# AN ANALYSIS OF CODE SWITCHING USED BY THE ENGLISH TEACHERS AN ENGLISH TEACHING AND LEARNING PROCESS AT SMP PGRI PEKANBARU

# A THESIS

*Intended to Fulfill One The Requirements for the Award Of Sarjana Degree in*

*English Language Education*

**AFRIDA BUGIS**
**166311247**

**ENGLISH LANGUAGE EDUCATION**
**FACULTY OF TEACHER TRAINING AND EDUCATION**
**UNIVERSITAS ISLAM RIAU**
**PEKANBARU**
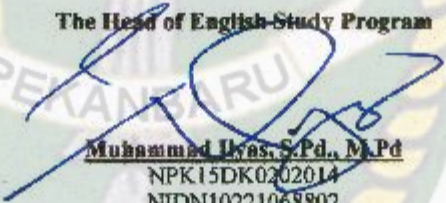**2020**

## THESIS APPROVAL

### TITLE

## AN ANALYSIS OF CODE SWITCHING USED BY THE ENGLISH TEACHERS AN ENGLISH TEACHING AND LEARNING PROCESS AT SMP PGRI PEKANBARU

Name                    :Afrida Bugis
Index Number            :166311247
Place&Date of Birth     : Sei Sembilang, April 4$^{th}$ 1998
Faculty                 :Teachers Training and Eduation Faculty
Study Program           :English Language Education

Advisor

**Prof.Dr.Seno H.Putra, M.Pd., Ph.D**
NIDN1025086701

The Head of English Study Program

**Muhammad Ilyas, S.Pd., M.Pd**
NPK15DK0202014
NIDN10221068802
Penata Muda/Lektor/He

This thesis submitted in partial fulfillment of requirements for the Degree of Sarjana Education in EnglishStudy Program Faculty of Teacher Training and Education at Universitas Islam Riau.

Pekanbaru,    September 2020

The Vice Dean of Academic

**Dra. Hj. Tity Hastuti., M.Pd**
NIP 195911091987032002
NIDN 1011109590411

i

# THESIS APPROVAL

## TITTLE

## AN ANALYSIS OF CODE SWITCHING USED BY THE ENGLISH TEACHERS AN ENGLISH TEACHING AND LEARNING PROCESS AT SMP PGRI PEKANBARU

Name : Afrida Bugis
Index Number : 166311247
Place&Date of Birth : Sei Sembilang 4 april 1998
Faculty : Teachers Training and Eduation Faculty
Study Program . English Language Education (S1)

## THE CANDIDATE HAS BEEN EXAMINED
## THURSDAY, 24 SEPTEMBER, 2020
## THE EXAMINER COMMITTEE

Advisor          Examiners

**Prof.Dr.Seno H.Putra, M.Pd., Ph.D**   **Dr. Rugaiyah, M.Pd**
NIDN 1025086701       NIDN 1002066804

               **Andi Idayani, M.Pd**
               NIDN 1026048501

This thesis has been approved to be one of requirements for the Award of Sarjana Degree in English Study Program Faculty of Teaching Training and Education Islamic University of Riau.

Pekanbaru, 8th September, 2020

The Vice Dean of Academic

**Dra. Hj. Tity Hastuti., M.Pd**
NIP 195311091987032002
NIDN 001109590411

iii

## LETTER OF NOTICE

The advisor here by notices that:

Name               :Afrida Bugis

Index Number      :166311247

Place&Date of Birth  : Sei Sembilang. April 4th 1998

Faculty            : Teachers Training and Eduation

Study Program     :English Language Education (S1)

Has completely written a thesis which entitle:

### AN ANALYSIS OF CODE SWITCHING USED BY THE ENGLISH TEACHERS AN ENGLISH TEACHING AND LEARNING PROCESS AT SMP PGRI PEKANBARU

It had been to be examined. This letter made to be used as it is needed.

Pekanbaru, 8th September 2020

Advisor

**Prof. Dr. Seno H. Putra. M.Pd., Ph.D**
NIDN 1025086701

iv
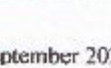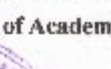
## THESIS GUIDANCE AGENDA

Thesis guidance has been done to:
Name              : Afrida Bugis
Students Number   : 166311247
Study Program     : English Language Education
Faculty           : Teacher Training and Education
Advisor           : Prof. Dr. Seno H. Putra., M.Pd., Ph.D
Tittle            : An Analysis of Code Switching Used by the English Teachers an English Teaching and Learning Process at SMP PGRI Pekanbaru

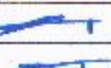| No | Date | Guidance Agenda | Signature |
|----|------|-----------------|-----------|
| 1. | 10/10/2019 | Revised Tittle | |
| 2. | 11/11/2019 | Revised Chapter I | |
| 3. | 26/11/2019 | Revised Chapter I, II,III And Conceputual Framework | |
| 4. | 12/12/2019 | Revised Chapter I, II,III And the Rules of Research | |
| 5. | 16/01/2020 | Revised Chapter I,II,III, and references | |
| 6. | 10/02/2020 | Join to Seminar | |
| 7. | 01/09/2020 | Revised Chapter IV and V | |
| 8. | 03/09/2020 | Revised Chapter IV & V | |
| 9. | 08/09/2020 | Approved to Join the Thesis Examination | |
| 10. | 24/09/2020 | Join the Thesis Examination | |

Pekanbaru, 8th September 2020
The Vice Dean of Academic

Dra. Hj. Tity Hastuti., M.Pd
NIP 195911091987032002
NIDN.001109590411

v

# DECLARATION

This under signed researcher

Name                  : Afrida Bugis

Student Number       : 166311247

Place&Date of Birth    : Sei Sembilang,April 4th 1998

Faculty                : Teachers Training and Eduation

Study Program        : English Language Education (S1)

Clarify that this thesis is totally my own work. I am completely responsible for the data and facts which contains in this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Pekanbaru, 8th September 2020

**The Researcher,**

**Afrida Bugis**
**NPM 16631124**

# ABSTRACT

*Afrida Bugis,(2020): An Analysis of Code Switching Used by the English Teachers an English Teaching and Learning Process at SMP PGRI*

*Keyword: Code Switching, English Teacher*

Code switching is the alternate use of two languages by the speaker in particular situation. The objectives of this research were to find out the types and reasons of code used by the English teachers an English teaching and learning process at SMP PGR Pekanbaru.

This research used descriptive qualitative research. The instrument collected the data was documentation of record and interview. This research was colleted by joining the class that the teacher taught in google classroom for twice in each teacher. Then, the researcher transcribes the record to be transcribed. In analyzed this research the researcher used Hoffmann and Poplack theories.

This study showed there are three types of code switching used by the English teachers are inter-sentential switching intra-sentential switching, and tag switching. Then, the reasons of code switching showed there are seven reasons of code switching used by the English teachers are repetition used for clarification, intention of clarifying the speech content for interlocutor, talking about a particular topic , being emphatic about something , interjection , expressing group identity . The dominant type is inter-sentential switching and the common reason is repetition used for clarification used by the English Teachers an English teaching and learning process at SMP PGRI Pekanbaru.

# ACKNOWLEDGEMENT

Alhamdulillahi rabbil'alamin,the reseacher expresses her highest gratitude toAllah SWT who has given blessing, grace, mercy and healthy to complete this thesis entittle "Analysis of Code Switching used by the English Teachers  an English Teaching and Learning Process at SMP PGRI".Then Shalawat is also sent to Prophet Muhammad SAW (Allahumashali'alasayyidina Muhammad wa'alaalisayyidina Muhammad) who had delivered the truth to human in general and Muslim in particular.

In arranging this thesis, a l ot of people have provided motivation, advice, support and even remark that had helped the researcher. In this valuable chance, the researcher aims to express her gratitude and appreciation to :

1. Drs.Hj. Ti Hastuti., M.Pd as Dean of Education and Teacher training Faculty and all staff of Islamic University of Riau

2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English Study Program, and All of lecturers who have given their knowledges and informations through learning process in the classes.

3. Prof.Dr.Seno H.Putra, M.Pd., Ph.D as my advisor. Deep gratitude for his patience, guidence, time, encouragement, support and helps to finish this thesis.

4. Special thanks for my beloved parents ; my father is Sofyan and  my mother is Zulfah for the endless love, pray, support and  inspiration  to keep learning

and thank for mybrothers and sisters, Guntur Gunawan, Saiful Bahri, Maimun Bugis, Dewita Bugis, Ervina Bugis, and Kamelia Bugis always support and giving advices in every situation.

5. All lecturers who have given their knowledge and information through learning process in the class.

May Allah Almighty, the lord of universe bless us.

Finally, I realize this thesis is far from perfect. Thus, I appreciate any critics and suggestions for this thesis. However, I hope this writing gives a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, 8$^{th}$ September 2020

**The Researcher,**

**Afrida Bugis**
**NPM.166311247**

iv

# TABLE OF CONTENTS

vi

# LIST OF TABLES

# LIST OF APPENDICES

ix

**CHAPTER I**

**INTRODUCTION**

**1.1    Background of the Research**

Language is a system for expression of meaning or method of human communicates consisting verbal and non verbal communication. The verbal communication that is the process of information is exchanged between two or more person through the words and usually in written and oral communication like face-to-face communication. And then, non verbal is the process of exchange the information without the spoken or written. That is usually using the gestures of body like eyes contact. The function of language itself is tools interaction and communication which use to get information, and to give information for people in the world.

The widespread of language always develop until now. The fundamental language development because the culture in every country, which that has made society more colorful with their community. To make every people in the world stay connected. The English language is needed in this situation. The English has been used by the people as a tool to communicate with another people in the world because the English is international language.  Mostly, the people used it in social context and also it in daily activity as tools to interact with foreigner. The study about that is called sociolinguistics.

According to Holmes (2013.p.1) sociolinguistics is a study the relation between language and society. It means that the language use in social context to

communicate with another people in interaction, and also language and society have relation cannot be separated. In communication as a human we must have good ability in understanding rule of language and culture in society to create a meaning of communication is conveyed. In sociolinguistics, there are three kinds mastery of language. They are followed; the first is monolingual, it is the people that use one language. The second, bilingual is the people mastery in two language. And the last, multilingual is the people can use more than two language.

As social creature, the phenomenon of language variation occurs in a community. That happens in bilingual society. Indonesia is one of example of many countries where the people speak more than one language in community. Indonesia have hundred of language, because Indonesia is one of country have many ethnic. Besides, there are also some foreign languages that have learned by the people in Indonesia, such as English, Mandarin, Germany, Dutch, and Japanese. But from that all foreign language, the people in the world as know as that English is very important, because the English is international language. Therefore, the English has been taught in every school as a basic skill for every child.

Strategy in teaching and learning process made the students easier to understand the material. The role of teachers in teaching language is guide the students understanding and interested about the material that teach. Every grade in education has different method in teaching material. When the English teacher used full English in teaching and learning process of English subject, the students got the problem. The phenomenon that occurs when I was did PPL in SMP PGRI

Pekanbaru, I have seen some students misunderstand the purposes of material if the English teacher used full English in teaching and learning process because not every students can use English well.

Based on explanation previously, there are some students misunderstand used full English, and they have got problem to save the points of the lesson. Therefore, the teachers have used two languages or switch the language in teaching and learning process to explain the material based on the purpose and situation, and to make the students understand the explanation of the material.

Therefore, Code switching is a popular phenomenon in Indonesia. Code swathing is use more than one language or dialect, and usually occurs in conversation. Code switching used by the speaker in social context, and in the school an English teaching and learning process. The teachers sometimes switch over words, phrases, clauses, or sentences of English and Indonesian in their utterances.

In Covid-19 Pandemic teaching and learning process through online by the teachers. This research analyzed types and reasons of code switching used by the English teacher. There are some types of code switching they are intra-sentential switching, inter-sentential switching, tag switching, and establishing continuity with the previous speaker. The researcher only used three types of code switching because covid-19 pandemic which the teacher thougt by online class that was not feedback from students. This reaseach was not explained about establishing continuity with the previous speaker type. Then, there are seven reasons of code switching theye are talking about a particular topic, quoting somebody else, being

3

emphatic bout something, interjection, repetation use for clarification, intention of clarifying the speech content for interlocutor, expressing group identity.

The teachers used English first and switch to Indonesia to explain the material. That has made students more than easy to understanding and also adjusted the situation. For example; (1) Open your book pages 10. Buka buku kamu halaman 10. (2) Do you understand about descriptive text now, saya mau kalian buat contoh teks descriptif.

Based on example 1, the teacher asks students to open book used two language, at first the teacher used English language by said "Open your book pages 10" and then switch into Indonesian langage "Buka buku kamu halaman 10". In these utterances, the teacher used inter-sentential switching type which that has occurs between sentences literally, and then repetation used for clarification reason that has the teacher made repetation from one language to another language used for clarification to made the students understand what the teacher said. Meanwhile, example 2, the teacher used intra-sentential switching type and talking about a particular topic as reason. Based on the utterance the teacher asked students about descriptive text used English by said "do you understand about descriptive text now"and then the teacher continue to Indonesia language "saya mau kalian buat contoh teks descriptif", the teacher has made students understand and she feel free when she calrified used Indonesian language.

Based on the explanation above, the writer interested to find the types and the reasons of code switching used by the English teachers in teaching and

learning process. So the researcher opinionated to conduct a research the entitled "AN ANALYSIS OF CODE SWITCHING USED BY THE ENGLISH TEACHERS AN ENGLISH TEACHING AND LEARNING PROCESS AT SMP PGRI PEKANBARU"

**1.2     Identification of the Research**

Based on the background, this research analyzed about types and reasons of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

**1.3     Focus of the Research**

This research focused on the types and reasons of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

**1.4     Research Question**

The problems of the research formulated as these following questions:

1.  What are the types of code switching that usually used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru?

2.  What are the reasons of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

## 1.5 Objective of the Research

The objective of this study is aimed:

1. To find of the types of code switching that usually used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

2. To find of the reasons of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

## 1.6 Significance of the Research

This study expected to give the valuable knowledge for futher studies, readers, teachers and writers about code switching and also expected to provide the information for the English teacher and bilingual speakers in communicating with other people. However, this research hopefully gives benefit in the field of sociolinguistics.

## 1.7 Assumption

Based on the consideration writer an assumptions, basically the teacher who teaches second language (foreign language) used code switching in particular situation to make the student more understand and the teacher use inter-sentential switching as clarification.

## 1.8 Definition of the Key Terms

### 1.8.1 Code Switching

Wardhaugh (2006.p.101) code switching particular code when the speaker chooses the language in process speaking and occur in conversation between speakers. In addition, Hoffmann (1991.p.110) code switching is that it involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation. Code switching use more than one language or dialect, and usually occurs in conversation. Code switching will occur when people speak with bilingual. That is due to the people must adapt in communication with another people. The use and choice of code switching depend on situation, formality, gender, status, etc. The situation is which one aspect in occurrence of code situation.

### 1.8.2 Teacher

Teacher is the main foundation of every learning process. A teacher have some roles, such us teacher must able to motivate, teach, educate, and can be a good person for everyone. In addition Harrison and Killion (2007) there are ten roles are a sampling of the many ways teachers can contribute to their schools' success. They are resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, catalyst for change, learner

7

### 1.8.3 Teaching and Learning Process

Teaching and learning process is a process in which a teacher becomes a provider of information (people who teach) and students become recipients of information (people who learn). According to Hudson and Buchberger et al (1999.p.57) teaching is represented by the link between the teacher and the knowledge. It means that become a teacher must have knowledge because it is a symbol for a teacher. Knowledge is the thought of teacher, with knowledge who have it can help them to guide, motivate, teach, educate, and aspirate the learner. In process of teaching the teacher must able to prepare the class to present the material to teach.

