

**A DESCRIPTIVE ANALYSIS OF ENGLISH-INDONESIAN CODE
SWITCHING SPOKEN BY THE ENGLISH TEACHER OF MTs NU
SALATIGA IN ACADEMIC YEAR OF 2011-2012**

Graduating Paper

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of *Sarjana Pendidikan Islam* (S.Pd.I) in the English and
Educational Department



By:

Inna Afni Fitriyah
NIM : 113 07 003

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY

STATE ISLAMIC STUDIES INSTITUTE (STAIN)

SALATIGA

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Salatiga, September 13th 2012

The lecture of Education Faculty

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ATTENTION COUNSELOR NOTES

Case : Inna Afni Fitriyah's Graduating Paper

Dear,


The Head of State Islamic
Studies Institute of Salatiga

Assalamualaikum wr.wb.

After reading and correcting Inna Afni Fitriyah's graduating paper entitled "A DESCRIPTIVE ANALYSIS OF ENGLISH-INDONESIAN CODE SWITCHING SPOKEN BY THE ENGLISH TEACHER OF MTS NU SALATIGA IN ACADEMY YEAR OF 2011-2012" I have decided and would like to propose that if it could be accepted examined as soon as possible.

Wassalamualaikum wr.wb.

Consultant


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GRADUATING PAPER

**A DESCRIPTIVE ANALYSIS OF ENGLISH-INDONESIAN CODE
SWITCHING SPOKEN BY THE ENGLISH TEACHER OF MTS NU
SALATIGA IN ACADEMIC YEAR OF 2011-2012**

CREATED BY:

INNA AFNI FITRIYAH
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Has been brought to the board of examiner of English department of Educational Faculty State Islamic Studies Institute (STAIN) Salatiga on September 26th 2012 and hereby considered to completely fulfillment of the requirement for the degree of SI Kependidikan Islam.

Board Examiners

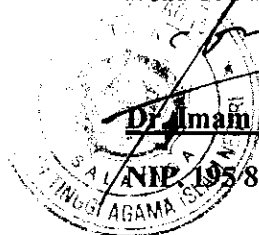
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DECLARATION

BISMILLAHIROHMANIRROHIM

Hereby the writer declares that this graduating paper is made by the writer herself. It is not contained with material written or published by other people and other people's ideas expect the information from the references.

In the future this graduating paper can be verified of consisting of the other people's ideas or the writer is capable to account to this graduating paper if in the future it can be proved of containing others idea or in fact, the writer imitates the others graduating paper.

Likewise, this declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, September 13th 2012

The Writer

Inna Afni Fitriyah

NIM: 113 07 003

MOTTO

✦ *Desire creates the power (Raymond
Holliswell)*

✦

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا
بِأَنْفُسِهِمْ (الرعد ١١) .

**“Verily never will God change the condition of
people until they change it themselves (with
their own soul)” (Ar-Radh: 11)**

✦ *Where there is a will there is a way*

✦

مَنْ جَدَّ وَ جَدَّ

“Who is serious, man will success”

DEDICATION

1. My beloved mother (Suyatmi Alm.) and father (Ahmadi) who always support, finance, guide and pray me for my best future.
2. My beloved brother (Sigit Dermawan) who has supported and helped for my study until finish.
3. My Aunt & Uncle Munjamil and family who always support me.
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9. Mas Aris and mas Sechan's family who have taught me the meaning of life.
10. My TBI A 2007 Friends
11. HMI friends
12. RASTA (The organization of teenager in Tanduk) friends
13. All my friends in STAIN Salatiga.

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In the name of Allah, the most gracious and merciful.

Praised be to Allah SWT, Lord of universe, because Allah the writer could finish this graduating paper as one of the requirement of *Sarjana Pendidikan Islam* in English Department of Educational Faculty of State Islamic Studies Institute (STAIN) Salatiga in 2012.

In this process of completion of this thesis, the writer received much advices and contribution from many people who can not be enumerated. However, this success would not be attained without supports, guidance, help, encourage from individual and institution. The writer would like to say thank to:

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ABSTRACT

Fitriyah, Inna Afni. 2012. *A Descriptive Analysis of English-Indonesian Code Switching Spoken by the English Teacher of MTs NU Salatiga in the Academy Year of 2011-2012*. A Graduating Paper. Educational Faculty. English Department. State Islamic Studies Institute (STAIN) Salatiga. Counselor : Norwanto, M.Hum

Key word: code switching

The purpose of this study is describing the code switching spoken by English teacher of MTs NU Salatiga in teaching-learning process in the academy year 2011-2012. The research problems are the grammatical aspect and sociolinguistic aspect of code switching and the function of code switching from the utterance that is spoken by English teacher. The writer uses descriptive qualitative approach as method for analyzing the data. The writer collects the data by recording and writing on note of what teacher said in teaching-learning process, then collect it and classified based on grammatical aspect of code switching, sociolinguistic aspect of code switching and the functions of code switching. A grammatical approach focuses on the structural aspect of code switching, the aim being to determine the syntactic and morphological characteristic of code switching constructions. While, a sociolinguistic approach is concerned with the role of social factors in the occurrence of code switching, the aim being to determine patterns of occurrence of code switching and how these may be affected by social factors such as context and speakers' role relationships. The result of this research, the grammatical aspects of code switching are extrasentential/tag switching, intrasentential switching, intersentential switching and intra word switching. Sociolinguistic aspects of code switching are situational and metaphorical switching. The function of code switching are referential function, directive function, expressive function, phatic function, metalinguistic function, to mark injection or to serve as sentence filler and to clarify or emphasize a message. The achievement of this research can be used to make easier in teaching foreign language and can be used as additional source and also developing code switching field in the next research.

CHAPTER I

INTRODUCTION

A. Background of the Study

Human is an individual creature and social creature. As a social creature, human lives in social life and always relate to the other people. Man lives in his community within language, culture and also tradition. One thing that makes people can survive from their community is they can interact with the other as well. The interaction can be done by understand their language. By language, People able to share and convey their thought and feeling to the others. Like what stated by Corder that traditional accounts of language typically tend to state its function a being the communication of 'thought' (1973:36).

Moreover, Corder said that language is something people 'know', people do, people write, read and speak, well or badly. It is a skilled behavior which people have to learn and which improves through practice (1973: 20). So that, the more often people use language the better in using it, because language just likes habit. So does learn second language, the more often people practice it, the more people master it.

Using language in social life is studied in sociolinguistics. Holmes states that sociolinguists study the relationship between language and society (1992: 1). Holmes also stated that sociolinguistics is concerned with the relationships between language and the context in which it is used (1992: 2).

