kemampuanmu sudah sebgus apakah, ini kan kita belajar bareng, ntar habis belajar meningkat apa tidak,

kumpulkan soal donk. guys yang sudah, lihatin sambah dibawah mejamu, buangin ke tempatnya. Di dalam kolong mejanya juga dilihat kalau ada sampah-sampah makanan dibuang. Ayo sudah belum?

Students : Belum

Teacher : sapa lagi yang belum?

Students : Belum

Teacher : **I have the information from the teacher** saya dapat informasi dari **the teacher**, bahwa **on the midtest** banyak sekali siswa-siswa yang begiutu gigih dan penuh perjuangan dalam mencari contekan. **I don't know whether it happens in this class or not.** Saya tinggal lihat nanti dilembar jawabannya. Jadi kalau satu ruangan saling mengoperkan jawaban itu mempermudah saya dalam mengoreksi. Nah saya tinggal ambil contoh satu sampai lima dan hasilnya sama berarti satu kelas nilainya sama. Gampang kan? Saya gak perlu lagi ngoreksi, ngapaain capek-capek ngoreksi kalian cuma copy paste kok, ini tinggal jawab aja saya kasih tanda kenapa jawabannya sama dengan **no** sekian, kenapa sama dengan mbak itu, sama dengan mbak ini jawabannya. Ntar saya gak lihat sapa yang pinter sapa yang nggak. Karena kalau udah saling nyontek, saya gak bakalan tahu sapa yang beri jawaban dan sapa yang sebenarnya minta jawaban. Sama aja sebenarnya, jadi teman-teman dalam pelajaran no satu ya uasnya itu walaupun kalian gak bisa gak perluu copy paste, sesame orang yang gak yakin dengan jawabannya gak usah saling?

Students : **copy paste**

Teacher : gak usah saling **copy paste**, kamu gak yakin kan sama jawaban temenmu?

Students : Iya

Teacher : hanya yakin, hanya merasa ayem karena ada temenya menjawab yang sama, gitu kan?

Students : iya (enggeh)

- Teacher : kayak gitu loh, itu harus dirubah, biar kalian lebih pd. Enak kok kalau kalian ngerjakan sendiri lama-lama kalian bakalan pd beda dengan orang yang suka **copy paste**, suka nyontek itu gak akan pd gak akan pernah pd karena dia selalu terbiasa **lay on other people**. Sampai tua pun kebiasaannya akan kebawa. Sampai tua, percaya dech, sekarang dirubah dirubah, bisa?
- Students : Bisa
- Teacher : **good, thank you**, gitu donk, **next** teman-teman sebelum uts dulu kita bicara tentang misalnya **this is miss ika, miss ika is tall, she has a long hair for example**, itu dulu kita belajar apa namanya?
- Students : **describing (silent) people**
- Teacher : **good, describing people, very good describing people**, hidung mancung, kulit putih, mata lentik, cantik banget ya kayak saya. Sekarang **listen to me**, saya akan memberikan **one example** di bahasa Indonesia, tanggal berapa kemarin? Tgl 26, 29 sampai 30 oktober saya mengunjungi sebuah kota, namanya bojonegoro. Dalam kota tersebut terdapat pertambangan minyak. Udaranya sangat panas, kota ini tidak terlalu kecil juga tidak terlalu besar, kalau membayangkan seperti itu, yang saya ceritakan adalah **description about?**
- Students : Bojonegoro
- Teacher : **description about place**, jadi sekarang kita akan belajar **describing place**, kalau dulu kita bicara tentang **describing?**.
- Students : Describing people
- Teacher : **That's good. Let's start, make a group of three, make a group of three on five**, dalam hitungan lima **you have to move, one, two, three, four, five, ok just move. Group one, group two, group four, group five**, tolong dibagi satu **group dua. six, seven, eight, nine, ten eleven, twelve**. Gak usah tarik-menarik lah nanti gr yang cowoknya tarik sana tarik sini. Ya? **There are twelve group, and each of group you are going to have two papers**, sudah dapat dua? **You need your dictionary**. Kamu butuh kamusmu. Cari bangku deh, agak geseran ke belakang nanti biar bisa hadap-hadapan, bisa pakek kursi itu, di depan boleh, gak akan saya gigit kalau duduk di depan. Disini guys,

yang belakang pindah sini, gak perlu bawa kursi, ini ada pinjem ini. Ok stt, **listen to me, now what are you going to do is?**

Students : kerja kelompok

Teacher : **of course** kerja kelompok ya, **each group is going to make five questions, just make five questions based on the text. You have to arrange and manage that in** berapa menit?

Students : dua puluh

Teacher : **Twenty**

Students : **twenty five**

Teacher : **twenty five minute**, eh kamu tuh Cuma usul, yang usul gak agak saya gigit, **come on! Twenty five**

Students : **twenty nine**

Teacher : **good twenty five, twenty nine, how about the other group? How long does it take you?**

Students : **thirty,**

Teacher : **which one? Twenty five, twenty nine, thirty,** kamu pilih berapa?

Students : **Thirty**

Teacher : **ok good, thirty five from now you have to make five questions and manage guys, you usually when you have a group, you have to do something in your group there will be a student who is lazy, but here every student must to do something, and involve in that effort. Jadi begitu, any question? In thirty minutes you make five questions, no anwer ya, and then aku kasih tahu, you have five question and your question will be give to another group will try to answer the question. Sapa yang gak dong? Heh aku nanya sapa yang dong, ngacung, sapa yang gak dong?**

Students : Saya

Teacher : **you make five questions, without answer but to make that question you have to understand the text kan?**

- Students : Iya
- Teacher : kamu sudah menguap selama tiga kali, itu normal kok, emang enak jamnya buat ngumpul guling jam segini. **You make five question then after that after thirty minutes is finished is over, you are going to give your question to other group.** Jadi... aku lihat wajahmu kok wajah gj semua gini se. Gini loh teman-teman **make five question** sesudah itu gak usah dijawab sesudah itu. **This group group one's question will be given to group number two. Group number two will be given to group number three. Number three will be give to number four, four five, five six** begitu teman-teman.
- Students : yes mam
- Teacher : seperti biasa saya nyalakan **timer**
- Students : bu ini pakek jawabannya
- Teacher : gak usah disorakin, tinggal dijawab gini gak usah **honey**
- Students : gak usah honey
- Teacher : ok 30 menit dari sekarang, di lembaran nanti lembaranmu bakal dikasih ke group lain
- Students : Bu ini perlu diartikan?
- Teacher : terserah kamu mengartikan dulu, **manage your time** 30 menit kamu sudah bisa membuat lima pertanyaan. Dibagi aja! **you have to know the question**, mau menanyakan siapa pakek apa? Kalau menanyakan siapa pakek apa?
- Students : Who
- Teacher : kalau menanyakan apa?
- Students : What
- Teacher : mengapa?
- Students : Why
- Teacher : dimana?