### 1.9 Grand Theory

Rifai and Presetyaningrum(2016) states that sociolinguistics has been defined as the study of language in its social context. Therefore , to studied of language in social context this research head for determined the categories of code switching, for types of code switching acording to Poplack (1980) in (Hoffmann,1991) there are some types of code switching, they are intra-sentential swiching, inter-sentential switching, tag switching. in addition stated by Hoffmann (2014) in ( Yusuf and Fata et al,2018) types of code switching are intra-sentential swiching, inter-sentential switching, tag switching and establishing continuity with the previous speaker. There are seven reasons of code switching stated by Hoffmann (1991.p.115-116) they are, talking about a particular topic, quoting somebody else, being emphatic about something,

8

interjection, repetition used for clarification, intention of clarying the speech content for interlocutor, and expressing group identity.

## 1.10    Methodology of Research

### 1.10.1  Research Design

This research use descriptive qualitative research. According to Himala, Seno Putra (2001) qualitative research is a research design that in analysis always explains and describes in detail the data obtained from samples, informants, and objects of research through sentences clauses a language. And this is usually to research analysis.

Meanwhile, Wholey, P.Hatry and Newcomer (2004.p.417) qualitative analysis means making sense of relevant data gathered from sources such as interviews, on-site observations, and documents and then responsibly presenting what the data reveal.  In addition, Dey (1993.p.15) state that, they are field notes, interview transcripts, documents, photographs, sketches, video or tape recordings, and so on.

Based on the some explanation above, the data analysis always describes through sentences and clauses that it get from the research objects. And qualitative data analysis is essentially about detection, and the tasks of defining, categorizing, theorizing, explaining, exploring and mapping are fundamental to the analyst is role, which is qualitative research is the appropriate research method dominantly used of study because the explanation of this study concerns the comprehensive elaboration of the nature of phoneme. It can be illustrated; the

qualitative research is about research to description from to get observation, interviews, which have the form of data. The data produced from some sources. They are photographs, interview transcript, sketches, video or tape recording and field note.

The writer use recording in this research and the purpose of this study are to find of the types of code switching and the reasons of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

### 1.10.2  Source of Data

The source of data took from the English teachers who teach at SMP PGRI Pekanbaru. The writer took the data when the English teacher teaches English used code switching. The research took transcription time will be for six meetings when the English teachers an English teaching and learning process on July to August in academy year 2020/2021. The researcher took two recordings for each teacher in first and second meeting.

Table 1.1English Teachers who teach at SMP PGRI Pekanbaru

| No | Name | Class |
|----|------|-------|
| 1 | ZU | VII |
| 2 | HG | VIII |
| 3 | SM | IX |

The researcher took record from the teachers who teach in the class VII is ZU, in the class VIII is HG, and in the class IX is SM, which are for first sample is ZU, second sample is SM and third sample is HG.

### 1.10.3 Instrument of the Research

According to Himala, Seno Putra (2001) instrument is a tool (thing) that is used by researcher to collect the data from sample, informant, or object of research. In addition Wilkinson and Birmingham (2003.p.3) research instruments are simply devices for obtaining information relevant to your research project. It means that, instrument is tools that used by researcher to collect the data and obtain the information relevant for research project, which are get from object research, sample, or informant. To collect and analyze the data for this research, the researcher used documentation of record and interview.

### 1.10.4 Data Collection Technique

Collecting the data is important for the research .The data collection is the ways of researcher in collecting the data from sample, informant, and object of study stated by Himala, Seno Putra (1997-2006), in (Himala, Seno Putra, 2001). The researcher take some steps to get the data in this reseach, they are following:

1. The first, the researcher asked permission to the teachers to join in online class (google classroom application)

2. The second, the researcher took record from google classroom when the English teacher in teaching and learning process.

11

3. The third, the researcher listened the recording in several times.

4. The fourth, the writer made transcript of recording into written text.

5. The fifth, the research identified code switching by reading the script

6. Then, the researcher classified the types and the reasons of code switching used Poplack and Hoffman theories.

7. Fin, the researcher interviewed the teachers in order to support the data. It is also to elicit information about the reasons toward code-switching and to get more detail information.

### 1.10.5 Data Analysis Technique

According to H.Seno Putra (2001) technique of data analysis is the data is purely get from research object, sample, or informant and then the data must be processed and analyzed by researcher based on the research method that using.

In the data analysis technique, the researcher use content analysis for type code switching. According to Gao (1989.p.6) content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material. In addition, Luo (2019) state that content analysis is a research method used to identify patterns in recorded communication.

Therefore, in this study researcher used content analysis in data analysis technique, that is researcher analyze the content of the recording. There are some stages in analyzing the data, those are:

1. First, theresearcher analyzed the types and reasons of code switching that used Hoffman and Poplack theories.

2. Then, the researcher made a table to be classified the types and reasons of code switching that appears on the recording.

3. Last, the researcher explained about the types and reasons of code switching which appear on recording.

This research have made the classification of data analysis, the researcher developed a coding system to each datum. Code like word, phrase or sentences used to identify and outline researcher sentence, paragraphs, or block of text.The researcher made table to classify the data. In the table of the data in the types of code switching, the researcher made into one table, in order made the data classification are easy to understand, as follow:

Table 1.2  Example table type of code switching data intra-sentential switching

| No | Number Of Data | Intra-Sentential Switching |
|----|------|--------------------------|
|    |      |                          |
|    |      |                          |
| Total | |                          |

Table 1.3  Example Table Type of Code Switchingdata the Inter Sentential Switching

| No | Number Of Data | Inter-Sentential Switching |
|----|------|--------------------------|
|    |      |                          |
|    |      |                          |
| Total | |                          |

Table 1.4  Example of Table Type of Code Switchingdata the Tag Switching

| No | Number Of Data | Tag Switching |
|----|----------------|---------------|
|    |                |               |
|    |                |               |
|    | Total          |               |

Table 1.5 Example table reasons of code Switching

| No | Number Of Data | Utterances | Reasons of Code Switching | | | | | | |
|----|----------------|------------|---|---|---|---|---|---|---|
|    |                |            | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|    |                |            |   |   |   |   |   |   |   |
|    |                |            |   |   |   |   |   |   |   |
|    | Total          |            |   |   |   |   |   |   |   |

Notes:

1.      TPT=Talking about a particular topic
2.      QS= Quoting somebody else
3.      BES= Being emphatic about something (express solidarity)
4.      I= Interjection (inserting sentence fillers or sentence connectors)
5.      RC= Repetition used for clarification
6.      IC= Intention of clarifying the speech content for interlocutor
7.      EGI =Expressing group identity

The Table 2.1 ,2.2 and 2.3 showed the example of table data the types of code switching and the table 2.4 showed the example of table data reasons of code switching that used by the researcher to analyze the types and reasons of code switching used by the English teachers in teaching and learning process at SMP PGRI Pekanbaru.There are 3 types of code switching  presented in the tables they are, intra sentential switching, inter sentential switching and tag switching. And there are seven reasons of code switchingthey are, talking about a particular topic,

14

quoting somebody else,   being emphatic about something (express solidarity, interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, Expressing group identity. The researcher put a tick (√) on every appropriate reasons of code switching that showed and bold the part of word, phrase, or sentences that requirement in types and reasons of code switching.

The researcher presented the distrubution of the data both types of code switching and reasons of code switching in the form of table. The example of table presented below.

Table 1.6  The Example of Table Distribution Types of Code Switching Data

| No | Types of code switching | Number |
|----|-------------------------|--------|
| 1 | Intra Sentential Switching | |
| 2 | Inter Sentential Switching | |
| 3 | Tag Switching | |
| | **TOTAL** | |

Table 1.7  The Example of Table Distribution Reasons of Code Switching Data

| No | Reasons of code switching | Number |
|----|---------------------------|--------|
| 1 | Talking about a Particular Topic | |
| 2 | Quoting Somebody Else | |
| 3 | Being Emphatic about Something | |
| 4 | Interjection (inserting sentence fillers or sentence connectors) | |
| 5 | Repetition used to Clarification | |
| 6 | Intention of Clarifying the Speech Content for interlocutor | |
| 7 | Expressing Group Identity | |
| | **TOTAL** | |

15

## CHAPTER II

## REVIEW OF RELATED LITERATURE

### 2.1 Sociolinguistics

Sociolinguistics is the branch of linguistics. Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structure in which the users of language live stated by Spolsky (1998.p.3). In addition stated by Holmes (2013.p.1) sociolinguistics is study the relation between language and society. It means that sociolinguistics is the study of how to relate language and society, and also language and society cannot be separated. Sociolinguistics focus on how the language is used. Like how the use of language in society in way communicate. Language is used as a tool to convey information with clear meanings, the meaning of language will be conveyed if the language user can adjust the conditions or situations of live in the social context. Basically, the human in the world is social creature who mutual need.

As social creatures, language is an important tool in communicate. According to Wardhaugh (2006.p.1) language is what the members of a particular society speak. Based on the statement the language has contribution for the people in interacted, when they have a topic and the purpose for discuss. That will make interaction in social community. In addition Saddhono and Rohmadi (2014) Language has become entrenched in human life particularly for its dominant

16

function in communication. It means that language have the importance rule in communication especially in life.

There are four relationships between language and society. The fist, social structure may either influence or determine linguistic structure and/or behavior. The second, linguistic structure and/or behavior may either influence or determine social structure. Next is language and society may influence each other. And the last is there is no relationship at all between linguistic structure and social structure and that each is independent of the other stated by Wardhaugh (2006.p.10).

Rifai and Prasetyaningrum (2016) states that sociolinguistics has been defined as the study of language in its social context. The study of language in social context is means that concerned with language as a social and cultural phenomenon. Every people speak based on which the speaking take a place, and basically the people speak with select the language when they speak which suitable with the situation in topic they talking, how close their relationship with the hearers, and who they are speaking to. From this factor, so the people may use different varieties or way in conveying the information or massage.

Language varies is the way the speaker to say something, which that more than one way to say the same thing, and also language have the purposes in transmitting information or thought from one person to another. In socio context language used to convey the information. And the ability of speakers has big contribution for language use. Like the explanation previously, a person wants

express about something with meaning is same, but the way to give explanation can be different language, such use language varieties based on the situation.

There are many definitions that explain above. It can be concluded that sociolinguistics is the study how people interact with society by using language as a tool in communication. People and language cannot be separated, because they are one unity. People need language to share, express their ideas, feeling and through the purposes or when they interact one and another.

## 2.2    Bilingualism

According to Saddhono and Rohmadi (2014) states that is individuals in language contacts is called bilingual, and the use of two languages interchangeably by a speaker is called bilingualism. Similarly, Weinreich (1968), in (Hoffmann, 1991.p.15) the practice of alternately using two languages will be called bilingualism and the person involved, bilingual. It means that Bilingualism is the use of two languages by speakers or speech community. If someone is fluent in two languages, so the person is a bilingual.

In addition, Metzger (2000.p.49) two bilinguals were communicating with each other in the same situation using two languages. It means that each person who has some abilities use two language is called bilingual, and that occur in speaking second language. Basically, the second language is not their mother tongue language. In addition bilingual can speak two or more language very well which that the speakers uses at least two language to speak.

18

Stated by Kecskes and Albertazzi (2007.p.13) bilinguals have two independent language subsystems, but both of them have access to the same underlying conceptual base, which is each language has the role as to transmit the information, but have different way to convey the same topic. Like bilingual people sometimes use their own idioms for communicate in community and common language for their interaction and communication with outsiders.

In addition the society in the world use language to communicate with another use different way, but the meaning it is same. Which is that their using more than one language. According to Ino and Dinar et al (2017) Indonesian society is a bilingual or bilingual society, which is a society that uses two languages in communicating. Based on the statement, in general the society in Indonesia is bilingual in communicate, which is their can used two language when interact. But also there are some people cannot use two language is called monolingual.

Based on the explanation previously, it can sum up that bilingualism is use more than one language in speaking with another. If someone can use two languages are called bilingual. As society in the world using language to communicate, the people in the world as well as be bilingual, which is able to use two languages.

### 2.2.1 Purpose of Bilingualism

According to Coulmas (1998.p.277) Bilingualism and multilingualism are important for both language majorities and minorities for cognitive, social, and psychological reasons. It means that bilingualism is important for people in the world for some the reasons. The first, in education, the students who are bilingual have been shown to have increased the cognitive ability. The second, in social context sometimes there are some people meet in community who came from differences origin, this thing can give advantages for bilingual that can using more than one language, and it can strengthen relationships when communicate because the purpose in the language can be conveyed properly in interact social. In context cognitive and social, bilingualism can increase the knowledge of each other and bring about greater understanding among groups. The last, in context psychological it is important especially to language minorities who lack self-esteem, which is make their more than confidence.

Based on the explanation of advantages above, bilingualism is language in community in which two languages in social contact with the result that two codes used in same purpose or interaction and that number of individual are bilinguals. Bilinguals able to choose which language they are going to use in large and complex speech community. In the other hand, in Indonesia many people ready to use in communication, especially for English teacher. In subject English in teaching and learning the teacher uses code switching.

### 2.2.2 Type of Bilingualism

There are some type of bilingualism stated by Basi and Thomas et al (2014) they are the compound and coordinate bilingualism.

1. Compound Bilingualism

Compound bilingualism have characteristics one unit of meaning with two unit of sound image that is one for each language, which is this type bilingual speaker draws upon one merged set of meanings from two languages, but has the capability of expressing with the sound image from both language.

2. Coordinate Bilingualism

Coordinate bilingualism have characteristics are separate sign. They are sound, image, and meaning unit for each language. This type of bilingual speaker has two sets of meaning unit and two sets of corresponding sound, image or word for each language.

### 2.3 Code Switching

Talking about bilinguals usually followed is code. According to Rauf (2018) every language is a code. It means that code is language in communication. Code is the language that can be varied in the form such as a word, phrases or sentences. The codes are used to indicate the changing of language in context. Each people usually choose different code in different situation. That because it makes them easier to discuss a particular topic, regardless where they are speaking. The function of code is a form of the

21

language variation that is used by a society to make communication with other people. The people in the world basically use code switching in conversation.

Code switching is the alternate use of two or more languages within the same utterance stated by Bhatia and Ritchie (2006.p.183). Similarly states that Hoffmann (1991.p.110) code switching is that it involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation. It means that statement is a person can use more than one language in utterance of conversation with the same meaning, and use the language in particularly situation.

The mixing of words, phrases or sentences from the different grammatical systems or languages for the same utterance or the same speech event is known as code switching stated by Rauf (2018). Meanwhile Ahmad and Barner-Rasmussen (2019) Code switching is seen as skillful linguistic behavior that draws on proficiency in multiple languages and helps to promote efficient communication. Based on the statement, code switching is the language ability who haven by person in speaking by mixing words, phrases, or sentences in different languages but with the same utterance, which is the language skills can help to promote efficient communication.

In addition Wardhaugh (2006.p.101) code switching particular code when the speaker chooses the language in process speaking and occur in conversation between speakers. It means that code who used by speaker to communicate with another people in conversation, and the speaker chooses the language in particular

22

situation who want to use in process speaking. Code switching is part of bilingual, which that can change languages.

According to Sumarsih et al (2014) code switching is the use of multiple languages in the words, phrases and sentences even in a paragraph. So the speaker can use more than one language to interaction with another people, which is use code switching in the words, phrases, and sentences, even in paragraph. The speaker use of multiple languages is multilingualism. It that is the people can use more than one language. If people use code switching that is they use more than one language.