Meanwhile, social life has many variations of contexts and languages in interaction, so the fluency of communication will be influenced by social factor like what Holmes stated in his book, that some relate to the users of language- the participant, other relate to its user – the social setting and function of the interaction. In this case, who is talking to whom. Then, the other factor is the setting/social context. Then the last factor is the aim/purpose of communication (1992: 11).

Recently, many people use more than one language in communication with people around them. For the effect, people more often use many languages in one conversation and that's why code switching and code mixing often occur in their conversation. Hymes (1875:103) in Chaer & Agustina was said that "Code switching has become a common term for alternate use of two or more languages, varieties of language, or even speech style" (Chaer & Agustina, 2004: 108). For instance: English is a foreign Language for Indonesian people but it has used by many people in Indonesia. People often use it to their purpose, or some people use English and Indonesia interchangeable or mix it. Moreover, English switching is done by English teachers toward their students in order to make easier in understanding what teacher conveys. It also helps students who still have a few vocabularies, especially in early English learner. In Junior High School of Indonesia will be very appropriate to be applied the using of English code switching. The writer sure that English's teachers in many Junior High Schools use code switching in learning-teaching process well consciously or unconsciously.

Here, the writer would like to observe English-Indonesian code switching spoken by English teacher in teaching-learning process in the classroom. The writer chooses the context of sociolinguistics in Education field not in other public field because the writer is interested to find and analyze English code switching in context of Education by observation directly.

From the statement above, the researcher will research English-Indonesia code switching spoken by teacher in MTs NU Salatiga. Then the writer will analyze it according to the grammatical aspects, sociolinguistic aspects and the function of using it. So in this thesis, the writer would like to research entitle "A DESCRIPTIVE ANALYSIS OF ENGLISH-INDONESIAN CODE SWITCHING SPOKEN BY THE ENGLISH TEACHER OF MTS NU SALATIGA IN ACADEMIC YEAR OF 2011-2012".

B. Limitation of the Problem

In this study, the researcher would like to limit the problem that will be analyzed in order to make easier for the reader to comprehend this research. From the research entitled "A Descriptive Analysis of English-Indonesian Code-Switching spoken by the English Teacher of MTs Nu Salatiga in the Academy Year 2011-2012", the researcher is going to identify and analyze code switching that is spoken by English teacher in teaching-learning process. The researcher will analyze grammatical and sociolinguistic aspects of code switching that is spoken by the teacher. Then, the researcher will analyze the

function of using code switching that is spoken by teacher in teaching-learning process. Especially in second class of A class that taught by Mrs. Uswatun Hasanah.

C. Statement of the Problem

- a. What are grammatical aspects of code switching in English-Indonesia code switching spoken by MTs NU English teacher in teaching-learning process in academic year 2011-2012?
- b. What are sociolinguistic aspects of code switching in English-Indonesia code switching spoken by MTs NU English Teacher in teaching-learning process in academic year 2011-2012?
- c. What are the Functions of using English-Indonesia code switching spoken by MTs NU English Teacher in teaching-learning process in academic year 2011-2012?

D. Purpose of the Study

- a. To analyze grammatical aspects of code switching in English-Indonesian code switching spoken by MTs NU English Teacher in teaching-learning process in academic year 2011-2012.
- b. To analyze sociolinguistic aspects of code switching in English-Indonesian code switching spoken by MTs NU English Teacher in teaching-learning process in academic year 2011-2012.
- c. To know the Functions of using English-Indonesia code switching spoken by MTs NU English Teacher in teaching-learning process in academic year 2011-2012.

E. Benefit of The Study

a. Theoretical

1. This thesis would give knowledge about grammatical aspects, sociolinguistic aspects and functions of code switching that is spoken in English teaching-learning process.
2. This research will help teacher to know the using of code switching in education community with its grammatical aspects, sociolinguistic aspects and functions. Especially when teachers interact with their students who still have a few vocabularies or English early learner.
3. To develop Sociolinguistic studies.

b. Practical

1. This thesis encourages or gives solution to English teachers to face students who still have a few vocabulary or English early learner by application code switching in teaching-learning process as an effort to drill students to listen and comprehend utterances that is conveyed by teacher.
2. This research can be used by English department students as reference to the other research.

F. Literature Review

1. Description theory of code switching

Hymes (1875: 103) in Chaer & Agustina stated that code switching has become a common term for alternate use of two or more languages, varieties of languages, or even speech style (2004: 108). A code switch

may be related to a particular participant or addressee (Holmes, 1992: 41). Auer (March 1988) states Code-switching can be related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities. Weinreich's description of switching codes in Nilep (2006) suggested that bilingual individuals possess two separate linguistic varieties, which (ideally) they employ on separate occasions (P.6). Appel (1976: 79) in Chaer & Agustina defined code switching; switching indication of using language because of situation changing (2004: 107). Thelander (1976: 103) in Chaer & Agustina said that if in a speech act occur switching from one clause of language to the other clause in different language, it's called code switching (2004: 115). Gumperz's definition (1982:59) in Nilep: "Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Nilep, 2006: 17).

Ninaz (2008) said that "When people change language intentionally and people do it because of specific purposes (e.g. the presence of third person that does not share the same language, or the change of topic or situation), in other word the switch is functional, that means you code-switch."

From the definition above, code switching can be seen like in the example below:

Example as in Holmes (1992: 41)

(*The Maori is in italics.* THE TRANSLATION IS IN SMALL CAPITALS)

Sarah : I think everyone's here expects Mere.

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

Sarah : You're right. *Kia ora Mere. Haere mai. Kei te pehea koe?*)

(Hi MERE. COME IN. HOW ARE YOU?)

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

(HELLO MY FRIEND. I'M FINE) (Holmes, 1992: 41)

From the example above Sarah change her code when Mere comes. Then Mere reply by the same code then change by their formal code. A code may be related to a particular participant or addressee. Like the situation that shown by Sarah who address Mere by their informal language i.e. Maori. Then, the utterance above occurs in English by its grammatical system to Maori in its grammatical system.

2. The previous relate literature

The researcher takes the review of relate literature from other graduating papers as the principles or comparisons with this research.

The first one is taken from Sri Setyaningsih (2006) entitled A DESCRIPTIVE STUDY OF CODE SWITCHING DEMONSTRATE BY BECAK DRIVERS IN MALIOBORO STREET YOGYAKARTA. She analyzed the pattern of code switching and the Conversational Functions of code switching from direct conversation.

The second one is taken from Henny Widhi Astuti (2010) entitled A DESCRIPTIVE OF CODE MIXING AND CODE SWITCHING USED IN ANDREA HIRATA'S NOVEL ENTITLED MARYAMAH KARPOV. She analyzed types of code mixing and code switching from novel.