Students : Where

Teacher : bagaimana?

Students : How

Teacher : kapan?

Students : When

Teacher : berapa banyak?

Students : how many

Teacher : **how many** kalau, **how much** kalau?

Students : untuk kata benda

Teacher : iya, tapi ditanyakan untuk kata benda apa? **How many book do you have, how much money do you have?** Itu kan bedanya, **how many books**, berarti benda bisa? (silent) ah pelajaran smp, bahasanya bisa dihitung. Kalau **how much**?

Students : tidak bisa dihitung,

Teacher : **ten minutes**

Students : belum mam

Teacher : sudah?

Students : kurang satu bu

Teacher : sudah?

Students : Sudah

Teacher : **finish**?

Students : belum bu

Teacher : kamu Tanya apa saja? (*the teacher was checking students' progress in finishing the test*)

Students : Tanya tempat apa saja

Teacher : **how many places can be visited in Jogjakarta?** Kamu pakek

apa?

Students : **what place can be visited in Jogjakarta**

Teacher : sudah, sekarang kamu jawab, iya dijawab

Students : gak gak usah dijawab,

Teacher : dijawab donk

Teacher : kalau udah begini gak usah pakek ini, **how many places can be visited in Jogjakarta?** Udah kasihkan kelompok tiga. Sorry sorry kamu sama sana aja, kelompok tiga. Kamu ma kelompok itu? Sudah? Dikumpulkan kalau sudah selesai, gak usah dikasih nama gak papa, nanti kan dibalikin ke kamu.

Students : bu **routes** itu apa? Ini loh **routes**

Teacher : rute,

Students : itu gerakan,

Teacher : cara kamu kesana itu rute, saya Tanya donk rutenya ke b-mart, oh lewat sini loh. Itu namanya rute, rute dari sini ke jogja lewat mana ya?

Students : yang ini bu

Teacher : iya

Teacher : Udah terlanjut gpp ma situ. Oper sama situ! Iya, udah kamu kasikan ke temenmu! Ayo diskusikan lagi, Guys kalau udah membuat pertanyaanyan, **give your questions to other group. First to the second**, yang tadi sudah bertukar, dan yang belum segera bertukar.

Students : bu sudah

Teacher : sudah bertukar?

Students : bu sun sit itu apa bu?

Teacher : Sunset

Students : temanmu itu berani nanya itu udah keren banget, karena gak semua orang berani nanya kan?

Teacher : Iya

Students : iya, berarti gak usah diketawain, kamu belum tentu berani nanya soalnya.

Teacher : udah selesai njawab, udah dituker?

Students : belum, bu umi utsnya ada yang remidi apa gak?

Teacher : gak ada, pada jelek semua. Sudah bertukar semua?

Students : Belum

Teacher : udah dijawab?

Students : ini baru dijawab

Teacher : **answer the question**, jawab pertanyaan yang sudah dibuat oleh teman-temanmu itu, disimpan dulu sebentar.

Students : loh bu langsung dijawab di kertasnya?

Teacher : Iya

Students : loh bu udah dijawab

Teacher : ok tunggu temanmu selesai nanti dituker lagi

Students : bu kalau sudah dijawab

Teacher : tuker lagi dengan yang tadi, lima menit lagi, five **minutes. Shut down your laptop, shut down** dulu laptopnya!

Students : bu ini jawabannya **golden golden**

Teacher : pokoknya kamu paham maksudnya, jawab aja udah, gak usah ngaca kalau lagi belajar.

Students : bu unfortunate itu apa?

Teacher : ketidak beruntungan, sial, kecelakaan, yang gitu-gitu dech.

Teacher : sudah? **Guys, ok now listen to me and try to answer my questions, listen to me, still in your group ya, don't move. Listen to me and try to answer my question. What is the text about?**

- Students : parang tritis,
- Teacher : **what is the text about? Parang tritis beach. Where is it located?**
- Students : around twenty kilometer from the city center of yogyakarta
- Teacher : **ok good, the next questions, how many routes if you want to go to?**
- Students : the two
- Teacher : **there are two roads, the first road is**
- Students : Yogyakarta until parangtritis
- Teacher : **and the fourth question, what is the warning, the suggestion if we are going to parang tritis beach?**
- Students : **do not wear green clothes,**
- Teacher : katanya kalau pakek baju ijo nanti akan terseret ombak. Kalau di pantai yang lain lagi warnanya bisa kuning, tergantung nyi roro kidulnya suka warna apa? **That's the myth.** Mitosnya begitu, mitosnya. Jadi kalau dengan cerita nyi roro bla bla bla, itu pasti ceritanya katanya-katanya. Tidak ada yang jelas berdasarkan fakta yang benar-benar bisa dipercaya. Ini hanya?
- Students : Katanya
- Teacher : **next, what can you see in parang tritis beach?**
- Students : Sunset
- Teacher : **what is it look silver under the sunshine?** Apa? Apanya?
- Students : mataharinya, langit-langitnya
- Teacher : balik lagi, kata-kataanya ada di **paragraph** kedua, **look golden and silvery**, ada yang keperak-perakan dan keemas-emasan. Yang keperak-perakan itu apa?
- Students : Matahari
- Teacher : huh, baca lagi coba!