The use of two language varieties in the same conversation is code switching stated by Myers-Scotton (2006.p.239). Moreover, Trudgill (2000.p.201) states that code-switching is switching from one language variety to another when the situation demands. Based on the statement, in code switching, there is no rule in switching language. When two speakers used code switching, both of them appeared to switch languages in the conversation and they switched languages as they want to do in particular situation. So, Code switching is the alternative of choosing language that is suitable with the situation.  If the speakers in conversation, they use code switching to speak with other which use variety of language when the situation demand.

Based on the all of statement above, code switching is language variety used by speaker in conversation or the speaker can use two languages in communication. In code switching the speaker chooses language in particular situation. Code switching will occur when people speak with bilingual. The

speaker use code switching to make the communication conveyed because there are some people use more one languages.

### 2.3.1 Type of Code Switching

There are four types of code switching stated by Hoffmann (2014), in (Yusuf and Fata et al, 2018), they are inter-sentential switching, intra-sentential switching, tag switching, and establishing continuity with the previous speaker. In addition types of code switching stated by Poplack (1980) in Hoffmann (1991). They are;

1. Intra sentential switching

2. Inter sentential switching

3. Tag switching

1. Intra sentential code switching

The first type is intra sentential switching. In this type the speakers switch from one language to another within the same sentences. A usually intra sentential switching is switching within a clause in the middle of sentences. According to Poplack (1980), in (Romaine,1995.p.123) switching of different type occurs within the clause or sentences boundary. In addition, Myers-Scotton (2006.p.239) states that includes two clauses, each showing intra-clause switching. Similarly, Koban (2013) intra-switching is switching from one language variety to another at the clause, phrase, or word level within a single utterance. For example: (3)I started going like this. *Y leugo decia* (and then he said), look at the smoke coming out of my fingers (Hoffman,1991:111). (4) *va chercher Marc* (go and fetch Marc)

and bribe him *avec chocolat chaud* (with a hot chocolat) with cream in top (Hoffman,1991:111). (5) *Jangan terpengaruh iklan yang* maybe yes maybe no (Don't be influenced by advertisement which is maybe yes maybe no). (Wijaya, 2016)

Based on the example above, there are two bilingual do intra sentential switching that occur within a sentence or clause and also includes code changing or complete shifts to another language.

2.      Inter sentential switching

The second is inter-sentential switching. According to Koban (2013) inter-sentential switching is characterized a switch from one language variety to another outside the sentence or the clause level.  While switch occurs between sentences is inter-sentential switching stated by Hoffmann (1991:112). It usually most often used by bilingual speakers, which is the language switch is done at sentence boundaries words or phrases at the beginning or end of a sentence and then code switching occurs between sentences. For example: (6) *T: How about your dictionary?* Siapa yang tidak bawa? (Nur and Fitriyani, 2016). (7) T**:** *We are fine.* kalian semua baik baik saja. Alhamdulillah. (Hanna and Mahyuni. 2019). (8) Tenia zapatos blancos, un poco. *They were off- white, you know*? (Hoffman, 1991.p.112)

In example above, in number 6 and the speaker speaks in English and switches the code using Indonesia in the end of conversation. And in number 8 the people speak in Spanish and then switch the code using English clause in the end of conversation.

3.    Tag switching

The third is tag-switching. Stated by Poplack (1980), in (Koban, 2013) found that only the most balanced bilinguals used intra-sentential CS whereas less proficient bilinguals favored single-word and tag switches. It means that is the switching of a tag phrase or single word to different language, which is happens when a bilingual insertion of tag from different language of speaker utterances such as "you know", and "I mean". Commonly it used in informal language. Tag switching call as emblematic switching, the item like tags or exclamations stated by Poplack (1980), in Hoffman (1991.p.113). The function is to express emotions or sudden feeling. For example: (9) 'Oh! *Ay*! It was embarrassing! It was very nice, through, but I was embarrassed!' (Hoffman,1991). (10) T: Siapa yang tidak membawa kamus? *So*, kalau minggu depan tidak membawa kamus, jangan masuk kelas ibu!(Nur and Fitriyani, 2016). (11) For today we will continue our lesson again, *ya*!. (Musmuliadi, et al,2018).

Based on the example above, the speaker speaks use more than one languages which that use exclamations and tag. In number 9 and 11 the people use exclamation and in number 10 the speaker use tag switch.

**2.3.2   The Reason of using Code Switching**

There are seven the reasons why people use code switching suggested by Hoffman (1991.p.115-116) as following;

1. Talking about a particular topic

   People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express their emotions, excitements, or even anger in a language that is not their everyday language.

2. Quoting somebody else

   In the in world, people sometimes like to quote a famous expression or the said from some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks. For example the people in Indonesia often said"sesuatu", this quoting of Sahrini a singer.

3. Being emphatic about something (express solidarity)

   When speakers talking about something, but it does not have skill to use the language, so they can be emphatic about something. This occurs because the people often do mistake when they use second language. So that they are more comfortable to use fist language or mother tongue.

4. Interjection (inserting sentence fillers or sentence connectors)

   This occurs when the bilingual people code switching the language in conversation they use interjection or sentences connection. It may happen unintentionally or intentionally.

5. Repetition used for clarification

When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance the utterance is said repeatedly. Frequently, an utterance in one code is repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize an utterance.

6. Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual, there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

7. Expressing group identity

Code switching and code mixing can also be used to express group identity. In other words, the way of communication of one community is different from the people who are out of the community.

## 2.4 Teacher

Being a teacher is not easy, because teachers have an important role in the world of education, where the teacher is the main foundation of every learning process. Another role of a teacher is to be able to motivate, teach, educate, and can be a good example for everyone. According to Harrison and Killion (2007) there are ten roles are a sampling of the many ways teachers can contribute to their schools' success. They are resource provider, instructional specialist,

28

curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, catalyst for change, learner

Based on the explanation above, basically each teacher must able to motivate, teach, educate, guide and must be the facilitator for students. In Indonesia, the teacher is someone who teaches science to their students, as an aspirator who inspires his students to have a goal in the future, as a guide who directs his students to stay on the right track according to educational goals, as educators who educate their students to have behavior that is in accordance with the norms prevailing in society, as a motivator who provides motivation and encouragement to students in learning.

## 2.5    Teaching and Learning Process

Teaching and learning process is a process in which a teacher becomes a provider of information (people who teach) and students become recipients of information (people who learn). During the teaching and learning process interactions occur that result in the exchange of opinions. According to Hudson and Buchberger et al (1999.p.57) teaching is represented by the link between the teacher and the knowledge. It means that become a teacher must have knowledge because it is a symbol for a teacher.  Knowledge is the thought of teacher, with knowledge who have it can help them to guide, motivate, teach, educate, and aspirate the learner.

As a teacher strategy in teaching and learning process has to make the students easier to understand the material. The role of teacher in teaching

language is to guide the students understanding and interested about the material that teach.  Every grade in education has different method in teaching material. So what the way can make the student understand so that must do. In English subject the teacher must adapt the language in teaching and learning process. When use full English language in teaching English subject, the students get the problem. So to minimize the problem the teacher can use two languages or switch the language in teaching and learning process to explain the material based on the purpose and situation.

**2.6    Relevant Study**

To expand this research there are some study related for code switching who conducted by other researchers. The firs entitle "*Code Switching Analysis Used by English Teacher of the Eleventh Grade Students of MAN Sukoharjo in the academic year of 2016/2017*" (Ike Dyah Sintianingtyas.2017). This study to find types of code switching used by English teacher of the eleventh grade students of MAN Sukoharjo in the Academic year of 2016/2017, and  to find what are the functions of code switching used by English teacher of the eleventh grade students of MAN Sukoharjo in the Academic year of 2016/2017. The result, the teacher often use type of code switching is inter sentential switching, and the second is intra sentential code switching. The function use code switching by teacher that often appears is reiteration.

The second thesis is entitle "*An Analysis of Code Switching Use by Boy William on Breakout Net Channel*" (Muhammad Aryo Umbara.2016) studied on

type and reason of code switching that used by Boy William on Breakout Net Channel. This research use descriptive qualitative research and the data take from video on Net Channel within duration 30 minutes. The results, Boy William often use types of code switching are inter sentential switching, and the function use it is clarification.

In this research, the researcher analyzed code switching. The researcher focused on types and reasons cof code switching used by the English teachers an English teaching and learning process. This research use descriptive qualitative research. The result of this research, the teacher common use inter-sentential switching type and repetation for clarification reasons of code switching.

# CHAPTER III

# RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of an analysis of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru. The writer analyzed the types and reasons of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru. In the findings part the researcher present the result of the data analysis that used Hoffmann and Poplack theories. Discussion section the writer provides the deep and detailed description of the data findings.

## 3.1    Research Findings

There are some steps to explain the findings of code switching that used the English teachers an English teaching and learning process. Firstly, the researcher presents the type of code switching. There are three types of code switching used by the English teachers; they are intra-sentential switching, inter-sentential switching and tag switching. Secondly, the writer presents the reasons of code switching. There are seven reasons of code switching, they are talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used to clarification, intention of clarifying the speech content for interlocutor and expressing group identity.

32

The data documentation was conducted six meetings of three teachers, each teacher have two meeting. From the recording which has been transcribed by the writer, there are 113 data of teachers' utterances. The utterances of three teachers as followed; ZU have 31 utterance of two meeting, SM have 36 utterance of two meeting and HG have 46 utterance of two meeting. For details list of those utterances which contained of code switching can be seen in the appendix of data analysis of code switching. The following explanations are some analysis made by researcher related the types and reasons of code switching.

### 3.1.1 Types of Code Switching

The researcher analyzed the types of code switching found in English teachers utterances. The writer used Hoffmann and Poplack theories; they are intra-sentential switching, inter-sentential switching and tag switching. Firstly, Intra-sentential switching is switch from one language to another within single utterance or same sentences and also occurs in middle sentences, can be clause, phrase, or word level. Secondly, inter sentential switching is switch from one language variety to another outside the clause or the sentence, and also occurs between sentences, It happened to clarify or even to translate the utterance . At least, tag switching involves the insertion of a tag or single word in one language into an utterance.

**Table 3.1  Table Distribution Types of Code Switching Data**

| No | Types of code switching | Number |
|----|--------------------------|--------|
| 1 | Intra-Sentential Switching | 35 |
| 2 | Inter-Sentential Switching | 71 |
| 3 | Tag Switching | 7 |
| | **TOTAL** | 113 |

The table above showed the types of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru. At first, there are 35 data of intra-sentential switching from three teachers is ZU, SM, and HG. And second one there are 71 data of inter-sentential switching from three teachers is ZU, SM, and HG. The last there are 7 data of tag switching from three teachers is ZU, SM, and HG. From this data shows, inter-sentential switching is the type have highest used by teachers, Intra-sentential is in the second position and the least position is Tag switching.

1. **Intra-sentential Switching**

The table contribution type of code switching showed the data of intra-sentential switching are 35 data from 113 data, the data from three teachers they are ZU, SM, and HG. The following data of intra-sentential switching:

1) **Data 4**

*(4)The goals of learning, goals is **tujuan**, there are three the goals of learning for this material.*

The utterance of the teacher (ZU), the teacher explains about the goals of learning. The teacher used intra-sentential switching that occurs in the same sentence. At the beginning the teacher used English "The goals of learning, goals are" followed with Indonesian language "***tujuan***" in the middle sentences. If the teacher does not explain what the meaning of goals in Indonesian language the students will be difficult to understand what the teacher said.

2) **Data 5**

*(5) **Number one,** maksudnya adalah mampu mengenal fungsi sosial, unsur kebahasaan dan juga generik **structure** dari **greeting expression**. Lalu yang nomor 2 mampu meneyebutkan apa-apa saja ungkapan dari menyapa. Dan terakhir siswa mampu untuk mengucapkan dan juga merespon ungkapan menyapa dalam kehidupan sehari-hari.*

From the datum above, the utterance of the teacher (ZU), the teacher explains about the goals of learning. The teacher used intra-sentenial switching that occurs in the middle like a words and phrase "***Number one***", "***structure***", and "*greeting expression*". At first language the teacher used English and then followed Indonesian language, and the middle sentence the teacher used English for several times and then switches to Indonesian language again. The teacher used the words "***Number one***", "***structure***", and "*greeting expression*"because they was easily to understand by the students

35

3) **Data 8**

*(8) Pertanyaannya nanti ada di **slide** berikutnya. Selanjutnya apa? Siswa menulis jawabannya dibuku latihan lalu siswa membaca contoh percakapan dan kamu harus mencari atau menemukan mana dia ungkapan **greeting** didalam percakapan tersebut, dan terakhir kamu diminta untuk membuat ringkasan dari materi **greetings** di buku catatan.*

The utterance of teacher (ZU) above, the teacher used intra-sentential switching that occurs in several times in the middle sentences in form words. For beginning the teacher used Indonesian language and switch English for several time in the middle sentences and then at the ending utterance her used Indonesian language again. The teacher explains the activities that discuss in greeting material. The teacher used the words "***slide***"and"***greeting***"because the students have been know what the means of the words.

4) **Data 11**

*(11) Setelah itu kamu **practice** kan kamu praktekkan bisa dengan orang tua mu, kakak, abang atau adikmu, setelah itu kamu rekam pake **handphone** mu dan kamu kirim ke **google classroom** kita. Jadi tugas ini direkam ya. Jadi ketika kamu memperaktekkan dengan pasanganmu silahkan langsung direkam menggunakan **handphone** mu.*

From the utterance of the teacher (ZU), she gives homework for students. The teacher asked the student to record conversation about greeting and then record used handphone and send on google classroom. The teacher used intra sentential switching because this is occurs within sentences. The teacher used Indonesian language at the first and switched to the English in several time at the middle sentence, and back to Indonesian language at the end sentence. The teacher used

36

the words**" practice"**, "**handphone"** and "**google classroom"** because

the words familiarly for students.

5) **Data 15**

*(15) **Leave taking** adalah ungkapan berpamitan.*

The datum above of teacher (ZU), she used intra-sentential switching, that it can be seen from utterance. Iintra-sentential switching that occurs in several times in the middle sentences in form phrase "**Leave taking"**. At beginning the teacher used English "**Leave taking"** and then switches into Indonesian language "*adalah ungkapan berpamitan."*. The teacher explains about leave taking into indosenesian language that switch occurs within sentence.

6) **Data 30**

*(30) Nah didalam **conversation** yang di **slide** ada Rose dan Anne, saya mau kalian memperaktekkan **conversation** tersebut dengan teman sebangku mu.*

*From the teacher (ZU) utterance, she asks the students was did*

*practice like an example conversation on the slide, and then the*

*teacher asks the students did in pairs. The teacher used intra-*

*sentential switching in the utterance that occurs in several times in the*

*middle sentences in form words, the first she used Indonesian*

*language "Nah didalam" and then switch into English "conversation"*

*"slide" in several times within the same sentences. The teacher used*

*the words because she believes that students knows what the meaning*

*of the words **"conversation" "slide"** without explanation.*

7) **Data 37**

*(37) Setalah melihat tayangan **slide** ini, mohon disalin di buku catatan.*

This utterance of second teacher, she is SM. The teacher used intra-sentential switching that happen within sentence and occurs at the middle sentence. The teacher used that because she believes the students know what the meaning of word "***slide***". This type same with the data number 30 of teacher (ZU).