The third one is taken from Ana Puspitasari (2011) entitled THE USING OF CODE SWITCHING TO DEVELOP STUDENTS ABILITY IN ENGLISH LEARNING PROCESS. She discussed about type of code switching and the influence of using code switching in learning process.

G. Thesis Outline

The writer organizes graduating paper in five chapters. Chapter I is an introduction, consist of background of the study, limitation of the problem, purpose of the study, benefit of the study, literature review, and thesis outline. Chapter II is literature review. It consists of theoretical discussion of reviews that relate with and previous graduating paper. The theoretical discussion consists of the Notion of Sociolinguistic, Code switching, approach of code switching: grammatical aspect and sociolinguistic aspect, the function of using code switching and code mixing. Chapter III, the writer discusses the research methodology. It covers type of research, setting of the research,

profile of school, research object, source of data, method and technique of data collection and data analyses. Chapter IV is research finding and discussion. It consists of the analyses the code switching that spoken by MTs NU Salatiga's teacher to communicate with her students in convey the material in English teaching-learning process. The analysis consists of the grammatical aspect of code switching, the sociolinguistic aspect of code switching. Then look for the Function of code switching spoken by teacher of MTs NU in English teaching-learning process. Chapter V is conclusion and recommendation. It contents all of data analysis and gives some suggestions of the problem discussed. The last part is bibliography and appendix.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would explain some literatures that relate with the study that will be studied. Here, the writer explains the notion of sociolinguistic, macro and micro sociolinguistic, speech community, bilingual, multilingual, code switching, types of code switching, the function of code switching, code mixing and also the previous relate literature of graduating paper.

A. The Notion of Sociolinguistics

The term sociolinguistic comes from the word 'sociology' and 'linguistic' which are two different disciplines. Sociology is defined as the study of structure and process social (Soekanto, 1982). Meanwhile, linguistic is the discipline that study language structure without study the context social where the language structure is used (Hudson, 1980). Then two discipline combine to study about the relationships between society and language i.e. sociolinguistic (Umar & Napitupulu, 1994: 1).

Sociolinguists study the relationship between language and society. They are interested to explain why people say different utterances in different context, and they are focused with identifying the social function of language and the way how it is used to convey social meaning (Holmes, 1992: 1). Some definitions of sociolinguistics are defined by sociolinguists as follow:

S.Romaine in Jacob L.Mey defined Sociolinguistics as the discipline of linguistics which deals with the relationships between language and society (1998: 892). Wardhaugh also stated the term sociolinguistics is focused in investigating the relationships between language and society in order to be better understanding of the structure and society and of how languages function in communication. The same purpose in sociology of language is trying to find out how social structure can be better understood through the study of language .e.g. how certain linguistic features serve to characterize particular social arrangement (1986: 13).

Then, Nababan (1984: 2) in Chaer & Agustina called sociolinguistics as the study of language with social dimension (Chaer & Agustina, 2004: 3). Holmes adds, it is concerned with the relationship between language and the context in which it is used (1992: 2).

While J.A.Fishman defined Sociolinguistics as the study of the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community (Chaer & Agustina, 2004: 3).

From the definitions above, the writer concludes that sociolinguistics is the study of relationship between language and society which involves its languages function and concern the social context in communication in order to get better understanding for communication in speech community.

B. Macro-sociolinguistic and Micro-sociolinguistic

Field of sociolinguistics is subdivided into macro- and micro-sociolinguistic (Romaine in Jacob L.Mey, 1998: 892). In Sumarsono's book was said that the term macro- and micro- points to the large and narrow of the field that will be studied. If something that talked is large matters, it's grouped into macro-sociolinguistic, yet if something that talked is narrow matter, so it's grouped into micro-sociolinguistic (2002: 14).

Roger Bell in Sumarsono adds that he more emphasize in the attention of language's interaction among the speakers which micro sociolinguistic concerns in an intra group interaction. Whereas, macro-sociolinguistic concerns in the context of intergroup interaction (2002: 15)

The example is given in Sumarsono's book, micro-sociolinguistic such as if people talked about speech act in a ceremony in ethnic A, there people can analyze from begin until finish about the structure of event. In simple word, can be said that who speaker is, in what kind of language, to whom he speak, about what/who, in what situation, with what purpose and so on (2002: 15). Meanwhile, macro-sociolinguistic occurs in large scale which concerns the communication among group. Even, until the nation in a country (2002: 16).

C. Speech Community

A speech community is a group of people who do not necessarily share the same language, but share a set of norms and rules for the use of language (S. Romaine in Jacob L.Mey, 1998: 892). Then, I. Dewi .S adds people are social beings who belong to certain community. Each community has its own

characteristics including its way of communication. This kind of community is called speech community (<http://www.infoskripsi.com/Artikel-Penelitian/Code-Switching-in-Indonesian-Pop-Songs.html>).

Giles, Scheren and Taylor have the term “speech marker” in speech community which is as a marker of social categories. This is important to discriminate. Social categorize like age, sex, ethnic, social class and situation will be easy to be marked in the base of cases. Then Giles, Schere, and Tylor said “...that such a categorization is fundamental to social organization” (Wardaugh, 1986: 118)

Meanwhile, Gumperz (1971: 101) used the term linguistic community rather than speech community. He proceeds linguistic community as follow:

“Social group which may be either monolingual/multilingual, held together by frequency of social interaction pattern or set off from surrounding areas by weaknesses, in the line of communication. Linguistic communities may consist of small groups bound together by face-to-face contact or may cover large region, depend on the level of abstraction we wish to achieve”.

(Wardaugh, 1986: 120)

Gumperz in Giglioli also defined speech community as “any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal sign and set off from similar aggregates by significant in language usage”. Most permanent member is a small group that bounded by face to face contact, modern nation that can be divided into smaller group, occupational associations or neighborhood gangs that may be is need as a community (1972: 219). Gumperz adds that member community must not

share grammatical rules, but they must relate regular or frequent between language usage and structure social which the norm may vary by sub-group and social setting (Wardaugh, 1986: 120).

Then Gumperz in Giglioli said the sociolinguistic study of speech community deal with the linguistic similarities and differences among varieties; distinct dialect, styles, and occupational or other special parlances. Then those varieties occur in speech community where relationships between language choice and rules of social appropriateness can be formalized (1972: 220).

In addition, Auer (March 1998) said in particular types of bilingual speech community code can be used as an indicative group membership and also can be related to its group memberships. It likes the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities.