- Students : Ombak
- Teacher : **good**, ombak, **the high waves**, ombak yang.
- Students : Tinggi
- Teacher : **high wave** kalau siang itu **look silvery**, kelihatan?
- Students : keperak-perakan
- Teacher : kalau dibawah sunset dia akan kelihatan?
- Students : keemas-emasan
- Teacher : **golden, next what is the ideal angel mention in the text?**
- Students : (silent)
- Teacher : **landscape, what is the first paragraph main idea? What is the first paragraph main idea? Mention about?** Ada apa? Kan **first sentence** nya parang tritis **is the most popular beach in jogjakarta** bla bla bla sampai **the end of the sentence of the first paragraph. It's talking about_ the way, how to go to**
- Students : Parangtritis
- Teacher : ada berapa **route**?
- Students : Two
- Teacher : kan begitu teman-teman, **and then what is the main idea of the second paragraph. The scenery of?**
- Students : parang tritis
- Teacher : **good, any question?** Enakkan begitu kalian buat pertanyaan. Kalian sudah siap dengan bacaannya, guys dalam **descriptive text**. Ada dua hal yang disebutkan, pertama disebut dengan **identification** misalnya disitu ada di **paragraph** pertama **identification** nya?
- Students : parangtritis
- Teacher : disebutkan tempatnya dulu yang akan digambarkan gitu kan, yang kedua tentang **description** nya. Dimana parang tritisnya? kesana naek apa, pemandangannya apa aja? bla bla bla, itu yang

biasanya ada dalam deskripsi, ya?

Students : Yes

Teacher : **ok, any questions?**

Students : No

Teacher : **still in group, you have to find out, finding descriptive text** terdiri dari dua **paragraph** saja ya, **descriptive a text about place**, boleh buat sendiri, boleh cari di internet. Kalau cari di internet satu kelas gak boleh ada yang sama, banyak banget disitu, Kamu klik tempat wisata, kamu cari penjelasannya dalam bahasa inggris ntar langsung dapet. **Do you get my point? One group one descriptive text.** Ok masih dalam kelompok ini dan gak boleh ada yang sama. Ok kelompok satu

Students : bu wisatanya boleh yang di luar negeri?

Teacher : boleh kalau kamu ingin ke paris lihat kayak apa paris, kamu klik disitu, kamu cari, **its up to you**

Students : keplaksari?

Teacher : uh boleh banget, kamu mau sebut jombang **its ok. The most favorite place in jombang, ok see you next week, thank you**

Students : assalamualaikum wr wb

Teacher : waalaikumsalam

TRANSCRIPT OF DATA

- Class : X PM 3
- Teacher : Assalamualakum
- Students : Waalaikumsalam
- Teacher : **ok, guys what you have to do for the first time** adalah jam mu itu kasian ya masih jam segitu aja, pukul 10:21 sekarang. Karena belnya tidak berbunyi semua orang kecelek, sehingga semua terlambat. Dikerjakan masing-masing orang, satu kertas seperti ini dibagi dua saja ya teman-teman. **Go green**, ini dibagi dua ya, kemudian kerjakan. Hanya ada tujuh soal saja, jadi gak perlu cheating, kerjakan sebisamu, gak bisa tinggalin, bisa ya kerjain, nebak-nebak ya dikerjain, keluarkan kertasnya
- Teacher : **Now who are absent?** Siapa yang absen hari ini? (participant)
- Students : Dini dan Nala (*some student answered Mrs. Umi's question*)
- Teacher : **hi guys, how long will it take you?** Berapa lama kamu butuh untuk mengerjakan itu semi (participant)
- Students : 1 jam
- Teacher : enak aja satu jam, waktunya selesai ntar
- Students : setengah jam
- Teacher : itu loh Cuma satu jam doing. Empat soalnya **multiple choice**, tiga soalnya **answering the questions**. Berapa menit teman-teman? Gak boleh lebih dari 30, 20 menit ya?
- Students : 21 menit
- Teacher : 25 menit dari sekarang, gak perlu ngerpek, gak akan saya masukkan penilaian (participant)
- Teacher : udah semua?
- Students : Sudah
- Teacher : **ok good, guys**. Nanti saya akan lihat. Kalian kan sudah dapat materi. Seberapa bagus progress kalian ketika mengerjakan tes yang kedua. **Now what I want you all to do is? Make a group**

of three ya! make a group of three on five, hitungan lima. **You have to move if you need to move, one, two, three, four, five, ok.** Harusnya cukup karena ada 33. **It means there are eleven groups**

Students : 34 bu

Teacher : loh tadi katanya ada yang prakerin satu. Katanya ada yang prakerin, iya kan? Berarti **eleven group**. Ok, mbok duduknya jangan umpel-umpelan gitu lah. Cari tempat yang enak

Teacher : Yang satu orang bisa duduk satu kursi, kalau kamu mau bawa kursi silakan bawa **That's your needs**. Geser-geser dech mejanya biar gak mepet-mepet gitu. Sumpek dech lihatnya, geserin diri, lihatnya. Ini mepet agak sana. Majukan, dimajukan. Hadapin belakang donk kursinya. Ya, menggeser kursi itu kebutuhan mu sendiri agar dirimu nyaman. Gak perlu tahu hal-hal yang begitu.

Teacher : **Do your self what you need then just do it**, begitu. Jangan biasa menunggu instruksi, bukan saya yang akan menjalankan ketidaknyamanan dengan berputar-putar baju ya. Ok,, **I am going to give you a text. It is only one text. What you have to do with that text is make five questions for each group**. Sini deh dua orang, emang paling enak menunjuk dari pada menyediakan diri, ini satunya.

Teacher : Ok bagi satu orang satu, sebelah sana, itu udah tuh, boleh dibagi dengan temannya. **Ok now, you have a text then make five questions, without the answer.** tanpa jawaban. **You just make the question, five questions. Then after that I am going to give you twenty or thirty minutes to make the question**, dua puluh atau tiga puluh menit untuk membuat pertanyaan, lima saja. **You need your dictionary, and after that I am going to give you five questions to other group**, kamu akan memberika **the questions to other group. And then get a question from another group**. Kalian dapat dari kelompok lain. **Get my point?** Paham tidak teman-teman?

Students : Yes

Teacher : paham tak teman-teman?