8) **Data 43 and 46**

*(43)Topik selanjutnya adalah tentang **wishwish in** bahasa adalah keinginan.*
*(46)Dan topik selanjutnya tentang **congratulations congratulations** adalah ucapan selamat.*

From two datum above the teacher (SM) explains about the topic of material. On datum 43 the teacher explains about wish and the datum 46 she explains about congratulations. The teacher explain both of the topic used intra-sentential switching that are occur in the middle sentence and within the same sentence. At the beginning the datum 43 the teacher used Indonesian language "*Topik selanjutnya adalah tentang*" and switched to English "***wishwish in***" end at the end the teacher back to Indonesian language "*bahasa adalah keinginan*". For the datum 46 the teacher do same case which is she used Indonesian language "*Dan topik selanjutnya tentang*" at the first and switched to English "***wishwish in***" and at least she used Indonesian language "*adalah ucapan selamat*".

38

9) **Data 50**

*(50) Untuk tugasnya ma'am mau setiap siswa membuat percakapan yang berisi tentang* **hope wish congratulations expression.**

From the data the teacher (SM) asks the students to make conversation, the conversation contains the material about hope, wish, and congratulations expression. At the beginning the teacher used Indonesian language "*Untuk tugasnya ma'am mau setiap siswa membuat percakapan yang berisi tentang* " and then switch into English "***hope wish congratulations expression***". So in this utterance the teacher used intra-sentential switching that occurs within same sentence.

10) **Data 53**

*(53)* ***Last meeting*** *kita sudah belajar tentang* ***hope wish and congratulation.***

In data 53 the teacher (SM) remembered the last material that is hope, wish, and congratulations. Based on the teacher utterance, she used intra-sentential that occurs within the same sentence. The teacher used English "***Last meeting***" at the first and switch into Indonesian language "*kita sudah belajar tentang*" and back to English again "***hope wish and congratulation***" *within same sentence.* The teacher does it to make the students keep in mind the last material.

**11) Data 57 and 58**

*(57)Agreement adalah setuju, **and then disagreement** adalah tidak setuju.*
*(58) **Expression of agreement** adalah ungkapan yang digunakan saat kita setuju terhadap sebuah ide,pendapat atau rencana yang disampaikan oleh orang lain. Sedangkan **expression of disagreement** adalah ungkapan yang digunakan saat kita tidak setuju terhadap sebuah ide,pendapat atau rencana yang disampaikan oleh orang lain.*

In data 57 the teacher (SM) explains the translation about agreement and disagreement into Indonesian language. At the beginning the teacher used English "***Agreement***" and switched to Indonesian language "*adalah setuju,*" and in the middle she used English "***and then disagreement***" back and then back to Indonesian language" *adalah tidak setuju*" at the last utterance.

After that the teacher explains the meaning of expression of agreement and expression of disagreement in data 58 which she used English and Indonesian language in several time that sometimes she use in the middle utterance. From the utterances the teacher used intra-sentential switching which is she used English and Indonesian language within one sentence.

**12) Data 66**

*(66) Kalau sudah **Finish** langsung kumpulkan ke ma'am ya.*

In this datum the teacher (SM) asks the students that finish do exercise to submit it quickly. From the utterance the teacher used Indonesian language "*Kalau sudah*" at the beginning and in the middle sentences her use English "***Finish***" for the last she use Indonesian

language again "*ya*". In this case the teacher used intra-sentential switching which is Indonesian language and English occurs in the same sentence.

13) **Data 67 and 68**

*(67)**At least** untuk **homework**, kalian cari ungkapan setuju dan tidak setuju, dan tulis dibuku catatan.*
*(68)Untuk tugas itu di **submits before next meeting** ya, semangkin cepat mengumpulkan semakin bagus.*

In data 67 the teacher (SM) gives homework for all of students. The teacher asks the students to find out agreement expression and disagreement expression after that write on the note book. The teacher switch English "*At least*" into Indonesian language "*untuk*" and English "*homework,*" again and then back to Indonesian language "*kalian cari ungkapan setuju dan tidak setuju, dan tulis dibuku catatan.*" within the same sentence. In data 68 the teacher (SM) demands the students to submit the homework before next meeting. The teacher switch Indonesian language "*Untuk tugas itu*" into English "*submits before next meeting*" and back to Indonesian language "*ya, semangkin cepat mengumpulkan semakin bagus*", The switches occurs within same sentences. Similarities both of the data, the teacher used intra-sentential switching from one language to another within single utterance or same sentences.

**14) Data 71 and 72**

*(71)Materi kita hari ini adalah **expression of attention.***
*(72) Ada yang tau apa itu **attention? Attention** adalah perhatian.*
From the data 71 above the teacher (HG) explains to the students

The teacher used Indonesian language and English occur in the single utterance. From the datum, it can be seen that the teacher used intra-sentential switching because that involved within a sentence and occurs in the middle sentence.

**15) Data 73, 74, 75, 76 and 77**

*(73)Materi kali ini kita akan membahas tentang **asking attention showing attention and then kinds of attention expression.***
*(74)Apa itu **asking attention** Apa itu **showing attention.***

*(75)**Asking attention** adalah meminta Perhatian sedangkan **showing attention** adalah menunjukkan perhatian.*

*(76) **Kinds of attention expression** adalah Jenis ungkapan perhatian.*

*(77) Lihat di **slide** perbedaan **asking attention** dan **showing attention**.*

From data 73, 74,75,76, and 77 above the teacher (HG) explains on the subject of attention. In data 73 the teacher explains what will study they are asking attention, showing attention and kinds of attention expression. In this case the teacher used Indonesian at first "*Materi kali ini kita akan membahas tentang*" and English "***asking attention showing attention and then kinds of attention expression***". In data 74 the teacher gives questions about asking attention and showing attention. In this case she used Indonesian language "*Apa itu*" and switch to English "***asking attention***" and then switch back to Indonesian language "*Apa itu*" for the last he used English "***showing attention***" again. In the data 75 and 76 the teacher explains the

42

translations of asking attention, showing attention and kind of attention expression into Indonesian language, like this in the data 75, at the beginning the teacher used English "*Asking attention*" then switch into Indonesian language "*adalah meminta Perhatian*" as translation of asking attention, and then he continue into Indonesian "*sedangkan*" and back to English "*showing attention*" and the end he used Indonesian language "*menunjukkan perhatian*" as translation of showing attention. The data 76 at the first the teacher used English "*Kinds of attention expression*" and then switches into Indonesian language "*adalah Jenis ungkapan perhatian*" as translation of kind expression of attention. In data 77 the teacher asks the students to see the PowerPoint slide, on the slide there are differences of asking attention and showing attention, in this utterance the teacher switch Indonesian language into English in several time.

From the utterances above, the teacher used the words "asking attention, showing attention, kind of attention expression" is the main topic that will he explain, so that students get accustomed to these words. And the teacher used word "slide" that because he believes the student knows the meaning of word. From the data, it can be seen that the teacher used intra-sentential switching, because the teacher switching from one language to another within single utterance or same sentences, and then sometimes occurs in the middle sentence.

**16) Data 88 and 89**

*(88) On dialogue excuse me it is asking attention   di dalam dialog* **excuse me** *merupakan ungkapan meminta perhatian?*
*(89)* **Yeah!** *Adalah* **showing attention.**

In data 88 the teacher (HG) explains the function of "**excuse me**" in dialogue. In this case the teacher used English" *On dialogue excuse me it is asking attention" a*t the beginning and in the middle he used Indonesian language "*di dalam dialog*"and then switch English again " **excuse me**" and the end back to Indonesian language "*merupakan ungkapan meminta perhatian*". In data 89 the teacher explains the function of "**Yeah**". In this case the teacher used English "**Yeah!**" at first and switch into Indonesian language "*Adalah*" in the middle sentence, and the end used English "**showing attention**" again. Based on the utterances, the teacher used intra-sentential switching within same sentences in form clause.

**17) Data 94, 95, 96, 97, 98,  and 99**

*(94)* **Showing appreciation** *adalah ungkapan yang digunakan untuk memberi penghargaan atau pujian atau komentar terhadap seseorang mengenai penampilan, prestasi atau sebagainya.*

*(95) Kata yang sering digunakan jika kita ingin menunjukkan* **appreciation.** **First** *kita bisa mengatakan* **well done!**

*(96)* **Well done** *maksudnya kerja yang bagus.*

*(97) Second that greet!* **Bagus!**

*(98)* **Contoh lainya** *how beautiful you are, what nice shirt, nice work, you are great, I appreciate your effort, how clever you are, I like you.*

*(99) And* **untuk** *meresponnya you can say thank you, that is very kind of you, yeah thanks, it's nothing, I'm glad you like it, thanks it's nice of you to say so, do you really think so, many thanks.*

44

From the some data above, the teacher (HG) explains the new material about appreciation. In data 94 the teacher explains the definition of showing appreciation in Indonesian language. In this case he used English "*Showing appreciation*" at first and switch into Indonesian language "*adalah ungkapan yang digunakan untuk memberi penghargaan atau pujian atau komentar terhadap seseorang mengenai penampilan, prestasi atau sebagainya.*"in within one sentence. And then in data 95, 96 .97 and 98 the teacher continue the explanation with added the example of showing attention. In these cases the teacher switches Indonesian language to English for several times. In data 99 the teacher switches English to Indonesian language "*untuk*" in the middle utterance. From the utterances, it can be seen that the teacher used intra-sentential switching which is occurs within the same sentences in form word, phrase and clase.

18) **Data 100, 101, 102, and 103**

*(100) Untuk memberikan **appreciation** atau **compliment** kepada seseorang kita dapan menggunakan kalimat kekaguman kamu dapat menggunakan kata **how/what.***

*(101) **How** atau **what** disini bukan untuk **question word** atau kata Tanya.*

*(102) **How** yang biasanya kita tau artinya adalah bagaimana and **what** adalah Apa.*

*(103) Tapi **how** atau **what** disini artinya alangkah, betapa ata sungguh.*

From the data above the teacher (HG) explains the used the words "*how and what*".  In data 100 he explains the words "how and what" that can used to showing appreciation or compliment. In this

data, the teacher switch Indonesian language "*Untuk memberikan*" into English "***appreciation***", and then back to Indonesian language "*atau*" into English back "***compliment***" and the end he used Indonesian language "*kepada seseorang kita dapan menggunakan kalimat kekaguman kamu dapat menggunakan kata*" into English "***how/what***" again within the same sentence.

After that, in data 101, 102, 103 the teacher explains the meaning of words "*how and what*". The teacher clarify that "*how and what*"use showing appreciation not of question words. In this data the teacher uses Indonesian language and English within a single utterance or within the same utterance. Based on the explanations, it can be see that the teacher used intra-sentential switching.

## 2. Inter-sentential Switching

The table contribution type of code switching showed the data of inter-sentential switching are 71 data from 115 data, the data from three teachers they are ZU, SM, and HG. The following data of inter-sentential switching:

1) **Data 1 and 2**

(1) ***How do you do my students?*** *Apa kabarnya?\*

(2) ***Welcome to SMP PGRI Pekanbaru. Let me introduce myself. My name is Zalia Utami M.Pd you can call me ma'am Yaya. I am your English teacher.*** *Selamat datang dan bergabung di SMP PGRI Pekanbaru.*

From the data, it can be seen that the teacher (ZU) used inter-sentential switching. In data 1 the teacher ask students condition. Firstly, the teacher used English "**How do you do my students?**" and then explained again in Indonesian language "*Apa kabarnya*", and the same case in data 2 the teacher used English "**Welcome to SMP PGRI Pekanbaru**"at the first and then explained in Indonesian language "*Selamat datang dan bergabung di SMP PGRI Pekanbaru*". The teacher changed English into Indonesian language in a full sentence. The utterance was classified as inter-sentential switching since the teacher started the sentence in English and then followed by Indonesian language as translation. The tecsher used inter-sential switching made the student udenrstand what she said and that occurs between sentences.

2) **Data 6**

*(6) **What are we going to do***? *Apa yang akan kita lakukan?*

From the datum above the utterance that used by the teacher (ZU) can be classified as inter-sentential switching that occurs between sentence, because it involved switch English "**What are we going to do**" and the teacher explains the translation into Indonesian language "*Apa yang akan kita lakukan*" which is the teacher changed English into Indonesian language in full sentence.

**3) Data 7**

*(7) Number one is the students watch the video, and then the students answer some question about the video, next the students write the answer on task book, then students read the short conversation, and then mentions they asked to find greetings expression in the conversation, and the last one the students make summary of greeting expression on note book.* Yang pertama itu adalah kamu menonton vidio setelah itu kamu menjawab beberapa pertanyaan yang jawabannya itu ada dalam vidio.

The utterance above is inter-sentential switching because it involved switch from one language to the other between sentences, the teacher started the sentence in English and then followed by Indonesian language. The teacher (Zu) give the students task which is the answering there are in the video showed. The teacher gives the students instruction to watch the video showed and then answering the questions based on the video by saying "***Number one is the students watch the video, and then the students answer some question about the video***" Then the teacher repeated the sentence in Indonesian language "*Yang pertama itu adalah kamu menonton vidio setelah itu kamu menjawab beberapa pertanyaan yang jawabannya itu ada dalam vidio.* In this case the teacher repeated the sentence from English into Indonesian language to make the students understand the instruction.

4) **Data 9**

*(9)Ok, after watching the video please answer this questions, the answer is based on the video that you have seen. For number one what is the title of song from the video? Then what the words that often appears from the video? Next if it's one thirty p.m what will you say? Then what the video talk about?* Untuk *nomor satu apasih judulnya? Lalu apa kata-kata yang sering muncul? Selanjutnya jika jam satu tiga puluh apa yang kamu bilang? dan terakhir vidio tersebut berbicara tentang apa?*

The teacher used inter-sentential switching it can be seen of the utterance which is the teacher switch from one language to another language between sentences. In this data the teacher (ZU) clarify the questions from English by saying "***For number one what is the title of song from the video? Then what the words that often appears from the video? Next if it's one thirty p.m what will you say? Then what the video talk about?***" into Indonesian language by saying "*Untuk nomor satu apasih judulnya? Lalu apa kata-kata yang sering muncul? Selanjutnya jika jam satu tiga puluh apa yang kamu bilang? dan terakhir vidio tersebut berbicara tentang apa?*".

5) **Data 12 and 13**

*(12)* **Hallo my students**. *Apa kabarnya?*

*(13)* **Last meeting we study about greetings.** *Pertemuan kemarin kita belajar tentang ungkapan sapaan.*

*(33) Assalamualaikum.* **Good morning my students, this morning we will study English.How are you today**? *Apa kabarmu hari ini?*

Based on the utterances the teacher used inter-sentential switching because the teacher switch from one language to another language between sentences. In data 12 the teacher (ZU) and in data 33

49

the teacher (SM) greetings the students, and in data 13 remembered the students about the last material. Firstly, in data 12 the teacher used English "*Hallo my students*" at first and switch in Indonesian language "*Apa kabarnya?*", in data 33 the teacher used English "**How are you today**" and repeated in Indonesian language "? Apa kabarmu hari ini?". Secondly, in data 13 the teacher used English "*Last meeting we study about greetings*" and repeated again in Indonesian language "*Pertemuan kemarin kita belajar tentang ungkapan sapaan*".

6) **Data 14**

*(14) So now we will study about leave taking. Dapat kamu lihat di buku cetakmu.*

      In this cases, the teacher switch from English to Indonesian language between sentences. Based on the utterance the teacher used inter-sentential switching. The teacher (ZU) clarify about the material that will study, the material is leave taking used English by saying "*So now we will study about leave taking*". And then continue in Indonesian language "*Dapat kamu lihat di buku cetakmu*".