D. Bilingual

Fishman and Mackey in Chaer and Agustina's book defined bilingual as the using of two languages interchangeable by a speaker in his relation with the other (2004: 84). Spolsky said the bilinguals have a repertoire of domain-relevant rules of language choice (1998: 46). In addition, I. Dewi .S said bilingual can change their language's choice to suit the existing situational and condition in order to communicate effectively (<http://www.infoskripsi.com/Artikel-Penelitian/Code-Switching-in-Indonesian-Pop-Songs.html>).

E. Multilingual

Societal bilingualism/multilingualism refers to the existence of two/ more languages used by individual and group in society (M. Blanc in Jacob L.Mey, 1998: 71). In many multilingual communities, speakers switch among languages or varieties as monolinguals switch among styles (S. Romaine in Jacob L.Mey, 1998: 893). There is a whole range or repertoire of languages (Platt & Platt 1975) is available to speakers who use some of them in their linguistic interactions to perform particular social roles (M. Blanc in Jacob L.Mey, 1998: 72).

However, in many part of the world multilingual is regarded as a normal requirement of daily living that people speak several languages: one or more at home, another in village, another for trade's purposes, for contact with outside world of wider social or political organization. These several of languages are usually acquired naturally and unselfconsciously, the shift from one to another occurs without hesitation (Wardhaugh, 1986: 98). Additionally, people who are multilingual speak a number of language and individuals may not aware of how many difference languages they speak. They do it because they need to do so in order to live their lives: their knowledge is instrumental and pragmatic (Wardhaugh.1986:100).

In many multilingual societies the choice of one language over another has the same signification as the selection among lexical alternate in linguistically homogeneous society (Gumperz in Giglioli, 1972: 220). S.Romaine in Jacob L.

Mey adds many multilingual communities, speakers switch among language or varieties as monolinguals switch among styles (1998: 892).

F. Language/ Code Choice

Mc Arthur (1998) stated a code may be a language or a variety or style of a language. Like what is said by Wardaugh in his book that “We may also refer to a language or a variety of a language as a code. The term is useful because it is neutral. The ‘neutral’ term ‘code’ can be used to refer to any kind of system that two or more people employ for communication” (1986: 89).

In addition, code may be used in some fields of Semiotics, literary, and sociolinguistic theory. First, In Semiotic, following communication theory, a code is any system of signs or symbols which convey information (e.g. Morse code, binary code); or a set of rules or conversations for converting one system into another (e.g. a secret code). Second, in literary code, code is seen as a sign system (primary code) that can be used to convert messages into another (secondary code). The third, in sociolinguistic code, the term code simply to mean ‘(social) variety’ or ‘dialect’. Hence, the sociolinguists define the term code in code switching refer to the shifting by a speaker between variety or dialect or language in different situations or for different effects (K.Wales in Jacob L.Mey, 1998: 109).

Sociolinguists who had studied code switching before 1980s directed our attention to extra-linguistic factors such as topic, setting, relationship between

participants, community norms and values, and societal, political and ideological developments. All of that influence speakers' choice of language in conversation (Li Wei in Auer, 1998: 156). Like in Holmes (1992: 11), there are Social factors, dimensions and domain of language used in society.

a. Social factor involves:

- 1) The participant: who is talking to whom? That's important factor.
- 2) The setting or social context of the interaction: where are they speaking? That's generally a relevant factor.
- 3) The topic: what is being talked about? The aim or purpose of the interaction. That's maybe important.
- 4) The function: why are they speaking?

Not all factors are relevant in any particular context but they can be grouped in ways which are helpful. These social factors will prove important in describing and analyzing all kind of interactions (Holmes, 1992: 12).

b. Social dimensions

There are four different dimensions for analyzing which relate to the social factors above:

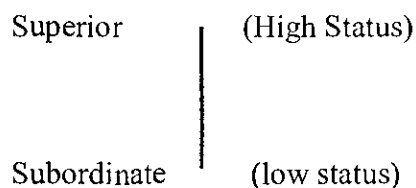
- 1) A social distance scale concerned with participants relationships.

This scale is a relevant factor in linguistic choice, because it is useful in emphasizing how well we know someone.

Intimate (High Solidarity) ————— distant (Low Solidarity)

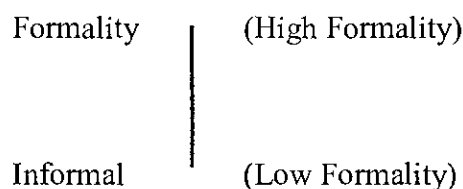
- 2) A status scale concerned with participant relationship.

This scale points to the relevance of relative status in some linguist choice.



- 3) A formality scale relating to the setting or type of interaction.

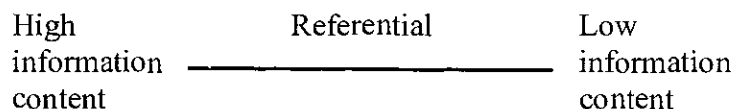
This scale is useful in assessing the influence of the social setting or type of interaction on language choice.



- 4) Two functional scales relating to the purposes or topic of interaction.

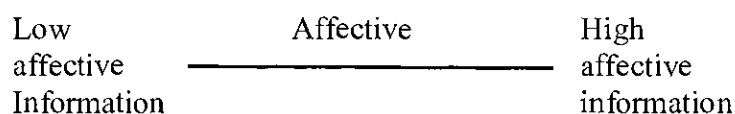
- a) The referential function scale

Language can convey objective information or referential kind; and it can also express of someone's feeling.



- b) Affective function scale

The intent is to convey goodwill than information of the specific content in the conversation.



c. Domain of language use

Beside social factors, there is also important to look at 'typical' interactions which involve those factors when describing code choice in large speech community. A domain involves typical interaction between typical participants in typical setting (Holmes, 1992: 26).

Domain is clearly a very general concept which draws on three important social factors in code choice: participants, setting, and topic. Using information about the domains of use in a community may draw a very simple model in summarizing the norms of language use for community. That is often particularly useful for bilingual and multilingual speech community (Holmes, 1992: 26).

People are nearly always faced with choosing an appropriate code when they speak. The appropriate code choice may useful to relate with some situations. In sociolinguistic there are two concepts draw situations that relate with code choice (Holmes, 1992: 31). They are:

1. Diglossia situation

Fergusson has defined diglossia as a relatively situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards) (Wardhaugh, 1986: 90). Diglossia describes societal or institutional bilingualism, where two varieties are required to cover all the community's domains (Holmes, 1992: 36).