Students : paham dikit

Teacher : dikit, **open your mouth please**, gak akan saya gigit kok. **You have this**

Teacher : **and each group make five questions based on this text in thirty minute. Make five questions in thirty minutes.** Dalam 30 menit membuat **five questions, I don't know how you manage it**, kamu harus memanager. Bagi gimana caranya supaya akhirnya dapat **five questions**. Jangan sampai ada yang nganggur ya, Kebiasaan ketika **team work** adalah **you just rely on some one else to do your job**. Bersandar pada orang lain untuk melakukan tugasmu. **All of the member of the group must get involved in that process**. Semua harus terlibat ya guys,

(after few seconds)

Teacher Ok. **Five questions**, sesudah itu **please guys look at me, please look first, second, third, fourth, first , second, third, fourth, fifth, sixth, seventh, eight, ninth, tenth, eleventh, and the last. The question from the first group will be given to the second one, the second group question will be given to the second one, the third question will be given to the fourth, the fourth question will be given to the fifth, the fifth to the sixth, the sixth to the seventh, the seventh to the eight, the eight to the ninth, the ninth to the tenth, tenth to the eleventh, eleventh to the twelfth, twelfth to the first.** Sudah? Paham kan? Ya sudah, saya akan menghitung waktunya tiga puluh menit, Ok guys. Jadi begini, ini kerjakan disini, ini nanti yang akan diserahkan pada kelompok lain. **You can ask me if you find some difficulty in making questions in English**, kalau gak ngerti kalian nanya, bu saya mau nanya gini enakny kalimatnya gimana.

(the teacher was waiting the students who did their assignment)

Teacher : **Finish?**

Students : belum, not yet

Teacher : adakah yang sudah selesai?

Students : Belum

Teacher : (laughing) loh kok malah mainan game, udah berapa pertanyaan?

Students : ini bu,

Teacher : kok malah mejeng sih, saya mau nyari gambarnya aslinya kok

Students : bentar bu, biar tambah cakep,

Teacher : udah?

Students : Udah

Teacher : kamu berarti taker sana, ke belakang. Atau sini aja, kamu udah

Students : Udah

Teacher : tanyain dech ma yang disana, udah dituker belum? Tanyain, taker belakang,

Students : mereka belum selesai

Teacher : gak papa dikasiin aja, kalau mereka udah selesai biar dikasin ke kalian

Students : bu jawabanya di taruh belakang?

Teacher : iya, gak papa, udah kamu juga jawab pertanyaannya, udah kalian juga dituker

Students : Belum

Teacher : gak papa, dituker aja, dikerjain sisanya nanti. Sudah, sudah Tanya? Tanyain donk kesana

Students : kenapa bu kok difoto, buat laporan ya bu?

Teacher : gak buat saya

(after few monutes)

Teacher : Dibacakan soalnya biar temen-temenmu paham, udah dapet?

Students : Udah

Teacher : ok, jangan hanya jawabannya sekarang suruh bikin soal, kerjakan sendiri.

(after few minutes)

Teacher : ini yang harus dikerjain. **Guys five minutes, five minutes** lagi sudah harus langsung dioper, yang sudah langsung mengerjakan sekarang, yang sudah dapat, segera dikerjakan.

(after few seconds)

Teacher : Tulis nama kelompok yang menjawab, tulis dibawah jawaban ini ya?

Students : berarti nama kelompoknya ditululis disini?

Teacher : iya dijawab dulu baru diberi nama kelompok, ini tulis nama kelompok yang menjawab

Teacher : Finish? Sudah selesai?

Students : Sudah

Teacher : **ok good**, itu gak usah, kumpulkan yang ini aja. Ayo segera kumpulkan

Students : bu ini itu “ bagaimana memperoleh ?”

Teacher : bagaimana cara sampai

Students : Oalah

Teacher : **how to get there, how to get to parang tritis beach?**

Teacher : ok, yuk, sementara menunggu temanmu. Coba deh sebelum menjawab, **stop** dulu! **What is it about?**

Students : parang tritis

Teacher : **parang tritis beach? What is the main idea of paragraph one?**

Students : about the rule

Teacher : **about the rule to parang tritis beach, first sentence** nya apa

tuh? **First sentence** nya kalimat pertamanya pada paragraph satu?

(the students answered the teacher's question)

Teacher : **so**, dalam **descriptive text** itu ada yang disebut **identification**. Itu menyebutkan dulu apa yang diceritain. Itu ada di kalimat pertama.. **Ok and then** ada yang kedua, berikutnya dari **second sentence** sampai ke bawah. **What is it about? What is it about? About the?**

Students : Descriptive

Teacher : **about description, about** deskripsinya, kayak apa **beach** nya, pantainya bagaimana. Disitu ada **silvery**, apa yang disebut dengan **silvery** disitu, **silvery and golden**. Jika dia ada dibawah **sunrise** maka dia seperti **silvery**, dibawah sun set dia seperti **golden**, ada di paragraph ke?

Students : dua,

Teacher : dua, apa yang disebut dengan itu, yang pertama **silvery** yang kedua **golden**,

Students : Pantainya

Teacher : pantainya, apa disitunya? Coba dilihat kalimatnya, dikalimatnya ada dikalimat ke? Berapa sih? Ada **silvery** nya dan **golden**?

Students : kalimat terakhir

Teacher : terakhir, bacakan!

(the students answered the teacher's question)

Teacher : **high way rising to the shore**, apa itu **high way**?

(the students answered the teacher's question)

Teacher : ombak ya, ombak yang tinggi itu ketika dibawah matahari dia kelihatan?

Students : Silvery

Teacher : **silvery** itu apa? Keperakan, kalau dibawah **sun set** dia tampak?

Students : Keemasan

- Teacher : keemasan, **silvery and**
- Students : Golden
- Teacher : kalau ke kuning-kuningan itu identik dengan sesuatu yang tidak indah di sungai
- Students : (*laughing*) seperti baju kita
- Teacher : ya untungnya hari ini saya gak pakek baju itu ya. Pasti kalian gak bisa bedakan mana guru mana siswa. Ok guys, ini yang dengan **descriptive text**, kumpulkan yang sudah dikerjakan, **and then your home work is each group masih pada groupnya you have to find out descriptive text consist of two paragraphs**, yang terdiri dari dua paragraf. Cari **descriptive text** dimana saja, satu kelas gak ada yang boleh sama, ya? Satu kelas gak boleh ada yang sama, kamu boleh buat sendiri, boleh juga tidak, tetapi gak boleh ada yang sama, saya gak suka ada proses copy paste, kamu harus berusaha nyari sendiri, any questions?
- Students : no,
- Teacher : kita bertemu minggu depan dengan pembahasan **descriptive text** lainnya, bikin sendiri boleh. **That's better**, terserah mau cerita tentang jombang seperti anak di kelas sebelah, bu keplak sari misalnya.
- Students : artis mam
- Teacher : **no, descriptive text about place**, ya?
- Students : tentang tempat pariwisata?
- Teacher : **its ok** tentang tempat, tentang kota, tentang tempat wisata , tentang apapun pokoknya **about place, one group one text, one group one text**, sudah ya, **thank you** assalamualaikum wr. Wb

TRANSCRIPT OF DATA

CLASS : X KWU

Teacher : Agung, Aninda, Berliana, Citra,

Students : gak masuk, sakit

Teacher : apa?