7) **Data 16, 17, 18, 19**

*(16)* **The goals of learning. There are three the goals of this material.** *Ada tiga tujuan pembelajaran dari materi ini.*

*(17)* **The first, the students are able to identify the social function, linguistic elements and generic structures of leave taking expression.** *Yang pertama siswa mampu mengidentifikasi fungsi sosial, unsur kebahasaan, structure susunan dari ungkapan berpamitan.*

*(18)* **And then, the students are able to mention leave taking expression.** *Lalu siswa mampu menyebutkan ungkapan berpamitan*

*(19)* ***Last, the students are able to say and respond leave taking expression in daily life.*** *Terakhir adalah siswa mampu mengucapkan dan merespon ungkapan berpaminta dalam kehidupan sehari-hari.*

In this case, the teacher used inter-sentential switching because the teacher switched from one language to another language that occurs between sentence. The teacher (ZU) explains to students about the goals of learning in data 16, 17, 18 19. In this case the teacher clarifies there are three the goals of learning  there is in data 16 , in data 17, 18, 19 the teacher explains the goals of learning one by one to students. The teacher explains the goals of learning from one language to another language that is English at first and repeated in Indonesian language. Like in data 16 use English "***There are three the goals of this material*** "and repeated in Indonesian language "*Ada tiga tujuan pembelajaran dari materi ini*", and in the same way for data 17, 18 and 19.

8) **Data 20, 21, 22, 23, and 24**

*(20)* ***What are you doing today!*** *Apa yang akan kamu lakukan hari ini?*

*(21)* ***At first, the students watch the video.*** *Pertama, siswa menonton vidio.*

*(22)* ***Second, the students answer some question about video.*** *Kedua, siswa menjawab beberapa pertanyaan tentang vidio.*

*(23)* ***Third the students read and practice the dialogue, and then, the students make a short conversation***. *Ketiga, siswa membaca dan memperaktekkan dialog kemudian siswa membuat percakapan pendek.*

*(24)* ***The last, the students present a short conversation about leave taking.*** *Terakhir siswa menampilkan percakapan pendek tersebut.*

51

In these cases the teacher (ZU) used inter-sentential switching because the teacher used one language to another language between sentences. The teacher clarify about the activities that will do in studying about leave taking. The teacher explains this is like as in data 16, 17, 18, and 19 which the teacher used English at the beginning and repeated in Indonesian language again.

9) **Data 25, 26, 27, 28 and 29**

*(25)* **Now watching this video, and after watch the video I want you answer the questions in below based on the video.** *Setelah menonton video ini Saya mau kalian jawab pertanyaan dibawah ini berdasarkan video yang ditampilkan.*
*(26)* **Number one, how many people are there on the video?** *Berapa banyak orang yanga ada dalam vidio?*

*(27)* **Number two, what are the words that role as greetings and leave taking on video?** *Nomor dua apa kata yang berperan sebagai ungkapan sapaan dan ungkapan berpamintan dalam vidio?*

*(28)* **Number three, where did that a man go?** *Kemana laki-laki itu pergi?*

*(29)* **And the last, what are we going to study based on the video?** *Yang terakhir, apa yang dapat kita pelajari berdasarkan vidio?*

The teacher (ZU) asks students to watch the video that showed, and answering questions based on the video. Then the teacher explains one by one the questions. In these cases the teacher used inter-sentential switching because the teacher switch English to Indonesian language with the same meaning, the teacher use inter-sentential switching like data on number 8.

10) **Data 32 and 50**

(32) **Submit in google classroom and deadline is Tuesday,***kumpulkan tugasnya seperti biasa dan hari terakhir pengumpulan adalah hari selasa depan.* **Okay See you next meeting.**
(50) **And then submit in Google lassroom before next meeting.** *Tugas nya dikumpul sebelum pertemuan selanjutnya ya.*

In data 32 the teacher (ZU) and in data 50 the teacher (SM) give instruction for the students to submit the task in google classroom. Firstly, in data 32 the teacher informs that Tuesday is deadline to submit task. In can be seen that the teacher used English "**Submit in google classroom and deadline is Tuesday**" and repeated in Indonesian language "*kumpulkan tugasnya seperti biasa dan hari terakhir pengumpulan adalah hari selasa depan*". And secondly, in data 50 the teacher informs that the task submit before next meeting. In this case the teacher used inter-sentential switching because involved from English "**And then submit in Google lassroom before next meeting**" and repeated in Indonesian language "*Tugas nya dikumpul sebelum pertemuan selanjutnya ya.*". The teacher switch from one language to another language between sentence.

11) **Data 36 and 93**

(36) **Today we will study about expression of hope, wish, and congratulation.** *Ungkapan tentang harapan, keinginan dan ucapan selamat.*
(93) **The material today about showing appreciation**. *Materi kita hari ini tentang ungkapan pujian atau ungkapan memberikan penghargaan.*

In this case, the teacher switches from English to Indonesian language between sentences. Based on the utterances that used by

teacher is inter-sentential switching that occurs between sentences. From the data 36 the teacher (SM) and data 93 teacher (HG) clarifies about the material will study. At first, In data 36 the material is expression of hope, wish, and congratulation, the teacher used English by saying "***Today we will study about expression of hope, wish, and congratulation.***". And then switch with repeated in Indonesian language "*Ungkapan tentang harapan, keinginan dan ucapan selamat*". And then, in data 93 the material is showing appreciation, the teacher used from English to Indonesian language between sentences to explain it.

12) **Data 38, 39, 40, 41, 42, 44, 45,47, and 48.**

(38) ***Hope is to want something to happened and think that is possible.*** *Sama halnya jika kamu mengharapkan sesuatu itu agar terjadi yang mana harapan itu memiliki kemungkinan besar akan terjadi.*

(39) ***Anybody can to give example expression of hope***. *Ada yang bisa memberikan contoh ungkapan harapan?*

(40) ***I hope you will win.*** *Ini adalah salah satu contoh expresi harapan yang artinya saya berharap kamu akan menang.*

(41) ***Ok, I want you find out expression of hope in conversation in this slide.*** *Dan kerjakankan dibuku latihan.*

(42) ***I give ten minutes for do that.*** *Saya beri waktu hanya sepuluh menit untuk mengerjakannya.* ***And then submit.***

(44) ***Wish is to think very hard that you want something, especially something that can only be achieved by good luck or magic.*** *Yang artinya memikirkan dengan sangat keras sesuatu yang kamu inginkan, khususnya sesuatu yang hanya dapat kamu peroleh dengan keberuntungan yang bagus atau adanya keajaiban.*

(45) ***For example, you can see on slide, I wish I were tall.*** *Saya berharap saya tinggi.*

(47) ***Congratulations is a message congratulating someone or words that congratulate someone***. *Ucapan selamat adalah pesan yang berisi*

54

*ucapan selamat kepada seseorang atau kata-kata yang berisiucapan selamat kepada seseorang.*

*(48) Contohnya,* ***I congratulate on your graduation.*** *Selamat atas kelulusan mu.*

The teacher (SM) clarify to students about hope in datum 38, 39, 40 41, and 42.firstly, In data 38 the teacher explain the definition of hope used English by saying "***Hope is to want something to happened and think that is possible***" and switch between sentences in Indonesian language "*Sama halnya jika kamu mengharapkan sesuatu itu agar terjadi yang mana harapan itu memiliki kemungkinan besar akan terjadi*". In data 39 the teacher asks the students to give example of hope by saying "***Anybody can to give example expression of hope***" and repeated in Indonesian language "*Ada yang bisa memberikan contoh ungkapan harapan?*" with the same meaning. And then in data 40, 41 and 42 the teacher give example and repeated or translate the sentences from English to Indonesian language.

Secondly, in data 44 the teacher explain the definition of wish used English by saying "***Wish is to think very hard that you want something, especially something that can only be achieved by good luck or magic***" and repeated in Indonesian language "*Yang artinya memikirkan dengan sangat keras sesuatu yang kamu inginkan, khususnya sesuatu yang hanya dapat kamu peroleh dengan keberuntungan yang bagus atau adanya keajaiban*" and in data 45 the

teacher give example of wish with English at first and switch to Indonesian language with the same meaning.

At least, in data 47 the teacher explains the definition of congratulation and then in data 48 the teacher gives example about expressing congratulation. The similarities of all data are the teacher explains about it used English at the first repeated in Indonesian with the same meaning. In these cases, the teacher used inter-sentential switching because the teacher switched from one language to another language between sentence.

13) **Data 51**

*(51) **Thank you for Attention my students,** assalamualaikum. Sampai jumpa minggu depan.*

From the data the teacher (SM) closing the class used English by saying "**Thank you for Attention my students**" and continue in the Indonesian language "assalamualaikum. Sampai jumpa minggu depan", the utterance classified as inter-sentential switching because it involved switch from one language to the other between sentences

14) **Data 70**

*(70) **Anybody know what is the material today?** Ada yang tau apa materi kita hari ini?*

From the data the teacher (HG) asks students about the material that will study used English by saying "***Anybody know what is the material today?***" and then switch in Indonesian language "*Ada yang*

*tau apa materi kita hari ini?*". In this cases, the teacher switch from English to Indonesian language between sentences. Based on the utterance the teacher used inter-sentential switching.

15) **Data 78, 79 and 80**

*(78)* ***Asking attention is ask someone or people to focus with us because are needed attention people it.*** *Meminta perhatian adalah meminta seseorang atau orang untuk focus dengan kita karena kita membutuhkan perhatian orang yang kita ajak bicara.*
*(79)* ***While showing attention is response someone to show this attention.*** *Sedangkan menunjukkan perhatian adalah respon seseorang untuk menunjukkan perhatiannya.*
*(80)* ***Do you understand?*** *Sudah mengerti?*

From the data 78 and 79 above the teacher (HG) explains differences of asking attention and showing attention and then in data 80 the teacher checking students understanding. In data 78 the teacher explains definition of asking attention used English "***Asking attention is ask someone or people to focus with us because are needed attention people it.***"at first and then repeated to Indonesian language "*Meminta perhatian adalah meminta seseorang atau orang untuk focus dengan kita karena kita membutuhkan perhatian orang yang kita ajak bicara*" which is that occurs between sentences, and same the way for data 79. Then in data 80 the teacher also does that from English to Indonesian language, but in here the teacher check understanding of student.

Based on these utterances the teacher said in English and then said again in Indonesian language. Based on the utterance the teacher

used inter-sentential switching that occurs between sentences. The teacher repeated the same sentence into English and Indonesian language.

16) **Data 81, 82, 83, 84, 85, 86, and 87**

*(81) Ok now about kind of attention expression. **There are two kind of attention expression**. Ada dua jenis ungkapan perhatian.*
*(82) **At first is asking attention.** Yang pertama adalah meminta perhatian.*
*(83) **For example**, contohnya **attention please!**. Tolong perhatiannya.*
*(84) **May I have your attention please?** Bisa saya minta perhatian anda?*
*(85) **Excuse me!** Permisi!*
*(86) **Second one is showing attention.** Yang kedua adalah ungkapan menunjukkan perhatian.*
*(87) Example, **oh I see.** Saya mengerti.*

Based on the utterances above, firstly the teacher (HG) clarify there are two kind of attention expression in data 81 by saying "*Ok now about kind of attention expression. **There are two kind of attention expression***" and then repeated to Indonesian language "*Ada dua jenis ungkapan perhatian*". Secondly, in data 82 and 86 the teacher mentions the kind of attention expression. And then in data 83, 84, 85 he give example of asking attention and in data 87 he give example of showing attention.

In these cases the teacher changed English into Indonesian language in a full sentence. The utterance was classified as inter-sentential switching since the teacher started the sentence in English and then followed by Indonesian language as repeating and that occurs berween sentences.

58

**17) Data 90 and 91**

(90) *For homework you can see on your text book on page four until seven. Untuk tugas dirumah kamu lihat di buku paket mu halaman empat dampai tujuh.*
(91) *Find out the expression of asking attention and showing attention. Cari ungkapan meminta perhatian dan menunjukkan perhatian.*

From the utterances the teacher (HG) gives homework for students with give instruction to find out the expression of asking and showing attention on text book on page four until seven. Based on the data, the teacher used inter-sentential switching because the teacher used one language to another language between sentences as repeating.

**18) Data 104, 105, and 106**

(104) *Example how handsome you are. Alangkah gantengnya kamu.*

(105) *How smart you are, Betapa pintarnya kamu*
(106) *And then how clean this room. Sungguh bersihnya ruangan ini*

From the data the teacher (HG) give some examples of showing appreciation. In these cases, the teacher used inter-sentential switching because the teacher uses one language to another language between sentences, it can be seen from utterances that used by teacher. Such as in data 105 at the beginning the teacher used English by saying "*How smart you are*" and then repeated in Indonesian language "*Betapa pintarnya kamu*"

**19) Data 107, 108, 109, 110, 111, and 112**

*(107)* **This is dialogue example showing appreciation or compliment,** *ini adalah contoh percakapan memberikan pujian*

*(108)* **Answer this questions based on the dialogue.** *Jawab pertanyaan ini berdasarkan dialog.*

*(109)* **Number one how many persons are there in the dialogue? Who are they?** *Nomor satu berapa banyak orang yang ada dalam dialog, siapa saja?*

*(110)* **Number two where will Fatimah go?** *Nomor dua artinya kemana Fatimah akan pergi?*

*(111)* Number three **how does she go?** *Bagaimana dia pergi?*

*(112)* **And forth what is the expression used to give compliment or showing appreciation in the dialogue**. *Empat apa ungkapan yang digunakan untuk memberikan pujian di dalam dialog.*

From the data the teacher (HG) gives some questions and he ask students to answers the questions based on the dialogue showing. In these cases, the teacher used English at first and then repeated in Indonesian language that happens between sentences. Based on the utterances, that are classified as inter-sentential switching since the teacher started the sentence in English and then followed by Indonesian language as repeating of sentence.

**20) Data 115**

*(115)* **Let's do it now.** *Kerjakan sekarang.*

From the utterances the teacher asks students to do it quickly. In this case the teacher starts to use English "**Let's do it now**" and repeated in Indonesian language "Kerjakan sekarang". The teacher used inter-sentential switching it can be seen that from utterance which

the teacher does repeating from one language to another language which is occurs between sentences.

### 3. Tag Switching

The table contribution type of code switching showed the data of tag switching are 7 data from 115 data, the data from three teachers they are ZU, SM, and HG. The following data of tag switching:

1) **Data 11**

*(11) **Ok** untuk latihan tugas yang ini ma'am mau kamu semua membuat percakapan satu contoh percakapan tentang ungkapan greetings atau menyapa di buku latihan kamu.*

In this utterance the teacher (ZU) inserted an English tag "**Ok**" before she speaks in Indonesian language when she asks students make conversation of greeting as a task. The inserted **'OK' is** familiar to students so they can easily understand the meaning of its. The utterance included in English tag switching because the inserted **'OK'** is minimal syntactic restrictions and it's not violating the syntactic rules.

2) **Data 31**

*(31) **Now** untuk tugas dirumah saya mau kalian membuat percakapan tentang ungkapan perpisahan.*

In this case the teacher (ZU) she inserted an English tag "**Now**" before she explains the homework for students. After that she continue speak in Indonesian language. The teacher used tag "**Now**" because

61

she believes that students know the meaning of the word. The utterance can be classified as tag switching,

3) **Data 34**

(34) ***Ok*** *supaya kita tidak terkena penyakit Virus Corona maka jaga selalu kesehatan dengan selalu cuci tangan dan jangan lupa pakai maker ketika keluar rumah*
.

    From the data the teacher (SM) used tag switching which she inserted English "***Ok***" before she asks the students to take care about health, here she used Indonesian language "*supaya kita tidak terkena penyakit Virus Corona maka jaga selalu kesehatan dengan selalu cuci tangan dan jangan lupa pakai maker ketika keluar rumah.*". Same the way like in data 11 the teacher used inserted "***Ok***" because it is familiar to students so they can easily understand the meaning of its.