Holmes (1992: 36) stated that diglossia has three crucial features or criteria:

- a) Two distinct varieties of the same language are used in the community, which one is regarded as high variety (H), and the other is low variety (L).
- b) Each variety has quite different function, but they complement each other.
- c) No one uses H variety for daily conversation.

A diglossia situation exists in a society when it has two distinct codes which show clear functional separation; that is one code is employed in one set of circumstances and the other in an entirely different set (Wardhaugh, 1986: 90).

2. Polyglossia situation

Polyglossia has been used for situations which use many different codes for different purposes where a community regularly uses more than two languages (Holmes, 1992: 38). Two or more codes can be regarded as a High Code (H), and two or more code also can be regarded as a low code (L). Holmes adds there are also some obvious reasons for code choice, e.g. pragmatic, ideology and lingua franca (Holmes, 1992: 113).

G. Code Switching

Hymes (1875: 103) in Chaer & Agustina stated that code switching has become a common term for alternate use of two or more languages, varieties of languages, or even speech style (Chaer & Agustina, 2004: 108). A code

switch may be related to a particular participant or addressee (Holmes, 1992: 41). Auer (March 1998) said code switching can be related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities (Auer , March 1998).

Weinreich's description of switching codes in Nilep (2006) suggested that bilingual individuals possess two separate linguistic varieties, which (ideally) they employ on separate occasions (2006: 6). While, Appel (1976: 79) in Chaer & Agustina defined code switching; switching indication of using language because of situation changing (Chaer & Agustina, 2004: 3).

The term 'code switching' refers to the juxtaposition of elements from two (or more) languages or dialects (K. M. McCormick in Jacob L. Mey, 1998: 114). Grosjean (1982) and Torres (1989) in original research stated code-switching is defined as the alternation of two languages within a single discourse, sentence, or constituent (Rizal Fikri, 2010). Gumperz's definition (1982:59) in Nilep: "Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Nilep, June 2006: 17).

From the definition above, code switching can be seen like in the example below:

Example in Holmes (1992: 41):

(*The Maori is in italics. THE TRANSLATION IS IN SMALL CAPITALS*)

Sarah : I think everyone's here expects Mere.

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

Sarah : You're right. *Kia ora Mere. Haere mai. Kei te pehea koe?*)

(Hi MERE. COME IN. HOW ARE YOU?)

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

(HELLO MY FRIEND. I'M FINE) (Holmes, 1992: 41)

From the example above Sarah changes her code when Mere comes. Then Mere replies by the same code then changes by their formal code. A code may be related to a particular participant or addressee. Like the situation that shown by Sarah who addresses Mere by their informal language i.e. Maori. Then, the utterance above occurs in English by its grammatical system to Maori in its grammatical system.

From the definitions above, the writer conclude that code-switching is an alternation of using two or more languages, varieties and dialects of language in conversation which the switching occur from one language within its grammatical structure to another language within its grammatical structure too.

H. Approach of code switching

The code switching study has two approaches: grammatical perspective and sociolinguistic perspective. Grammatical approach focuses on the structural aspects of code switching, the aim being to determine syntactic and morphological characteristics of code switching constructions. Meanwhile, sociolinguistic approach is concerned with the role of social factor in the occurrence of code switching, the aim being to determine pattern of occurrence of code switching and how these may be affected by social factors such as context and speaker' role relationships (Van Dulm, 2007: 9).

1. Grammatical aspects of code switching

From grammatical perspective, various type of code switching can be distinguished on the basis of the length and nature of the juxtaposed units of the two languages. Van Dulm (2007: 15-16) uses three types: 1) Extrasentential code switching which involves attaching a tag from one language to an utterance entirely in the other language (Hamers and Blanc 2000: 259). 2) Intersentential code switching which involves switching at sentential boundaries, where one clause or sentence is in one language and the next clause or sentence is in the other (Mac Swan 1999: 1). 3) Intrasentential code switching which takes place within the clause boundary (Hamers and Blanc 2000: 259).

In addition, Mc Arthur (1998) has the same type of what Van Dulm (2007) stated i.e. Extrasentential switching/Tag-switching, Intra-

sentential switching, Inter-sentential switching, then he adds one more type of code switching i.e. Intra-word switching. The definitions of 4 types that were stated by Arthur are: 1) Tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another. 2) Intra-sentential switching, in which switches occur within a clause or sentence boundary. 3) Inter-sentential switching, in which a change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. 4) Intra-word switching, in which a change occurs within a word boundary.

The tag-switching that was stated by Mc Arthur enter to the term of extrasentential code switching stated by Hamers and Blanc. From the explanation above, the types of code switching in grammatical aspect are:

a. Extrasentential code switching / Tag- switching

Hamers and Blanc (2000: 259) in Van Dulm (2007) said Extrasentential code switching involves attaching a tag from one language to an utterance entirely in the other language. It likes what Mc Arthur (1998) said of tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another.

Example as in Arthur (1998), Edward (1994: 73) and also Poplack, Wheeler and Westwood in S. Romaine (1989: 122):

1) As when a Panjabi/English bilingual says:

It's a nice day, hana? (It's a nice day, isn't it?). (Arthur. 1998)

2) English-Tagalog

The proceeding went smoothly, ba? (The proceeding went smoothly, didn't they?) (Edward, 1994: 73)

3) Finish – English

Mutta en mä viittinyt, no way! (But I'm not bothered, no way!)
(Poplack, Wheeler and Westwood in S. Romaine, 1989: 122).

b. Intra-sentential switching

Hamers and Blanc (2000: 259) in Van Dulm Intra-sentential code switching takes place within the clause boundary.

Example in Arthur (1998):

As when a Yoruba/English bilingual says:

Won o arrest a single person (they did not arrest a single person) (Mc Arthur, 1998).

c. Intersentential code switching

Intersentential code switching involves switching at sentential boundaries, where one clause or sentence is in one language and the next clause or sentence is in the other [Mac Swan (1999: 1) in Van Dulm, 2007: 16].

Example as in Poplack in S. Romaine (1989: 123) and Edward (1994: 73):

1) Puerto Rican Bilingual Spanish - English

Sometimes I'll start a sentence in English y terminó in español. (Sometimes I'll start a sentence in English and finish it in Spanish) (Poplack in S. Romaine, 1989: 123).

2) Finnish-English

Sano että tulla tänne että I'm very sick ('tell them to come here that I'm very sick') (Edward, 1994: 73)

d. Intra-word switching, in which a change occurs within a word boundary (Mc Arthur, 1998).

Example Such as in Arthur (1998):

- 1) *shoppã* (English *shop* with the Panjabi plural ending) or
- 2) *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning 'to') (Mc Arthur, 1998).