Students : sick bu,

Teacher : Dewi, Dini, Dian, Diana, Dila, Dinar, Elsa?

Students : Prakerin

Teacher : Endah, Eva, Fitriah, Iluk, Imas, Indah, Laila, Lila, Luki, Luki Indah, Miftahul jannah, Nauroh, Nita, Nur Fatimah, Riska Ayu, Risma, Rukmawati, Susi, Ulum, Umi Salamah, Vergi, Vindah, Yayan, Zeni, Yolanda, Yulia. Siapa yang sholat-sholatnya seminggu? Sholatnya gak komplit seminggu? **Rise your hand!** Yang sholatnya gak komplit seminggu.

(the students rose their hand)

Teacher : Gak komplit lima kali tidak komplit 35 kali. Ahh banyak banget gak. Kecuali yang libur, gak usah ngacung, jangan tiba-tiba mengaku libur. **Rise your hand** yang gak komplit, satu dua tiga empat lima enam tujuh delapan. Sembilan sepuluh sebelas dua belas tiga belas empat belas lima belas, separoh. Kamu semestinya belajar dari teman sebelahmu yang meninggal dalam kecelakaan, umur itu gak ada yang tahu kan?

Students : Iya

Teacher : sholat donk! Nanti dikubur gak akan ditanya berapa nilai bahasa inggrismu, atau berapa jumlah pacarmu, yang ditanya pertama kali adalah?

Students : Sholat

Teacher : kalau saya bikin kamu sholat saya bakal, amal jariyah yang banyak,

Students : Amin

- Teacher : kalau kamu bisa bikin temenmu sholat, kamu juga bisa bikin amal jariyah yang banyak. Gampang ya, gampang tanpa mengurangi pahala temenmu sedikitpun. Multi level pahala. Ok guys, ohya saya belum salam, assalamualaikum wr.wb.
- Students : waalaikumsalam wr.wb
- Teacher : **good afternoon**
- Students : good afternoon
- Teacher : **how are you?**
- Students : I am fine, and you?
- Teacher : berapa tahun kamu menjawab dengan cara begitu? **I am fine thank you and you?**
- Students : empat tahun
- Teacher : kamu gak bosan bilang begitu, kok udah bel?
- Students : baru nyala
- Teacher : oh baru nyala, **ok guys** saya yakin ketika smp kalian sudah belajar **one kinds of text, one kinds of text** satu jenis teks. **Let me tell you about my experience. In 2010**, kamu kalau lewat-lewat di kelas jangan rebut-tibut begitu. Mengganggu, terus yang denger di dalem itu suaramu aneh, cempreng cempreng gitu gak ada bagusnya. **Two thousand and ten** saya mendatangi sebuah kota, kota itu romantis banget,
- Students : paris, malang
- Teacher : ntar dulu toh, biarkan saya selesaikan dulu. Itu kota yang besar, ya? Kota yang besar dikenal sebagai kota pelajar atau kota tua, ada sebuah perguruan besar, terkenal, tertua di Indonesia. Kemudian dia memiliki satu jalanan yang sangat terkenal dimana seniman-senimannya ketika malam akan turun dan kawasan itu. Dikenal dengan kawasan yang nyaman untuk pejalan kaki. Penduduknya mulai dari supir bis sampai keneknya sampai tukang becaknya bahasanya itu halus-halus. Selama sebulan saya disana, tidak pernah saya mendengar umpatan-umpatan yang biasa diucapkan oleh orang jawa timur begitu, **but for the first**

time, nice place, nice place enak banget, ketika naik bis, jika saya gak tahu rutenya saya bisa tanya. Bapak kalau menuju kesini itu kemana? Mereka akan menjelaskan dengan bahasa yang sangat santun, begitu juga tukang becaknya, begitu juga dengan pedagang yang lain, **so can you guess what is the place?** Apa nama kotanya?

Students : Jogja

Teacher : sapa yang pernah ke jogja? (students rise their hand) **ok good.** Ternyata kamu hobi jalan-jalan juga, nah ketika saya gambarkan tentang jogja, maka dalam sebuah teks itu disebut dengan ?

Students : Descriptive

Teacher : **good. Descriptive text, it is about place**

(the students were silent)

Teacher : gak sabar banget saya seharusnya kamu yang jawab. **Descriptive about?**

Students : Place

Teacher : iya, udah tak uruk'i soalnya. Itu gak enaknya jadi guru. Seharusnya kurikulum 2013 itu kamu yang nyari. Saya cuma bagian ngasih umpan aja. Kamu yang nyari. Tapi **this is not easy.** Karena selama sembilan tahun kamu sudah biasa belajar dengan cara yang pasif, duduk manis, anteng, diem, menjadi siswa yang baik dan benar katanya. Padahal diam itu lolak lolok gak ngerti opo-opo. Ok, saya akan kasih kamu waktu sepuluh menit sampai lima belas menit untuk mengerjakan ini. Hanya ada empat soal **multiple choice**, dan tiga soal essay, gak perlu nyontek, gak perlu menjadi pejuang contekan, kerjakan sendiri, ya gak usah jadi pejuang contekan. Saya tidak tahu berapa dari kalian yang bertahan untuk tidak nyontek ketika uts. **rise your hand!** yang gak nyontek blas, gak nyontek blas, rise you hand guys. Aku ingin tahu ada berapa pejuang disini, **rise your hand** yang gak nyontek blas, satu dua, **that's good. That's good.** Bagus, bagus,

Students : gak nyontek tapi tanya

Teacher : gak nyontek tapi tanya, sama aja. Udah, bagikan satu-satu dan keluarkan selembar kertas, tapi guys kertasnya dibagi dua ya, go

green seperti ini. Bagi dua, berbagi, dibagi. Raja empat itu lagi ngetern-ngetrenya, Siapa yang belum?