4) **Data 35 and 69**

(35)*Do you understand my students?* ***Paham***?
(69)*Do you understand what I mean?* ***Mengerti?***

    In this cases the teacher (SM) The teacher used the inserted ***'paham'*** to emphasize the sentence previously to make the students got the main point of the utterance which is in the beginning of the sentence, the teacher speak in English and reiterated in Indonesian language. Because the meaning of the word ***'paham'*** in English is understand.

5) **Data 92**

*(92) **Okay** Kerjakan di buku latihan tugasnya di photo kemudian kirim ke google classroom. Nanti bapak buat folder pengumpulan tugasnya.*

In this utterance the teacher (ZU) inserted an English tag "***Okay***" before she speaks in Indonesian language when she give instruction for students. The inserted *'Okay' is* familiar to students so they can easily understand the meaning of its. The utterance included in English tag switching because the inserted *'OKay'* is minimal syntactic restrictions and it's not violating the syntactic rules.

6) **Data 115**

*(115) Don't forget sent the task **ya**.*

In this case the teacher inserted an Indonesian tag "***ya***" after she speak in English when she remembered the students to sent the task The teacher used tag insertion *'ya'* to emphasize students to submit their task. Tags are subject to minimal syntactic restrictions, the inserted *'ya'* is minimal syntactic restrictions and it's not violating the syntactic rules. That is why the teacher's utterance classified as tag switching.

### 3.1.2   Reasons of Code Switching

The researcher analyzed the reasons of code switching found in English teachers utterances. The writer used Hoffmann theory; talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used to clarification, intention of clarifying the speech content for interlocutor and expressing group identity.

**Table 3.2  Table Distribution Reasons of Code Switching Data**

| No | Reasons of code switching | Number |
|----|---------------------------|--------|
| 1 | Talking about a Particular Topic | 9 |
| 2 | Quoting Somebody Else | - |
| 3 | Being Emphatic about Something | 4 |
| 4 | Interjection (inserting sentence fillers or sentence connectors) | 3 |
| 5 | Repetition used to Clarification | 69 |
| 6 | Intention of Clarifying the Speech Content for interlocutor | 27 |
| 7 | Expressing Group Identity | 1 |
| **TOTAL** | | 113 |

The table above showed the reasons of code switching used by the English teachers. At first, there are 9 data of talking about a particular topic, nought data of quoting somebody else, 4 data of being emphatic about something, 3 data of interjection (inserting sentence fillers or sentence connectors), 69 data of repetition used to clarification, 27 data of intention of clarifying the speech content for interlocutor and 1 data of expressing group identity.

1.  **Talking about a Particular Topic**

The reason of code switching as talking about a particular topic means that switching to make the speaker feels free and more comfortable used in one language rather than in another when the speaker prefer to talk particular topic. Based on the table contribution reasons of code switching showed the data of talking about a particular topic are 9 data from 113 data, the data from three teachers they are ZU, SM, and HG. The following data are the analysis of talking about a particular topic as the reasons of code switching.

1)  **Data 15, and 94**

*(15) **Leave taking** adalah ungkapan berpamitan.*
*(94) **Showing appreciation** adalah ungkapan yang digunakan untuk memberi penghargaan atau pujian atau komentar terhadap seseorang mengenai penampilan, prestasi atau sebagainya.*

The situations in these data when the teacher explains the definition of the material that will be teach. In data 54 the teacher (ZU) explains the definition of material with said "***Leave taking***" in English and then explains again in Indonesian language "*adalah ungkapan berpamitan*". And then in data 94 teacher (HG) explains the definition of showing attention by saying "***Showing appreciation***" then explains in Indonesian language "*adalah ungkapan yang digunakan untuk memberi penghargaan atau pujian atau komentar terhadap seseorang mengenai penampilan, prestasi atau sebagainya* " again. In these cases, the teacher reason is talking about particular topic they are feel

65

free and comfortable if explain in Indonesian language and made students more understand about the material teach of teacher.

2) **Data 55, 71 and 72**

*(55)Dan sekarang ma'am akan melanjutkan materi selajutnya.* ***The topic is agreement and disagreement.***
*(71)Materi kita hari ini adalah* ***expression of attention.***
*(72)Ada yang tau apa itu attention?* ***Attention*** *adalah perhatian.*

The utterance of teacher (SM) in data 55 above, she talk about the topic of material by saying "The topic is agreement and disagreement". From the utterance it, the teacher do that after used Indonesian language and the switch to English to convey the topic of material to students. Similarly, In data 71 the teacher (HG) clarify the material will teach, with used Indonesian language "*Materi kita hari ini adalah*" at first and switch to English "***expression of attention***". After the teacher clarify the material will teach, then he explains the definition of the material in data 72. He used English "***Attention***" when say the topic and repeated in Indonesian language "*adalah perhatian*".Because situation it in English lesson the teachers feel free and comfortable if said in English about the topic of material. In this case, the teacher reason do is talking about particular topic.

**3) Data 49**

*(49)* **Untuk tugasnya ma'am mau setiap siswa membuat percakapan yang berisi tentang** *hope wish congratulations expression***.**

In this case the teacher (SM) reason do it because to talking about particular topic they are feel free and comfortable if explain in Indonesian language and made students more understand about the task that given by teacher. Based on the utterance the teacher used first language to explain the task.

**4) Data 101, 102 and 103**

*(101)* **How** *atau* **what** *disini bukan untuk* **question word** *atau kata Tanya.*

*(102)* **How** *yang biasanya kita tau artinya adalah bagaimana and* **what** *adalah Apa.*

*(103) Tapi* **how** *atau* **what** *disini artinya alangkah, betapa atau sungguh.*

The teacher (HG) clarify the function of the words "How/what", the teacher give clarification "how and what" use to give appreciation. in these case the teacher used first language or Indonesian language to explain so that can make the students more understand about it. The reason it the utterances used by the teacher to talking about particular topic.

67

2. **Quoting Somebody Else**

Sometimes the people do code switching involves just the words that the speaker is claiming of quoted person said, which is usually quote a famous expression or saying of some well-known figure. Yet, there is no data from the utterances contains this kind of type. So, there will be no more explanation about this reason.

3. **Being Emphatic about Something**

In this reason, usually someone who is talking suddenly to be wants emphatic about something so the speaker will switch from the first language to the second language. On the other hand the speakers will switch from the second language to the first language because the speaker feels more convenient to be emphatic in the first language rather that the second language. Based on the table contribution reasons of code switching showed the data of being emphatic about something are 4 data from 113 data, the data from two teachers, they are ZU and SM. The data example is as follows:

1) **Data 2, 12, 34 and 52**
   *(2) Welcome to SMP PGRI Pekanbaru. Let me introduce myself. My name is Zalia Utami M.Pd you can call me ma'am Yaya. I am your English teacher.* **Selamat datang dan bergabung di SMP PGRI Pekanbaru***.
   *(12) Hallo my students**, apa kabarnya?***

   *(34) Ok* **supaya kita tidak terkena penyakit Virus Corona maka jaga selalu kesehatan dengan selalu cuci tangan dan jangan lupa pakai maker ketika keluar rumah.**

   *(52) Hallo good morning my students. How are you today?* **Saya harap kalian semua baik-baik saja.**

In these cases the teachers feels more convenient to be emphatic in the first language rather that the second language to ask the students condition, it can be seen of utterances above. At the beginning the teacher used English "*Hallo my students,*" and being emphatic when the teacher asking about the students condition used Indonesian language by saying "***apa kabarnya?***" in data 12.

## 4. Interjection (inserting sentence fillers or sentence connectors)

This occurs when the bilingual people code switching the language in the utterances it with inserting sentence fillers or sentences connection which it may happen unintentionally or intentionally. Based on the table contribution reasons of code switching showed the data of interjection (inserting sentence fillers or sentence connectors) are 3 data from 113 data, the data from three teachers, they are ZU, SM, and HG. The data example is as follows:

### 1) Data 10, 31 and 113

*(10) **Ok** untuk latihan tugas yang ini ma'am mau kamu semua membuat percakapan satu contoh percakapan tentang ungkapan greetings atau menyapa di buku latihan kamu.*

*(31) **Now** untuk tugas dirumah saya mau kalian membuat percakapan tentang ungkapan perpisahan*

*(115) Don't forget sent the task **ya.***

In utterances above, the teacher (ZU) used code switching as interjection "***Ok***" in data 10 and "***Now***" in data 31. In these cases the teacher inserting in English the words "**Ok/Now**" happens unintentionally as sentences connection. And then, in data 113 the teacher (HG) does the same cases but here the teacher inserting in

Indonesian language "*ya.*" after used English language "*Don't forget sent the task*".

## 5. Repetition used for Clarification

This is occurs when a bilingual wants to clarify the speech so that it will be understood more by the listener, the speaker can sometimes use both of the languages that he masters saying the same utterance the utterance is said repeatedly. Frequently, an utterance in one code is repeated in the other code literally. The repetition is not only served to clarify what is said, but also to amplify or emphasize an utterance. Based on the table contribution reasons of code switching showed the data of repetition used to clarification are 69 data from 113 data, the data from three of teacher they are ZU, SM, and HG. The data example is as follows:

**1) Data 1 and 33**

(1) ***How do you do my students****? Apa kabarnya?*
(33) *Assalamualaikum good morning my students, this morning we will study English.* ***How are you today?*** *Apa kabarmu hari ini?*

From the utterances the teachers asks the condition of students. In data 1 the teacher (ZU) used English "***How do you do my students?***" and repeated in Indonesian language "*Apa kabarnya*" literally. And then in data 33 the teacher (SM) do same way like in data 1, the teacher used Indonesian language after used English. The reason of teacher used repetition in here used to clarification what she is said.

2) **data 4**

*(4)The goals of learning, goals is **"tujuan",** there are three the goals of learning for this material.*

In this case the teacher used repetition from second language *"goals"* into first language *"**tujuan**"* as clarification the meaning of word *"goals"*. Based on the utterance, the teacher uses it to make the students understand the meaning the word who she said.

3) **Data 6 and 7**

*(6) What are we going to do? **Apa yang akan kita lakukan?***

*(7) Number one is the students watch the video, and then the students answer some question about the video, next the students write the answer on task book, then students read the short conversation, and then mentions they asked to find greetings expression in the conversation, and the last one the students make summary of greeting expression on note book. **Yang pertama itu adalah kamu menonton vidio setelah itu kamu menjawab beberapa pertanyaan yang jawabannya itu ada dalam vidio.***

From the utterances, the teacher explains what will do as long as in this meeting. In data 6 the teacher switches from second language and repeated in first language, and same way in data 7. From the utterances, it can be seen that the teacher used repetition used to clarification.

4) **Data 9**

*(9) Ok, after watching the video please answer this questions, the answer is based on the video that you have seen. For number one what is the title of song from the video? Then what the words that often appears from the video? Next if it's one thirty p.m what will you say? Then what the video talk about? **Untuk nomor satu apasih judulnya? Lalu apa kata-kata yang sering muncul? Selanjutnya jika jam satu***

*tiga puluh apa yang kamu bilang? dan terakhir vidio tersebut berbicara tentang apa?*

This situation that happen when the teacher asks the students to watching the video for answering the questions, and then the teacher explains the questions one by one to students by saying the same utterance which the utterance is said repeatedly from English to Indoneisan language. In this case the teacher wants to clarify the speech so that it will be understood more by the listener

5) **Data 13**

*(13) **Last meeting we study about greetings.** Pertemuan kemarin kita belajar tentang ungkapan sapaan.*

In this case the teacher doing the same reason like the data previously. The teacher used repetition used to clarification the statement, and made students understand the means of the teacher said. But in here the teacher tries to remembering the students the material last meeting.

6) **Data 16, 17, 18 and 19**

*(16) The goals of learning. There are three the goals of this material. **Ada tiga tujuan pembelajaran dari materi ini.***

*(17) **The first, the students are able to identify the social function, linguistic elements and generic structures of leave taking expression.** Yang pertama siswa mampu mengidentifikasi fungsi sosial , unsure kebahasaan, structure susunan dari ungkapan berpamitan.*

*(18) **And then, the students are able to mention leave taking expression.** Lalu siswa mampu menyebutkan ungkapan berpamitan*

*(19) **Last, the students are able to say and respond leave taking expression in daily life.** Terakhir adalah siswa mampu mengucapkan dan merespon ungkapan berpaminta dalam kehidupan sehari-hari.*

72

The same ways that used by the teacher (ZU) does here like the data previously, but situation is difference. The situation when the teacher explains the goals of learning, and then she explains it one by one using repeated in English and Indonesian language. In this cases the teacher clarified the speech so that it will be understood more by the listener, the teacher use both of the languages by saying the same utterance and the utterance said repeatedly.

7)  **Data 20, 21, 22, 23 and 24**

*(20)* ***What are you doing today!*** *Apa yang akan kamu lakukan hari ini?*

*(21)* ***At first, the students watch the video.*** *Pertama, siswa menonton video*

*(22)* ***Second, the students answer some question about video.*** *Kedua, siswa menjawab beberapa pertanyaan tentang vidio.*

*(23)* ***Third the students read and practice the dialogue, And then, the students make a short conversation.*** *Ketiga, siswa membaca dan memperaktekkan dialog kemudian siswa membuat percakapan pendek.*

*(24)* ***The last, the students present a short conversation about leave taking.*** *Terakhir siswa menampilkan percakapan pendek tersebut.*

In these cases the teacher (ZU) used the same ways in here like the data number 6, but situation is difference. The situation when the teacher explains what will study in this meeting, and then she explains it one by one using repeated in English and Indonesian language. In this cases the teacher clarified the speech so that it will be understood more by the listener, the the teacher use both of the languages by saying the same utterance and utterance said repeatedly. So based on the utterance, the reason of teacher is repetition used to clarification.

8) **Data 25, 26, 27, 28, 29 and**

*(25) Now watching this video, and after watch the video I want you answer the questions in below based on the video.* **Setelah menonton video ini Saya mau kalian jawab pertanyaan dibawah ini berdasarkan video yang ditampilkan.**

*(26)* **Number one, how many people are there on the video?** *Berapa banyak orang yang ada dalam vidio?*

*(27)* **Number two, what are the words that role as greetings and leave taking on video?** *Nomor dua apa kata yang berperan sebagai ungkapan sapaan dan ungkapan berpamintan dalam vidio?*

*(28)* **Number three, where did that a man go?** *Kemana laki-laki itu pergi?*

*(29)* ***And the last, what are we going to study based on the video?*** *Yang terakhir, apa yang dapat kita pelajari berdasarkan vidio?*

The same ways that used by the teacher (ZU) does here like the data previously, but situation is difference. The situation when the teacher clarifies about the task, and then she explains one by one with way repeated in English and Indonesian language. In this cases the teacher clarified the speech so that it will be understood more by the listener, the the teacher use both of the languages by saying the same utterance and utterance said repeatedly.