2. Sociolinguistic aspects of code switching

Sociolinguistic approach is concerned with the role of social factor in the occurrence of code switching, the aim being to determine pattern of occurrence of code switching and how these may be affected by social factors such as context and speaker's role relationships (Van Dulm, 2007:

9). The types of code switching in sociolinguistic aspect can be

distinguished namely metaphorical switching and situational switching

[Blom and Gumperz (1972: 424, 425) in Van Dulm, 2007: 13]

a. Metaphorical switching

Metaphorical switching referred to change in the speaker's language choice when the situational remained the same. For some people switch in this case was thought to convey special communicative intent (Li Wei in Auer, 1994: 156). Like in S. Romaine (1989: 161) stated that Metaphorical code-switching, however, concerns the communicative effect the speaker intends to convey. Then Gumperz adds that 'rather than claiming that speakers use language in response to a fixed, predetermined set of prescriptions, it seems more reasonable to assume that they build on their own and their audience's abstract understanding of situational norms, to communicate metaphoric information about how they intend their words to be understood.' (S. Romaine, 1989: 161)

It occurs where alternation enrich a situation, allowing for allusion to more than one social relationships within the situation (Gumperz, 1972: 409). The term metaphorical switching also reflects the fact that this kind of switching involves rhetorical skill. Skilful code-switching operates like metaphor to enrich communication. People use it to represent complex meaning (Holmes, 1992: 49).

Example as in Holmes (1992: 48):

At the village meeting among the Buang people in Papua New Guinea the main village entrepreneur and 'bigman' is trying to persuade people who have put money into a village store to leave it there. This is a section from his skillful speech. (*Tok Pisin is in italics*. Buang is not italicized)

Ikamap trovel o women, mi ken stetim olgeta toktok. Orait. Pisin ke ken be, meni ti ken nyep la, sa lok lam memba re, olo ba miting autim olgeta tok ...moni ti ken nyep ega, rek mu su rek ngoko nam be, ong moni rek,...moni ti ken bak stua lam vu Mambump re, m nzom agon. Orait, bihain, bihainim bilong wok long bisnis, orait, moni bilong stua bai ibekim olgeta ples.

English translation

If any problem comes up, I will be able to settle all the arguments. OK. This is the way – the money that is there can't go back to the shareholders, and the meeting brought up all these arguments The money that's there you won't take back, your money will... this money from the bulk store will come back to Mambump. And we'll hold on to it. Now later, if we continue these business activities, then the store money will be repaired to everyone. (Holmes, 1992: 48)

From the example above, move switching into a different dimension.

In that situation, there are no obvious explanatory factor accounting for the specific switches between Buang and Tok Pisin, no new person joined the audience at any point. There was no change in the setting or in the topic (business). Even, there are no angry or humorous utterances. Mr. Rupa uses Buang as the local tribal language to emphasize his membership of the Buang community (he belongs here and everyone know him). But he is skilled business man who contact in the outside world so he uses Tok Pisin emphasize his role and his superior knowledge and experience as a man of the wider world. He is

code switching for rhetorical reasons drawing on the associations of both codes.

b. Situational switching

Situational switching, as the term implied, was triggered by a change in situation. The assumption is that only one of the co-available language or language variety was appropriate for special situation and the speaker need to change their language choice to keep up with the change in social factor in order to maintain that appropriateness (Li Wei in Auer, 1994: 156). Then Gumperz and Bloom, situational code switching, where alternation between varieties redefines a situation, being a change in governing norms (John J. Gumperz & Dell Hymes, 1972: 409). Wardaugh adds the explanation redefine the situation formal to informal, official to personal, serious to humorous, and politeness to solidarity (Wardaugh, 1986: 107).

Example as in Soewito (1983) in Chaer& Agustina (2004: 110):

(This is a conversation between a secretary (S) and employer (E). Indonesian and Javanese is in *Italic*, the CAPITAL is the translation, **Bold** as Javanese and the Underline as the code switching)

S : *Apakah Bapak sudah membuat laporan surat ini?*

(HAVE YOU MADE THIS LETTER REPORT, SIR)

E : *O, ya, sudah. Inilah !*

(O, YES, I HAVE. HERE YOU ARE!)

S : *Terima Kasih* (THANK YOU)

E : *Surat ini berisi permintaan borongan untuk memperbaiki kantor sebelah. Saya sudah kenal dia. Orangnya baik, banyak relasi, dan tidak banyak mencari untung. Lha saiki yen usahane pengen maju kudu wani ngono.*

(THIS LETTER FILL A REQUIREMENT PROJECT TO REPAIRE THE OFFICE BESIDE. I HAVE KNOWN HIM. HE IS A GOOD PERSON. HAVE MANY RELATIONS, AND HE DOES NOT LOOK FOR MUCH ADVANTAGES. NOW, IF THE BUSINESS WANT GO PROGRESS IT MUST BE BRAVE LIKE THAT.)

S : *Panci ngaten, Pak.* (YOU ALL RIGHT, SIR)

M : *Panci Ngaten priye?* (WHAT DO YOU MEAN WITH “YOU ALL RIGHT”?)

S : *Tegesipun mbok modalipun kados menopo, menawi...*

(I MEAN, HOW GREAT THE FINANCIAL CAPITAL, IF....)

M : *Menawa ora akeh hubungane lan olehe mbathi kakean, usahane ora bakal dadi. Ngono karepmu?*

(IF THERE IS NOT MANY RELATIONS AND GET BIGGER PROFIT, THE BUSINESS WON'T SUCCESS. IS IT?)

S : *Lha inggih ngaten!* (THAT'S RIGHT)

M : *O, ya, apa surat untuk Jakarta kemarin sudah jadi dikirim?* (O, YEAH, HAS THE LETTER TO JAKARTA BEEN SENT YESTERDAY?)

S : *Sudah, Pak. Bersamaan dengan surat Pak Ridwan dengan kilat khusus.* (YES, IT HAS, SIR. TOGETHER WITH MR.RIDWAN'S LETTER BY SPECIAL EXPRESS).

[Soewito (1983) in Chaer& Agustina, 2004: 110]

From the example above, the switch occurs because both appropriate with the situation. The Employer switches from

Indonesian, as a formal language, to Javanese, as an informal language in his office. The switching intends to make the relation more intimate. Then the secretary also switch follow the employer to maintain appropriateness.

Wardagh adds that situational code switching occurs when the languages used change according to the situational in which the conversant find themselves (Wardagh, 1986: 106).

Example as in Holmes (1992: 49):

(THE WORDS ORIGINALLY SPOKEN IN SAMOAN ARE IN SMALL CAPITAL.)