(few minutes later)

Teacher : Ya **guys, fifteen minute** ya, bisakah saya mulai hitung teman-teman?

Students : Belum

Teacher : **fifteen minutes**. Gak perlu kulak'an, gak perlu lirik-lirik, gak perlu diskusi. Do **by your selves!** gak akan diapa-apain, bisa ya? Saya hitung ya, **you need dictionary**, kalian butuh kamus, udah dikerjain aja, Lima belas menit dari sekarang.

(after few minutes)

Teacher : Jawabannya doang, Yang sudah boleh mengumpullkan,

(after few minutes)

Teacher : Berapa yang belum, **ok guys**, sekarang **I am going to give you another text. I want you have to do now is to make a group of three**. Kalau tiga enam seharusnya cukup 13, 38 prakerin satu gak masuk satu, sakit iya kan? **Ok, I am going to count, I am counting saya hitung on five you have move to your group, on five, one two three four five, ok**. Pindah kedepan, groupmu pindah ke depan sini loh, satu orang satu, sudah? Fist group, mbok pindah sini biar gak umpel-umpelan ma yang dibelakang. Kamu pindah ke depan, **first** emang satu kelompok berapa orang?

Students : Tiga

Teacher : ini kurang satu, **group one, group two, group three, group four, group five, group six**, belakang, **six, seven, eight, nine, ten, eleven, twelve it is that good, twelve group**. Satu orang satu. Satu orang satu teman-teman, **one two three four five six seven eight nine ten eleven twelve**. Baik **now what are you going to do**. Silakan pindah, dibantu donk **boys**, udah. **Ok this is your job. You just make five questions, just the questions without the answer, each group is going to make five questions in twenty minutes**, dua puluh menit cukup, ohya itu tawaranku

- Students : tiga puluh menit
- Teacher : tiga puluh menit untuk membuat **questions. I don't know how you manage that** tapi **guys** biasanya terjadi kalau buat kelompok. **Usually there is a lazy student who relay on their friends.** Jadi kalau ada satu dua yang gak ingin melakukan apapun, mereka justru bergantung. Saya berharap dengan hanya dibagi menjadi tiga, setiap orang terlibat, bertanggung jawab dan mencoba memberikan best report nya usaha terbaik untuk membantu. **Ok guys five questions**, hanya **five questions** dalam waktu thirty minutes kamu bakal butuh kamus dan halo teman-teman ntar dulu. **Let me finished my speech!** Tolong biarkan saya menyelesaikan pidato saya, ini pidato, gak akan sampai setengah jam. **After you make the questions in thirty minutes it means you have to read all the text and then questions from first group will be given to second group. The question from second group will be given to the third group. The question from the third group will be given to the fourth group, the questions from the fourth group will be given to the fifth group, the fifth to sixth, the sixth to the seventh, the seventh to eight, the eight to ninth, ninth group or group nine the ninth to tenth, tenth to eleventh, the eleventh to the twelfth, twelfth to group one.** Ok paham?
- Students : Paham
- Teacher : paham gak?
- Students : tak tau
- Teacher : paham ndak?
- Students : gak paham
- Teacher : ok, kamu bikin pertanyaan berdasarkan teks ini lima pertanyaan. Kemudian pertanyaanmu yang lima itu bakal dikasihkan ke grup di belakangmu. Dia harus jawab. Kamu harus jawab dari group sebelumnya, ok? Ya guys, kali ini dilembaran kayak gini tapi yang utuh dan tulis pembuat soalnya siapa ya, kelompok berapa? Namanya siapa aja? soalnya apa? Nanti kalau sudah diberikan maka yang berikutnya akan menulis jawaban dan nama anggota. Saya hitung tiga puluh menit. Sudah ya? Tulis di satu kertas saja,

satu kelompok, satu kertas, 30 menit dari sekarang.

(after few minutes)

Teacher : Lucky tidak boleh minum di dalam kelas. Tuliskan nama kelompokmu, nama kelompokmu saja. Udah, udah dijawab?

Students : Udah

Teacher : udah dijawab

Students : Belum

Teacher : sudah?

Students : Sudah

Teacher : nama kelompokmu mana?

Students : dibawah bu,

Teacher : **don't forget to put the name of the members**

Students : it's ok, boleh rame tapi diskusi yang boleh rame.

(after few minutes)

Teacher : Sudahkah teman-teman? Dua menit, haloo, ayo donk dikerjakan jangan ramai sendiri

Students : iya bu

Teacher : sudah? Jangan lupa kasih nama. Siapa yang belum? Siapa yang belum selesai?

Students : saya bu

Teacher : dibantu donk, jangan banyak bercanda, kasian tuh temennya. Nah guys yang sudah, entar aja saya kasih waktu, ok now? Belom? Halo. Mbok cari kursi lagi toh gak usah umpel-umpelan di situ. Kasih namanya yang menjawab siapa aja, sudah? **Absent? Now please look you paper! This one and then listen to me guys. I am going to give you some questions orally then what you have to do is just try to answer now what is the text about? What is the text about?**

Students : parang tritis beach

Teacher : **parang tritis beach, where is the location of that beach?**

Students : in jogja,

Teacher : **in jogja**, kalau dari sini jaraknya **twenty**

Students : twenty seven kilometer

Teacher : **how can we get there? How many roads are there?**

Students : Two

Teacher : **the first?**

(the students answered the question)

Teacher : **and the second one**

Students : Jogjakarta, pare.