9) **Data 32, and 50**

*(32)* **Submit in google classroom and deadline is Tuesday,***kumpulkan tugasnya seperti biasa dan hari terakhir pengumpulan adalah hari selasa depan. Okay See you next meeting.*

*(50)* **And then submit in Google lassroom before next meeting.** *Tugas nya dikumpul sebelum pertemuan selanjutnya ya.*

Based on the utterances the teachers ask students to submit the task in google classroom. The teachers reason is repetation used to clarification what she said, such us in data 32 the teacher used English

74

"*Submit in google classroom and deadline is Tuesday*" and repeated

in Indonesian language "*kumpulkan tugasnya seperti biasa dan hari*

*terakhir pengumpulan adalah hari selasa depan*"

10) **Data 35, 69and 80**

*(35)* **Do you understand my students?** *Paham?*
*(69)* *Do you understand what I mean?* **mengerti?**
*(80)* **Do you understand?** *Sudah mengerti?*

   Based on the utterances above the teachers used repetetation in

English and Indonesian language. At the beggining the techer used

english "***Do you understand?***" and repeated in Indonesian language

"*Sudah mengerti?*" in data 80. The teachers do that for checking

student undrerstanding. In this case the teacher used repetation used to

clarification. This made student more understand what the teacher said

11) **Data 36, 37, 39, 40, 42, 44, 45, 47 and 48**

*(36)* **Today** *we will study about expression of hope, wish, and congratulation.* **Ungkapan tentang harapan, keinginan dan ucapan selamat.**

*(37)* **Hope is to want something to happened and think that is possible**. *Sama halnya jika kamu mengharapkan sesuatu itu agar terjadi yang mana harapan itu memiliki kemungkinan besar akan terjadi.*

*(39)* **Anybody can to give example expression of hope.** *Ada yang bisa memberikan contoh ungkapan harapan?*

*(40)* **I hope you will win. Ini** *adalah salah satu expresi harapan yang artinya* **saya berharap kamu akan menang**.

*(42)* **I give ten minutes for do that.** *Saya beri waktu hanya sepuluh menit untuk mengerjakannya. And then submit.*

*(44)* **Wish is to think very hard that you want something, especially something that can only be achieved by good luck or magic.** *Yang artinya memikirkan dengan sangat keras sesuatu yang kamu inginkan,*

75

*khususnya sesuatu yang hanya dapat kamu peroleh dengan keberuntungan yang bagus atau adanya keajaiban.*

*(45) For example, you can see on slide, I wish I were tall.* **Saya berharap saya tinggi.**

*(47)* **Congratulations is a message congratulating someone or words that congratulate someone.** *Ucapan selamat adalah pesan yang berisi ucapan selamat kepada seseorang atau kata-kata yang berisiucapan selamat kepada seseorang.*

*(48) Contohnya,* **I congratulate on your graduation.** *Selamat atas kelulusan mu.*

In these data the teacher clarify abut the material will study. The topics of material are hope, wish and congratulation. From the utterances above, the teacher started in English and repeted in Indonesian language like in data 39, the teacher used English "Anybody can to give example expression of hope" before repeated in Indonesian language "Ada yang bisa  memberikan contoh ungkapan harapan?"

In this cases the teacher wants to clarify the speech it so will be understood more by the listener, the the teacher use both of the languages by saying the same utterance and utterance said repeatedly. So based on the utterance, the reason of teacher is repetition used to clarification.

12) **Data 59, 61, 60, 62 and 63**

*(59) Let's see on the slide for example expressing agreement.* ***I agree with you.*** ***Saya setuju dengan mu.***

*(60)* ***And then If you agree with opinion your friend you can say, that's a good idea.*** *Ungkapaan ini biasanya kita gunakan saat kita setuju dengan pendapat orang lain, yang artinya itu ide yang bagus.*

*(61) Next is expressing disagreement.* ***Ungkapan tidak setuju.***

*(62) Example I don't think so.* ***Saya fikir tidak begitu.***

*(63) Dan untuk ungkapan jika tidak setuju dengan pendapat temanmu kamu dapat mengatakan dengan cara saya fikir itu ide yang kurang bagus. **I don't think it's not good idea**.*

In this data the teacher also does the same cases like the data utterances previously. But in here, she gives example and explains the example of egreement and disagreement with repetation. In these cases the teacher used repetation from English into Indonesian language to make the students understand what the meaning of she said. The teacher used both of the languages by saying the same utterance and utterance said repeatedly. So based on the utterance, the reason of teacher is repetition used to clarification.

13) **Data 64 and 65**

*(64) Now,I will show you conversation and you of all find out the expressing agreement or disagreement there are in conversation. **Saya akan tampilkan percakapan dan kalian temukan ungkapan setuju atau tidak setuju di percakapan tersebut.** And then write on your task book.*

*(65) After that, do this exercise. You match the statement group A and group. **Kerjakan tugas ini dengan cara mencocokkan bagian A dengan bagian B.***

In data 64 the teacher asks students to find out the expressing agreement and disagreement on conversation that she showed. She repeated her utterance from English into Indonesian language. And in data 65 the teacher give exercise with give instruction used English before repeated or swiching in Indonesian language. The teacher uses repetation used to clarification the utterances to make students get the points and make students more undertstand what the teacher said.

14) **Data 70, 76, 78, 79,**

*(70) **Anybody know what is the material today?** Ada yang tau apa materi kita hari ini?*

*(76) **Kinds of attention expression** adalah jenis ungkapan perhatian.*

*(78) **Asking attention is ask someone or people to focus with us because are needed attention people it.** Meminta perhatian adalah meminta seseorang atau orang untuk focus dengan kita karena kita membutuhkan perhatian orang yang kita ajak bicara.*

*(79) **While showing attention is response someone to show this attention.** Sedangkan menunjukkan perhatian adalah respon seseorang untuk menunjukkan perhatiannya.*

The teacher (HG) asks students about the material will study in data 70. And then in data 76, 78 and 79 he explain definition of kind of attention expressina, asking attention expression and showing attion. From the utterances above, the teacher reason do it is used repetation used to clarification. In the utterances she starting used English and then repeted in Indoensian language "*Meminta perhatian adalah meminta seseorang atau orang untuk focus dengan kita karena kita membutuhkan perhatian orang yang kita ajak bicara*". The teacher reason does that because to make students more understand if that explained again in first language.

15) **Data 81, 82, 83, 84, 85, 86, 87 and 88**

*(81) Ok now about kind of attention expression. There are two kind of attention expression. **Ada dua jenis ungkapan perhatian.***

*(82) **At first is asking attention.** Yang pertama adalah meminta perhatian.*

*(83) **For example,** contohnya **attention please!**. Tolong perhatiannya.*

*(84) **May I have your attention please?** Bisa saya minta perhatian anda?*

*(85) **Excuse me!** Permisi!*

*(86) **Second one is showing attention.** Yang kedua adalah ungkapan menunjukkan perhatian.*

*(87) Example, oh I see. **Saya mengerti.***

*(88) **On dialogue excuse me it is asking attention** di dalam dialog excuse me merupakan ungkapan meminta perhatian?*

In this case the teaher (HG) clarify kinds of attention expression after that he mention the kinds of attention expression one by one and the last he give some example for it. The teacher starting used second language and repeated in first language. The teacher used repetation used to clarification what he said.

16) **Data  90 and 91,**

*(90) **For homework you can see on your text book on page four until seven.** Untuk tugas dirumah kamu lihat di buku paket mu halaman empat dampai tujuh.*
*(91) **Find out the expression of asking attention and showing attention.** Cari ungkapan meminta perhatian dan menunjukkan perhatian.*

The teacher reason same with the data number 13. But in here the teacher give homeworks and asks students to find out the expression of expression of asking attention and showing attention on their text book.

17) **Data 93**

*(93) **The material today about showing appreciation.** Materi kita hari ini tentang ungkapan pujian atau ungkapan memberikan penghargaan.*

The teacher reason based on the utterance above is as repetation used to clarification. In this case the teacher used second language and repeated in first langauge it is to make students get the meaning what is the teacher want to convey.

18) **Data 96, 97, 104, 105 and 106**

(96) **Well done** maksudnya kerja yang bagus.
(97) Second that greet!. **Bagus!**
(104) Examplehow handsome you are. **Alangkah gantengnya kamu.**
(105) **How smart you are,** betapa pintarnya kamu
(106) And then how clean this room. **Sungguh bersihnya ruangan ini**

In these cases the teacher gives an example of using the words "**What/How**" for compliment or appreciation. Based on the utterances above, the teacher used of both languages in the same meaning as repetation, such as in data 105, in English "**How smart you are**" and in Indonesian language "*betapa pintarnya kamu*". Repetition in here used to clarification.

19) **Data , 107, 108, 109, 110, 111, 112, 113 and 114**

(107) **this is dialogue example showing appreciation or compliment**, ini adalah contoh percakapan memberikan pujian

(108) **Answer these questions based on the dialogue.** Jawab pertanyaan ini berdasarkan dialog.

(109) **Number one how many persons are there in the dialogue? Who are they?** Nomor satu berapa banyak orang yang ada dalam dialog, siapa saja?

(110) **Number two where will Fatimah go?** Nomor dua artinya kemana Fatimah akan pergi?

(111) **Number three how does she go?** Bagaimana dia pergi?

*(112) **And forth what is the expression used to give compliment or showing appreciation in the dialogue.** Empat apa ungkapan yang digunakan untuk memberikan pujian di dalam dialog.*

*(113) **The last question what is the response use to respond the compliment or showing appreciation in the dialogue.** apa ungkapan respon didalam dialogue?*

*(114) **Let's do it now.** Kerjakan sekarang.*

The teacher reason same with the data number 13. But in here the teacher show the dialogue of showing appreciation or compliment in data 107 and then give some questions based on the dialogue that showed. The teacher clarified the questions one by one used second language at first and first language as repetation. Such in second language "***Number one how many persons are there in the dialogue? Who are they?***" repeated in first language "*Nomor satu berapa banyak orang yang ada dalam dialog, siapa saja?*"

## 6. Intention of Clarifying the Speech Content for Interlocutor

When a bilingual person talks to another bilingual, there will be lots of code switching that occur. It means making the content of speaker speech runs smoothly and can be understood by the hearer. Based on the table contribution reasons of code switching showed the data of clarifying the speech content for interlocutor are 27 data from 115 data, the data from three of teacher they are ZU, SM, and HG. The data example is as follows:

1) **5, 8, 11, 14 and 30**

*(5) **Number one,** maksudnya adalah mampu mengenal fungsi sosial, unsur kebahasaan dan juga **generik structure dari greeting expression**. Lalu yang nomor 2 mampu meneyebutkan apa-apa saja ungkapan dari menyapa. Dan terakhir siswa mampu untuk mengucapkan dan juga merespon ungkapan menyapa dalam kehidupan sehari-hari.*

*(8) Pertanyaannya nanti ada di **slide** berikutnya. Selanjutnya apa? Siswa menulis jawabannya dibuku latihan lalu siswa membaca contoh percakapan dan kamu harus mencari atau menemukan mana dia ungkapan **greeting** didalam percakapan tersebut, dan terakhir kamu diminta untuk membuat ringkasan dari materi **greetings** di buku catatan.*

*(11) Setelah itu kamu **practice** kan kamu praktekkan bisa dengan orang tua mu, kakak, abang atau adikmu, setelah itu kamu rekam pake **handphone** mu dan kamu kirim ke **google classroom** kita. Jadi tugas ini direkam ya. Jadi ketika kamu memperaktekkan dengan pasanganmu silahkan langsung direkam menggunakan **handphone** mu.*

Based on the utterances above, it can be seen the teacher do lots of code switching in his utterances. He feel free and comfortble when switch the words because he beleaved the content of his speech runs smoothly and can be understood by the students. Such in data 5, the techers used the words "**Number one**" to explain goals of learning and in data 8 "slide to explain the questions there are on PowerPoint slide and in data 11 "**google classroom**" to explain the task submit in google classroom application .The words are often used by the teacher when he teaches. The students know the meaning of "google classroom" is application when they want to submit the task or other things.

2) **Data 14 and 30**

*(14) So now we will study about leave taking. Dapat kamu lihat di buku cetakmu.*

*(30) Nah didalam* **converstion** *yang di* **slide** *ada Rose dan Anne, saya mau kalian memperaktekkan* **conversation** *tersebut dengan teman sebangku mu.*

The reasons in these cases similar with the data number 1. But in here, in data 14 the teacher wants to covey what the topic that will study it is leave taking, and then in data 30 the teacher asks students to practice the conversation on the slide. The teacher do lots of code switching in the middle utterances like the words "*converstion*", "*slide*". The teacher feels free and comfortable when switch the words because he believed the content of his speech runs smoothly and can be understood by the students.

3)**Data 37, 41, 43, 46 and 51**

*(37) Setalah melihat tayangan* **slide** *ini, mohon disalin di buku catatan.*

*(41) Ok I want you find out expression of hope in conversation in this slide* **dan kerjakankan dibuku latihan.**

*(43) Topik selanjutnya adalah tentang* **wish.Wish in** *bahasa adalah keinginan.*

*(46) Dan topik selanjutnya tentang* **congratulations,congratulations** *adalah ucapan selamat.*

*(51)* **Thank you for Attention my students,** *assalamualaikum. Sampai jumpa minggu depan.*

Based on the utteraces above, the teacher does also code switching in the middle of utterances like in data previously. The word "*wish*" in data 43", "*congratulations*" in data 46 she  put in the

83

utterances are topic of material, So the teacher feel free and comfortble by saying "wish" and "congratulations" into English because topic of material in English lessons, and then he beleaved the content of his speech runs smoothly and can be understood by the students.

4) **Data 53, 54, 57, 58, 66, 67 and 68**

*(53)* **Last meeting** *kita sudah belajar tentang* **hope wish and congratulation.**

*(54)* **Dan udah ada tugas juga** *you of all have good scores, you can check it on google classroom.*

*(57)* **Agreement** *adalah setuju,* **and then disagreement** *adalah tidak setuju.*

*(58)* **Expression of agreement** *adalah ungkapan yang digunakan saat kita setuju terhadap sebuah ide,pendapat atau rencana yang disampaikan oleh orang lain. Sedangkan* **expression of disagreement** *adalah ungkapan yang digunakan saat kita tidak setuju terhadap sebuah ide,pendapat atau rencana yang disampaikan oleh orang lain.*

*(66) Kalau sudah* **Finish** *langsung kumpulkan ke ma'am ya.*

*(67)* **At last** *untuk* **homework,** *kalian cari ungkapan setuju dan tidak setuju, dan tulis dibuku catatan.*

*(68) Untuk tugas itu di* **submits before next meeting** *ya, semangkin cepat mengumpulkan semakin bagus.*

The teacher do lots of switching in the utterances above as "**Last meeting**"in data 53, "**Finish**" in data 66, "**homework,**" in data 77, and "**submits before next meeting**" in data 68. In these cases the teacher reasons similar with the data number 1 perviously. The example of the words that switched the teacher are the words that common used by the teacher in the class and then the student knows the meaning of words.

84

5) **Data 72, 73, 74, 75, 77 and 89,**

*(72) Ada yang tau apa itu **attention**? **Attention** adalah perhatian.*

*(73) Materi kali ini kita akan membahas tentang **asking attention showing attention and then kinds of attention expression.***

*(74) Apa itu **asking attention** Apa itu **showing attention**.*

*(75) **Asking attention** adalah meminta Perhatian sedangkan **showing attention** adalah menunjukkan perhatian.*

*(77) Lihat di **slide** perbedaan **asking attention** dan **showing attention**.*

*(89) Yeah? **Adalah** showing attention.*

In these cases the teacher explains the material about attention. Such as, in data 72 the teacher starts Indonesian language "*Ada yang tau apa itu*" and then switch into English "***attention***". The teacher used the words "***attention***" because he more comfortable saying in second language more than first languge, and the students understand the meaning of word.