Alf is 55 and overweight. He is talking to a fellow Samoan at work about his attempt to go on a diet.

My doctor told me to go on diet. She said I was overweight. So I tried. **BUT I WAS SO HARD. I'D KEEP THINKING ABOUT FOOD ALL THE TIME.** Even, when I was at work, and in bed at night **I'D GET DESPERATE I COULDN'T GET TO SLEEP. SO I'D GET UP AND RAID THE FRIDGE. THEN I'D FEEL GUILTY AND SICK AND WHEN I WOKE UP NEXT DAY I WOULD BE SO DEPRESSED** because I had to start the diet all over again. The doctor wasn't sympathetic. She just shrugged and said 'well it's your funeral!' (Holmes, 1992: 49)

In the example above is drawn the express of the speaker. The speaker uses two languages; English and Samoan. The referential content is shown in English such as 'My doctor told me to go on a diet', while he expresses his shame and embarrassed in Samoan ('I'd get desperate', 'I would be so depressed'). There, Alf told about his

feeling and he feels find himself when he changes code by using his original spoken in Samoan (Holmes, 1992: 49)

Holmes also adds the criteria for situational switching “when people switch from one code to another for reasons which can be identified, it is sometimes called situational code switching” (1992: 43).

Example as in Holmes (1992: 43):

Three students from the Chinese province of Canton share a flat in London. They are discussing the ingredients of the Stir-Fry vegetable dish they are cooking. One of them starts to discuss the chemical composition of the different ingredients.

They speak from Chinese dialect, Cantonese, then they will change to English because the topic of Chinese food is appropriately discussed in Cantonese but then the technical topic introduced is more easily discussed in English, the language which they are studying (Holmes. 1992: 43)

Hemnes in Gumperz adds situational switching involves change in participants and/or strategies (1972: 409).

Example as in Holmes (1992: 41):

(The Maori is in italics. THE TRANSLATION IS IN SMALL CAPITALS)

Sarah : I think everyone's here expects Mere.

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

Sarah : You're right. *Kia ora Mere. Haere mai. Kei te pehea koe?*)

(Hi MERE. COME IN. HOW ARE YOU?)

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

(HELLO MY FRIEND. I'M FINE) (Holmes, 1992: 41).

From the example above Sarah change her code when Mere comes. Then Mere reply by the same code then change by their formal code. A code may be related to a particular participant or addressee. Like the situation that shown by Sarah who address Mere by their informal language i.e. Maori.

I. The functions of code switching

One of the first categorizations of code-switching was provided by Appel and Muysken (1987) in Van Dulm (2007: 15). They propose a number of social functions of code switching, namely:

1. Referential function

Referential function of code-switching compensate for shortcomings in the matrix language. This may either make up for lexical gaps in the matrix language, or help the speaker to maintaining a smooth speech flow (Glottopedia, January 31st 2010). Appel and Musyken (1987: 29-30) in Muehleisen said the reference function as information which oriented reference to extralinguistic reality as Jacob (1987: 66) point out "the leading task of numerous message" (Muehleisen, 2002: 115).

Example as in Holmes (1992: 49):

(THE WORDS ORIGINALLY SPOKEN IN SAMOAN ARE IN SMALL CAPITAL.)

Alf is 55 and overweight. He is talking to a fellow Samoan at work about his attempt to go on a diet.

My doctor told me to go on diet. She said I was overweight. So I tried. **BUT I WAS SO HARD. I'D KEEP THINKING ABOUT FOOD ALL THE TIME.** Even, when I was at work, and in bed at night I'D GET DESPERATE I COULDN'T GET TO SLEEP. SO I'D GET UP AND RAID THE FRIDGE. THEN I'D FEEL GUILTY AND SICK AND WHEN I WOKE UP NEXT DAY I WOULD BE SO DEPRESSED because I had to start the diet all over again. The doctor wasn't sympathetic. She just shrugged and said 'well it's your funeral!' (Holmes, 1992: 49)

In the example above is drawn the express of the speaker. The speaker uses two languages; English and Samoan. The referential content is shown in English such as 'My doctor told me to go on a diet', while he expresses his shame and embarrassed in Samoan ('I'd get desperate', 'I would be so depressed'). There, Alf told about his feeling and he feels find himself when he changes code by using his original spoken in Samoan.

2. The directive function

The directive function refers to a situation in which a speaker either wants to associate with, or dissociate themselves from other interlocutors (Glottopedia, 2010). Appel and Musyken (1987: 29-30) in Muehleisen said the directive function as addressee which oriented by using, for

instance imperatives, exclamations and questions, contact are made with other (Muehleisen, 2002: 115).

Example as in Holmes (1992: 41):

(The Maori is in italics. THE TRANSLATION IS IN SMALL CAPITALS)

Sarah : I think everyone's here expects Mere.

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

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

(Hi MERE. COME IN. HOW ARE YOU?)

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

(HELLO MY FRIEND. I'M FINE) (Holmes, 1992: 41).

The example above, Sarah addresses Mere by their daily conversation and she uses question statement. Then Mere replies it by using the same language. Then she wants to associate with her friends (John and Sarah) who have talked in English before, so Mere tries to join them by using English too.

3. Expressive function

The expressive function occurs when people switch the code to show main feeling that they feel at that time (Glottopedia, 2010). Appel and Musyken (1987: 29-30) in Muehleisen said the expressive function is oriented on the presentation of the self, e.g. by making one's feeling and attitudes known (Muehleisen, 2002: 115).

Example as in Holmes (1992: 49):

(THE WORDS ORIGINALLY SPOKEN IN SAMOAN ARE IN SMALL CAPITAL.)

Alf is 55 and overweight. He is talking to a fellow Samoan at work about his attempt to go on a diet.

My doctor told me to go on diet. She said I was overweight. So I tried. BUT I WAS SO HARD. I'D KEEP THINKING ABOUT FOOD ALL THE TIME. Even, when I was at work, and in bed at night I'D GET DESPERATE I COULDN'T GET TO SLEEP. SO I'D GET UP AND RAID THE FRIDGE. THEN I'D FEEL GUILTY AND SICK AND WHEN I WOKE UP NEXT DAY I WOULD BE SO DEPRESSED because I had to start the diet all over again. The doctor wasn't sympathetic. She just shrugged and said 'well it's your funeral!'(Holmes, 1992: 49)

In the example above is drawn the express of the speaker. The speaker uses two languages; English and Samoan. Samoan (THE SMALL CAPITALS) is expressed his shame and embarrassed ('I'd get desperate', 'I would be so depressed'.)