Teacher : **which one is easier? First or the second road?**

Students : Second

Teacher : **which one is easier the first or the second road?**

Students : the second road

Teacher : **the second road, ok next, what is the suggestion? We do not**

1Student : we do not wear green clothes

Teacher : **we do not wear a green clothes, why?**

Students : because

Teacher : **why? What is my question dulu?**

Students : kenapa di pantai parang tritis gak boleh pakek baju ijo

Teacher : saya pindah ke orang, dia melakukan kegiatan yang dia lakukan tadi. Teman, **why? What is misfortune?** Nasib, nasib buruk, guys kamu harus belajar menempatkan prioritas. Bulpenmu yang macet itu bukan prioritas utama, tidak sebanding penjelesanan yang saya dapat. Macet bisa beli selesai urusan, ya, jadi jangan habiskan waktu untuk hal-hal yang tidak perlu ketika dimana

kalian harus **focus**, gitu ya. **Next what is the primary things in parang tritis beach? It's ?**

Students : its natural view

Teacher : **its natural view. What are we going to see when we are standing on the seashore?**

Students : the white ocean

Teacher : **the white ocean with high wave and simply mountain sky on the east side, ok, what can we see from the landscape? What can we see from the landscape? We can see another, the other angle of parang tritis beach. Angle**, jika kamu ikut **fotography** ambil dari **angle** yang sini, sudut yang sini. **Different angle will be different scenery**. Beda **angle** akan memberikan pemandangan yang berbeda, next ada disitu kata-kata **silvery** dan **golden**, **silvery** di bawah **sunrise and then golden** Ketika dibawah **sunset**. Apakah yang dikatakan **golden and silvery?** Ada yang dikatakan, suatu saat dia **silvery**, dan saat yang lain dia **golden**

Students : Suasana

Teacher : Suasana? **Guys listen to me, something** sesuatu yang sewaktu-waktu dikatakan **silvery** dan sewaktu-waktu dikatakan **golden**, **read your text!** Diem dulu dari tadi, ayo **come on!** Apakah yang **silvery** dan apakah yang **golden** pada text tersebut?

(the students were silent)

Teacher : **Hi guys I ask her, because she keeps talking gossiping anything, anyone I don't know why and what?** Jadi jangan coba-coba bergosip di kelas. Saya karena gayamu, gayamu, matamu, gaya badanmu akan berbeda ketika kamu membicarakan materi dan bergosip. Ayo apakah yang tampak **silvery** dan tampak **golden?** (the student is silent) mangkanya jangan ngomong, Ayo itu paragraph berapa?

Students : Dua

Teacher : baris ke berapa? Kamu baca berulang kali pasti akan tahu, **silvery and golden?** Belum dapat?

Students : Belom

Teacher : **paragraph** dua kalimat terakhir bacakan
(*the students answered the question*)

Teacher : kapan **look golden?** Kapan **look golden?**

Students : Sunset

Teacher : apa itu yang tampak **golden** waktu **sunset**,

Students : Pantai

Teacher : ahhh?

Students : Ombak

Teacher : baca donk, mari kita baca bareng-bareng, **the high wave rising to the shore**

Students : look silvery under the sun

Teacher : **stop, stop! High wave** itu ombak yang tinggi **rising to the shore** yang berlarian menuju pantai bahasa alaynya begitu. **Look silvery** akan tampak **silvery?**

Students : perak

Teacher : keperakan dibawah cahaya?

Students : cahaya matahari

Teacher : dan tampak **golden, what is golden?**

Students : Emas

Teacher : tadi keperak-perakan jadi? Guys berpikirlah **apple to apple**, membandingkan dengan hush. **I ll try to let you to think apple to apple**. Namanya **apple to apple** jadi kalau tadi saya bilang keperakan berarti bila ini berhubungan dengan emas adalah

Students : Keemasan

Teacher : keemasan, itu mangkanya bukan kekuningan,. **Ok ya that's why guys**. Kamu harus banyak baca biar kemampuan bahasamu juga bagus. Jangan jadi Indonesia 2011 yang dalam setahun hanya

membaca dua puluh tujuh halaman berdasarkan lembaga **survey**. Pelajar Indonesia tahun 2011 hanya membaca 27 halaman dalam ?

Students : Setahun

Teacher : 27 halaman setahun, kamu kalah sama anak finlandia sd yang dalam lima hari dia membaca 300 halaman.

Students : hah banyak banget bu

Teacher : hi cewek-cewek ini kamu gak bakalan jadi emak-emak yang cerdas nanti kalau punya anak kalau gak suka baca. Gak ada ceritanya ibu yang cerdas itu lahir dari ibu sms. Yang ada ibu cerdas itu muncul dari kutu buku, ya gak ada kutu sms. **And boys** model-model kamu ini jangan mau dilamar laki-laki model mereka,

Students : karena gundulnya

Teacher : bukan karena gundulnya tapi malesnya ampun-ampunan dech, iya tak?

Students : Iya

Teacher : sudah cukup, empat saksi perempuan sudah cukup, berubah ya?

Students : Iya

Teacher : baca buku apa?

Students : buku pelajaran

Teacher : jangan buku pelajaran, buku pelajaran mah tugasmu, ok berapa? Berapa halaman? Ok sudah ya guys hari ini kita sudah belajar tentang saya mau pidato dulu dengarkan gak sampai setengah jam. **Descriptive text** ada dua teman-teman, coba baca kalimat pertama? Aduh udah angop. ok, pada **descriptive text** selalu disebutkan tempat yang akan dijelaskan pertama kali, itu yang disebut dengan identi..?

Students : Identifikasi

Teacher : **identification**, ini yang harus disebut dulu. Ini musti disebut dulu apa yang mau dijelaskan. **And then** dikalimat berikutnya

dibicarakan tentang apa aja coba, satu?

Students : apa yang ada dipantai

Teacher : apa yang ada di pantai, dua?

Students : Larangan

Teacher : larangan, tiga

Students : Lokasi

Teacher : lokasi **good**, empat

Students : Rute

Teacher : **good**, lima

Students : pemandangan

Teacher : pemandangannya keindahannya. Ok, segala macam tadi yang disebutkan disebut dengan?

Students : Description

Teacher : jadi intinya ada dua **identification and description, any questions?**

Students : No

Teacher : **ok this is your homework. For each group you have to find out one descriptive text and for all group you have to find different title. From first second and the third try to find out different title, Boleh di dalam negeri, boleh di luar negeri. All is about descriptive text about place, ya boleh luar negeri boleh dalam negeri. Any thing** satu kelompok satu, udah gak boleh nanya lagi, ntar ada yang masih Tanya satu ya bu, tugas itu satu kelompok satu ya bu? Udah ya, **any question**

Students : No

Teacher : guys ada temenmu Tanya siapa miss ika? **Miss ika is student of diponegoro university**, beliau s2, nanti kalian harus sampai s5 ya,

Students : sampai es teh, es lilin

Teacher : beliau sudah sampai s2 di usia yang mudah, **that's good, give applause to her**, udah, nah ketemu pekan depan dengan tugasnya. Saya sudah janji berikan 10 menit untuk membagikan tugasnya. **Ok thanks for giving me the best report, report yang luar biasa, thank you so much** , and wassalamualaikum wr.wb

Students : waalaikumsalam.