6) **Data 95, 98, 99 and 100**

*(95) Kata yang sering digunakan jika kita ingin menunjukkan **appreciation.First** kita bisa mengatakan **well done!***

*(98) **Contoh lainya** how beautiful you are, what nice shirt, nice work, you are great, I appreciate your effort, how clever you are, I like you.*

*(99) And **untuk meresponnya** you can  say thank you, that is very kind of you, yeah thanks, it's nothing, I'm glad you like it, thanks it's nice of you to say so, do you really think so, many thanks.*

*(100)Untuk memberikan **appreciation** atau **compliment** kepada seseorang kita dapan menggunakan kalimat kekaguman kamu dapat menggunakan kata **how/what.***

The reasons in these cases similar with the data number 1. But in here, the teacher wants to clarify the expression to showing appreciation and to responds appreciation. The teacher does lots code

85

switching in both of language, like the words "First" in data 95, "Contoh lainya" in data 98, "untuk meresponnya" in data 99. In here, the teacher do that because to make easy in conveying the material.

7. **Expressing Group Identity**

Code switching can also be used to express group identity. In other words, the way of communication of one community is different from the people who are out of the community. Based on the table contribution reasons of code switching showed the data of clarifying the speech content for interlocutor is 1 data from 115 data, the data from third teacher (HG). The data example is as follow:

1) **Data 92**

(92) ***Okay** k*erjakan di buku latihan tugasnya di **photo** kemudian kirim ke **google classroom**. Nanti bapak buat folder pengumpulan tugasnya.*

In this case the teacher (HG) gives a task and then he asks students sent the task in google classroom. The teacher used the words "***Okay***", "***photo***", "***google classroom***" feels free because he belived that students knows the meaning of words. The words is common used it in English class because the tacher often used the words to students.

**3.2      Discussion**

At first discussion is the types of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru. The researcher classified the types of code switching used Poplack and Hoffmann theories. Based on the result of the findings, the researcher found that the most common type of code switching used by the English teachers is inter-sentential switching witch occurs 71 times. As stated previously on the chapter II, inter-sentential switching is switch from one language variety to another outside the clause or the sentence, and also occurs between sentences, it happened to clarify or even to translate the utterance.

The second most common type of code switching used by the English teachers is intra-sentential switching. There are 35 of 113 utterances used by the English teachers classified as intra-sentential switching. Intra-sentential switching is switch from one language to another within single utterance or within sentences and also occurs in middle sentences, can be clause, phrase, or word level

The last type of code switching used by English teachers is tag switching. This type of code switching occurs less than the previous types. There are only 7 of 113 utterances which classified as tag switching. The teachers used both English and Indonesian tags in her utterances. The teachers used the type oftags switching is for the sake of emphasizing the sentence and the inserted of tag switching in the sentence may not violating the structure of the sentence

The second discussion is the reasons of code switching used by English teacher. The researcher classified the functions of code switching used

Hoffmann theory. There are seven reasons of code switching, they are talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetation used to clarification, clarifying the speech content for the interlocutor, and express group identity.

The researcher found that the most common reason of code switching used by English teachers is repetation used to clarification which occurs 69 times. As can be seen from the findings, the teacher used the reason of repetation is mostly for clarify or even to translating the teacher's previous utterances. The teacher should repeat or switch the materials or instruction from second language to firs language to make it clear for the students.

The second most common reason of code switching used by English teachers is clarifying the speech content for the interlocutor. There are 27 of 113 utterances of English teacher classified as the reason of clarifying the speech content for the interlocutor. The teacher will lots of code switching that occur. It means making the content of speaker speech runs smoothly and can be understood by the hearer.

The third common reason of code switching used by English teachers is talking about a particular topic. There are 11 of 113 utterances of English teacher classified as the reason of talking about a particular topic. The reason of code switching as talking about a particular topic means that switching to make the speaker feels free and more comfortable used in one language rather than in another when the speaker prefer to talk particular topic.

The fourth common reason code switching used by the English teachers is being emphatic about something. There are 4 of 113 utterances. English teacher classified as the reason of being emphatic about something. It can be seen from the findings, the reason of being emphatic about something used when the teachers switch from the first language to the second language. On the other hand, the teacher will switch from the second language to the first language because the tecahers feels more convenient to be emphatic in the first language rather that the second language.

The fitht common reason code switching used by the English teachers is interjection. There are 3 of 113 utterances. English teacher classified as the reason of interjection. It can be seen from the findings, the reason of interjection occurs when the teacher code switching the language in the utterances it with inserting sentence fillers or sentences connection which it happen unintentionally or intentionally.

The sixth common reason code switching used by the English teachers is express group identity. There is 1 of 113 utterances. English teacher classified as the reason of express group identity. The reason of express group identity occurs when the teacher communicate with students the class that teach is different from the class other.

Then the last reason of code switching used by the English teacher is quoting somebody else. Sometimes the people do code switching involves just the words that the speaker is claiming of quoted person said, which is usually quote a famous expression or saying of some well-known figure. Yet, there is no data

from the utterances contains this kind. So, there will be no more explanation about this reason.

From the discussion above, the researcher believes that code switching is the unavoidable phenomena in teaching and learning process in English lesson. Therefore, the use of code switching may be useful for the concerns of students learning process as long as the teacher has enough consideration to use it properly.
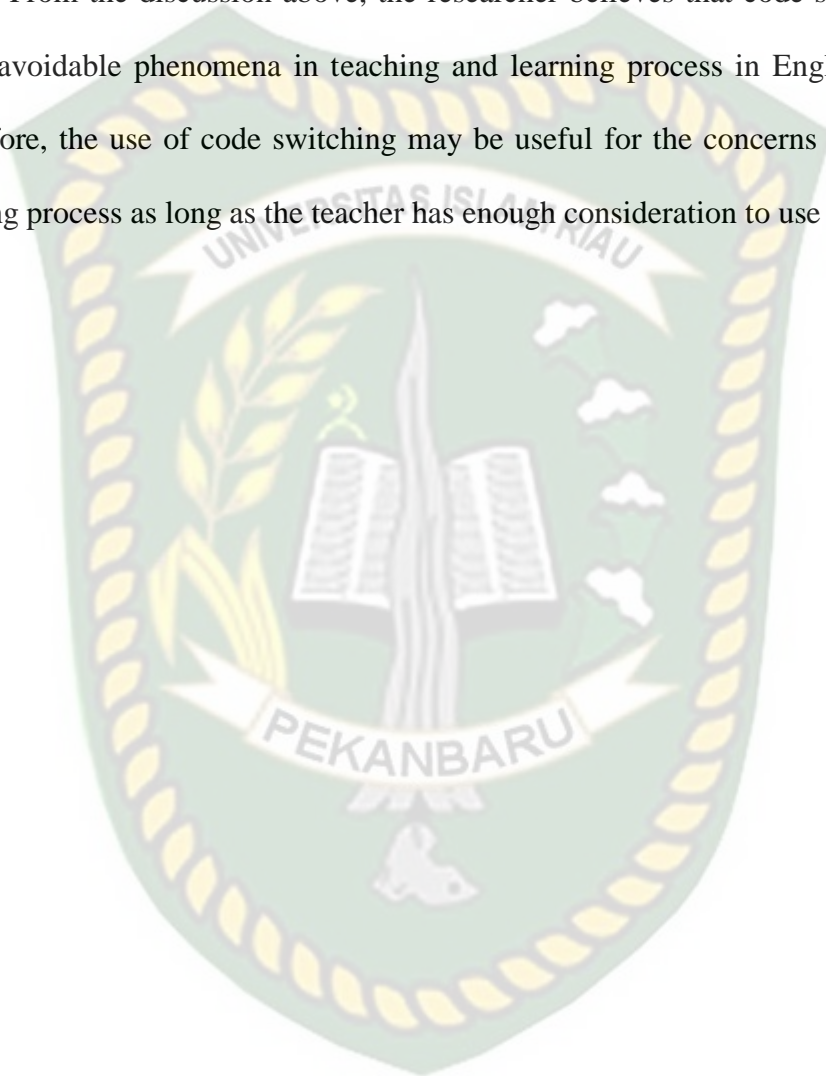
# CHAPTER IV

## CONCLUSION AND SUGGESTION

### 4.1    Conclusion

Dealing with the objective of this study, which is to analysis the types and reasons of code switching used by English teachers an English teaching and learning process at SMP PGRI Pekanbaru. In these cases the reseacher used Hoffmann and Poplack theories to find the types and reasons of code switching. The data was taken from July until august in academy year 2020/2021. The transcript used to analysis the recording. There are six recordings from 3 teachers used in analysis. Based on the analysis, the total numbers of data are 113 cases of code switching. The summary based on the objective of this study formulation as follow;

8. The types of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

There are three types of code switching. They are intra-sentential switching, inter-sentential switching and tag switching. Based on the findings, the researcher found that there are 71 cases of inter-sentential switching, this types has the highest number among the other types of code switching. And then there are 35 cases of intra-sentential switching, this type occupies the second position after inter-sentential switching, and the last position the type of code switching is tag switching there are 7 cases.

9. The reasons of code switching used by the English teachers an English teaching and learning process at SMP PGRI Pekanbaru.

There are seven reasons of code switching. They are talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor and expressing group identity. Based on the findings, the most common reason which occurs in teachers' utterances is repetition used to clarification with 69 of 113 data. The second common reason which occurs in teachers utterances is intention of clarifying the speech content for interlocutor with 27 of 113 data. The third common reason which occurs in teachers utterances is talking about a particular topic with 9 of 113 data. And the Fourth common which occurs in teachers utterances being emphatic about something with 4 of 113 data. The fifth common reason which occurs in teachers utterances is interjection with 3 of 113 data. And sixth reason used by the teachers is expressing group identity with 1 of 113 data. And the last reason is quoting somebody else there is no data for this reason.

## 4.2 Suggestion

Based on the result of the research and considering the previous conclusion, the researcher would like to provide some of suggestion. They are follows:

1. The Reader

   For the Reader who wants get knowledge about code switching in someone's utterance especially in the types and reason of code switching. The researcher hopes this research can help the readers in answering some questions about code switching.

2. The Next Researcher

   For the next researcher, the reseachers hope that this research can be useful as the reference if the next researcher want to conduct the research about code switching especially on education. The next researchers look the phenomena of code switching in other media or in education field other.

10. The English Teacher

   This research is expected to provide insight into English teachers about types and functions of code switching should be used when they teach English in the classroom. It is recommended for English teachers to use English optimally and be more aware in choosing the most appropriate language to be used in delivering material to students.

## REFERENCES

Ahmad, F., & Barner-Rasmussen, W. (2019). False foe? When and how code switching practices can support knowledge sharing in multinational corporations. *Journal of International Management*, (March), 100671. doi:10.1016/j.intman.2019.03.002

Aitchison, J., & Wardaugh, R. (1987). *An Introduction to Sociolinguistics*. *The British Journal of Sociology* (Vol. 38). doi:10.2307/590702

Angeles, L. (2007). *The Handbook of Sociolinguistics*. *The Handbook of Sociolinguistics*. doi:10.1111/b.9780631211938.1998.00001.x

Basi, R. K., Thomas, M. H., & Wang, A. Y. (1997). Bilingual generation effect: Variations in participant bilingual type and list type. *Journal of General Psychology*, *124*(2), 216–222. doi:10.1080/00221309709595519

Bathia,Tej K and William C Ritchie.(2006).*The Handbook of Bilingualism*. Australia:Blackwell

Dey, I. (2003). *Qualitative data analysis: A user-friendly guide for social scientists*. *Qualitative Data Analysis: A User-Friendly Guide for Social Scientists*. doi:10.4324/9780203412497

Elizabeth Lanza. (2008). *Multiple voices: An introduction to bilingualism* (review). *Language*, *84*(4), 892–897. doi:10.1353/lan.0.0070

Gao. (1989). Content Analysis : A Methodology for Structuring and Analyzing Written Material. *Genera*, 31. doi:10.1017/CBO9781107415324.004

H.Putra,Seno.(2014).*Cara-Cara Penulisan Karya Ilmiah Populer dan Karya Ilmiah Akademik.* http://osf.io/preprints/inarxiv/e2qkp/

Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, *65*(1), 74–77.

Hoffmann,Charlotte .(1991). *An Introduction to Binguallsm,*New York:Longman

In, N. E. W. F., & Education, T. (1998). TNTEE Publications, *1*(2).

Ino, L., Dinar, S. S., Yunus, -, & Harmin, -. (2017). Survival Wolio Language in Adulthood in Baubau City: Sociolinguistic Study. *International Journal of Linguistics, Literature and Culture*, *3*(6), 1. doi:10.21744/ijllc.v3i6.554

Kecskes, I., & Albertazzi, L. (2007). *Cognitive aspects of bilingualism. Cognitive Aspects of Bilingualism*. doi:10.1007/978-1-4020-5935-3

Kennedy, D. F., & Lubiner, E. D. (1993). *Learning about Languages. The Modern Language Journal* (Vol. 77). doi:10.2307/329116

Koban, D. (2013). Intra-sentential and Inter-sentential Code-switching in Turkish-English Bilinguals in New York City, U.S. *Procedia - Social and Behavioral Sciences*, *70*, 1174–1179. doi:10.1016/j.sbspro.2013.01.173

Luo,Amy.(2019).*What is content analysis and how can you use it in your research?*https://www.scribbr.com/methodology/content-analysis/

Melvia, O., Yuliyanti, Y., & Suryani, L. (2019). an Analysis of Code Switching Used in Photo Caption By Facebook User. *PROJECT (Professional Journal of English Education)*, *2*(5), 706. doi:10.22460/project.v2i5.p706-713

Mujiyanto, J., & Sutopo, D. (2018). The Realization o f Teachers ' Code Switching in Instructional Process ., *8*(4), 432–438.

Nur, N. A. (1992). A DESCRIPTIVE ANALYSIS OF ENGLISH INDONESIAN CODE, 82–95.

Rauf, A. (2017). Students' Attitude towards Teachers' Use Of Code-Switching and Its Impact on Learning English. *International Journal of English Linguistics*, *8*(1), 212. doi:10.5539/ijel.v8n1p212

Rifai, D. M., & Prasetyaningrum, S. T. (2016). a Sociolinguistic Analysis of Addressing Terms Used in Tangled Movie Manuscript. *Jurnal Penelitian Humaniora*, *17*(2), 123. doi:10.23917/humaniora.v17i2.2504

Romaine, S. (1995). Suzanne_Romaine_Bilingualism._2._ed(b-ok.cc).pdf.

S.,Siregar, M., Bahri, S., & Sanjaya, D. (2014). Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics? *English Language and Literature Studies*, *4*(1), 77–92. doi:10.5539/ells.v4n1p77

Saddhono, K., & Rohmadi, M. (2014). A sociolinguistics study on the use of the Javanese language in the learning process in primary schools in Surakarta, Central Java, Indonesia. *International Education Studies*, *7*(6), 25–30. doi:10.5539/ies.v7n6p25

Spolky,Bernar.(1998).*Sociolinguistics.* New York:Oxford University Press

Suarnajaya, W., Mardjohan, A., & Wijaya, D. (2018). An Analysis of Code Switching Used by Lecturer of English Education Department at Ganesha University of Education. *Lingua Scientia*, *23*(1), 25. doi:10.23887/ls.v23i1.16065

Wholey,Joseph S and Harry Patry and Kathryn E Newcomer.(2004).*Handbook of Practical Program Evaluation.*Francisco:Jossey Bass.

Wilcox, P. P. (2004). *Bilingualism and Identity in Deaf Communities*. *Sign Language Studies* (Vol. 5). doi:10.1353/sls.2004.0027

Wilkinson,David and Peter Birmingham.(2003).*Using Research Intrument A Guide for Researcher.*USA:Routledge

Yusuf, Y. Q., Fata, I. A., & Chyntia. (2018). Types of Indonesian-English code-switching employed in a novel. *Kasetsart Journal of Social Sciences*, 2–7. doi:10.1016/j.kjss.2018.02.00