APPENDIX 2

Some Points in the Interview Questions

1. The teacher's background
2. The teacher's code
3. The students' ability in XPM1, X PM2, X PM3, and X KWU.
4. The teacher's teaching learning method
5. The constraint of English teaching learning
6. The teacher's attitude to code switching
7. The teacher's attitude to target language
8. The student's understanding to the material
9. The proportion of English and Indonesian in teaching learning activity
10. Code switching in English classroom

APPENDIX 3

The Result of Observation

Informan : The teacher, Guru bahasa inggris.

Lokasi: Kelas X Pemasaran 1, SMKN 1 Jombang.

Topik: Kegiatan Kelas

Ada beberapa poin yang ditemukan selama melakukan observasi, yaitu:

1. **Medium**

Saat menjelaskan sistematika group discussion, Saat guru menjelaskan (memberi intruksi) guru juga menggunakan gerakan tubuh (tangan) agar membantu siswa memahami apa yang sebenarnya dimaksud oleh guru.

2. Saat Siswa melakukan kesalahan pengucapan kata-kata dalam bahasa inggris, guru menjelaskan kesalahan siswa dengan tersenyum, hal ini dilakukan dengan tujuan agar siswa/murid tidak merasa mereka bodoh tapi justru gesture tersebut dilakukan agar dapat mendorong siswa lebih bersemangat (tidak takut membuat kesalahan).

3. Bahasa Jawa juga digunakan saat berinteraksi secara personal (yaitu pada saat guru berkeliling memeriksa progress kelompok dalam mengerjakan tugas.

4. Saat guru berbicara bahasa Inggris sebagian besar siswa memahami apa yang diucapkan guru karena saat guru memerintahkan membuat group siswa (menggunakan bahasa inggris) siswa langsung bergegas membentuk group.

5. Saat guru membuat lelucon hampir semua siswa tertawa

6. Kelas aktif (siswa aktif dalam kegiatan pembelajaran)

Informan : The teacher, Guru bahasa inggris.

Lokasi: Kelas X Pemasaran 2, SMKN 1 Jombang.

Topik: Kegiatan Kelas

Ada beberapa poin yang ditemukan selama melakukan observasi, yaitu:

1. Saat di dalam kelas guru sering memanggil siswa menggunakan kata-kata “guys atau teman2”
2. Guru menggunakan gerakan tangan untuk membantu siswa memahami intruksi guru
3. Saat guru berbicara bahasa Inggris sebagian siswa memahami apa yang diucapkan guru karena saat guru memerintahkan membuat group siswa (menggunakan bahasa Inggris) siswa langsung bergegas membentuk group.
4. Guru berkeliling dari satu kelompok ke kelompok yang lain untuk mengecek sejauh mana kerja kelompok berlangsung, dengan sedikit memberi arahan
5. Siswa cukup aktif dalam kegiatan pembelajaran
6. Guru sesekali menggunakan kata-kata bahasa Jawa

Informan : The teacher, Guru bahasa Inggris.

Lokasi: Kelas X Pemasaran 3, SMKN 1 Jombang.

Topik: Kegiatan Kelas

Ada beberapa informasi yang ditemukan selama melakukan observasi, yaitu:

1. Guru menggunakan beberapa kata bahasa Jawa dalam proses belajar mengajar
2. Sebagian siswa paham saat the teacher memberi intruksi dengan menggunakan bahasa Inggris, karena sebagian siswa menjawab “iya” saat ditanya.
3. Guru menggunakan gerakan tangan untuk membantu siswa memahami intruksi guru
4. Saat guru bercanda, sebagian besar siswa tertawa
5. Guru juga berkeliling untuk melihat progress siswa, saat bicara perseorang dengan siswa (empat mata) guru terkadang menggunakan bahasa Jawa
6. Siswa cukup aktif dalam kegiatan pembelajaran

Informan : Guru bahasa inggris.

Lokasi: Kelas X Kewirausahaan, SMKN 1 Jombang.

Topik: Kegiatan Kelas

Ada beberapa informasi yang ditemukan selama melakukan observasi, yaitu:

1. Guru menggunakan beberapa kata bahasa jawa selama pembelajaran
2. Sebagian siswa paham saat the teacher memberi intruksi dengan menggunakan bahasa Inggris, karena sebagian siswa menjawab “paham”, namun sebagian siswa lainnya menjawab tidak paham. Akhirnya guru menjelaskan intruksi dalam bahasa Indonesia
3. Di kelas ini bahasa inggris berada pada jam terakhir dimana semua siswa sudah banyak yang tidak bersemangat
4. Saat guru menjelaskan (memberi intruksi) the teacher juga menggunakan gerakan tubuh (tangan) agar membantu siswa memahami apa yang sebenarnya dimaksud oleh The teacher.
5. Siswa kurang aktif dalam kegiatan pembelajaran

APPENDIX 4

The Form of Teacher's Code Switching

Class: X KWU

Code Switching	English to Indonesian	Indonesian to English	Indonesian to Javanese
Inter-sentential switching	9 data	3 data	-
Intra-sentential switching	1 data	8 data	5 data
	10 data	11 data	5 data

Class: X PM1

Code Switching	English to Indonesian	Indonesian to English	Indonesian to Javanese
Inter-sentential switching	12 data	3 data	-
Intra-sentential switching	3 data	14 data	2 data
	15 data	17 data	2 data

Class: X PM2

Code Switching	English to Indonesian	Indonesian to English	Indonesian to Javanese
Inter-sentential switching	6 data	4 data	-
Intra-sentential switching	3 data	8 data	3 data
	9 data	12 data	3 data

Class: X PM3

Code Switching	English to Indonesian	Indonesian to English	Indonesian to Javanese
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Inter-sentential switching	9 data	1 data	-
Intra-sentential switching	5 data	4 data	4 data
	14 data	5 data	4 data