4. The phatic function

The phatic function signals a change in 'tone' (Glottopedia, 2010). Appel and Musyken (1987: 29-30) in Muehleisen also said the phatic function is orientation on communication it self, e.g. by using conventionalized opening, closing, and ways to signal turn-taking, also by using language form that identify the group in within which interaction is taking place (Muehleisen, 2002: 115).

Example as in Rosyidi (1999: 134-135):

(The utterance below occurs in the meeting of villager. The *Italic* is Indonesian language with its regional language i.e. Javanese. The **Bold** is Javanese and the Underline show code switching. Then, CAPITAL is English translation).

Bapak-bapak, ibu-ibu yang kami hormati, langsung mawon nggih, omong kemiren niki. Dados mestine dalu niki dipimpin langsung oleh pak waluyo nggih niku mboten saget hadir. Dados rapat niki sepepuhe diserahke teng kulo termasuk pak Urip, juga pak Babinsa teng kemiren kangge persiapan-persiapan dinten minggu tanggal wolulas niki, ngoten.

English Translation

(HONORABLE MR AND MRS, TO THE POINT, TALKING ABOUT KEMIREN, SO IN THIS NIGHT THIS MEETING SHOULD BE LEAD BY MR. WALUYO DIRECTLY, BUT HE CAN'T COME. SO THIS MEETING ENTIRELY IS GIVEN TO ME, INCLUDE MR. URIP, MR. BABINSA ALSO GO TO KEMIREN TO PREPARE NEXT SUNDAY, 18TH, LIKE THAT) (Rosyidi, 1999: 134-135).

The example above is the example of phatic function which the code change by using signal as conventionalized opening like the utterance “*langsung mawon nggih*” is a signal code from Indonesian to begin switching to Javanese.

5. The metalinguistic function

The metalinguistic function occurs when speakers comment on a specific feature of a language by using the other language (Glottopedia, January 31st 2010).

Example as in Gumperz and Timm (1978) in S. Romaine (1989: 163):

a. Spanish – English switching

We've got ... all these kids here right now. Los que estan ya criados aqui, no los que estan recién venidos de Mexico. They all understood English.

(We've got ... all these kids here right now. Those that have been born here, not the ones that have just arrived from Mexico. They all understood English.) (Gumperz in S. Romaine, 1989: 163)

In this instance, the topic of children is introduced first in English and commented/clarified in Spanish before being further elaborate in English.

b. French – Russian code switching

Les femmes et le vin, ne ponimayu

(Woman and wine, I don't know much)

On the example above, French utters first as a topic, then Russian utters next as the comment (Timm (1978) in S.Romaine, 1989: 163)

In addition, the categories functions of code switching are added by S. Romaine (1989: 162) as follow:

6. The function of code switching is to mark injection or to serve as sentence filler.

Example as in Holmes (1992: 42):

(Spanish-English Switching)

A : Well, I'm glad to met you.OK?

M : Andale pues (OK SWELL), and do come again. Mm?
(Holmes, 1992: 42).

7. The function of code switching is to clarify or emphasize a message.

Example as in Gumperz (1982: 78) in Romaine (1989: 162)
Holmes (1992: 47), Arthur (1998) and Edward (1994: 73) :

a. The function to emphasize a message

1) (The Puerto Rican Mother who calls her children)

Ven acá (COME HERE), ven acá (COME HERE), come
here, you [Gumperz (1982: 78) in Romaine, 1989: 162].

2) (*The German is in italics. THE TRANSLATION IS IN
SMALL CAPITALS*)

In the town of Oberwart two little Hungarian-speaking
children were playing in the woodshed and knock over a
carefully stacked pile of firewood. Their grandfather walked
in and said in Hungarian, the language he usually used to
them:

‘Szo! Ide dzüni! Jeszt jerámunyi mind e kettüötök, no hát
akkor!’ (WELL COME HERE PUT ALL THIS WAY,
BOTH OF YOU, WELL NOW.)

When they did not respond quickly enough he switched to
German:

‘*Kum her!*’ (COME HERE!) (Holmes, 1992: 47).

In the both examples above show the function of code
switching to emphasize a message. In 1) she calls her children
twice then she emphasize by switching to the other language. In
2) also same when their grandfathers call his grandchild but they
didn’t response, he emphasizes his calling by switching his
language.

- b. 1) As when a Panjabi/English bilingual says:

It's a nice day, hana? (It's a nice day, isn't it?) (Arthur, 1998)

- 2) English-Tagalog

The proceeding went smoothly, ba? (The proceeding went smoothly, didn't they?) (Edward, 1994: 73).

From the examples above the switching beside have function as injection, they also have function as clarification a message. The question tag needn't the answer but it just to clarify.

J. Code Mixing

The term code switching and code mixing are often used synonymously. Conversational code mixing involves the deliberate mixing of two languages without an association topic change (Wardhaugh, 1986: 107). Code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance (Wardhaugh, 1986: 107).

For code mixing, Ninaz (2008) stated it occurs when people incorporate small units (words or short phrases) from one language to another one. It is often unintentional and is often in word level. It occurs when someone inserts

word or phrase to the other language without has specific purpose or intention when doing so.

The most major differentiation between code switching and code mixing are laid in grammatical system or subsystem. Gumperz's definition (1982:59) in Nilep: "Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Nilep, June 2006: 17). Then Thelander (1976: 103) in Chaer and Agustina tries to add the statement by explaining the differences which code switching occurs if in a speech act occurs switching from one clause in a language to the other clause in other language. Meanwhile, code mixing occurs if in a speech act clauses or phrases that used involve of hybrid clause and hybrid phrase, and each clause and phrase does not support the function it self (Chaer and Agustina, 2004: 115). Fasold (1984) in Chaer and Agustina also emphasizes in grammatical to difference code mixing from code switching by saying if someone uses one word or phrase from one language, he has used code mixing, but if one clause obviously has grammatical structure of one language, and the next clause is arranged based on grammatical structure of the other language, so the occasion is code switching (Chaer and Agustina, 2004: 115).

In other word, Singh (1985: 34) reverses the term 'code mixing' for intrasentential switching and uses 'code switching' for any diglossic situation where only one code is employed at a time, or case where the code alternation

refers to structurally identifiable stages or episodes of a speech event (S. Romaine, 1989: 124).

Example as in Edward (1994: 73):

(Malay- English)

This morning I hantar my baby tu dekat babysitter tu lah ('This morning I took my baby to the babysitter') (Edward, 1994: 73).

From the example above, the speaker uses the English grammatical, but he switches by Malay. In the underline above draw Malay that mix to the English.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer would like to present the research methodology which is formulated into 7 parts. They are: methodology research, setting, profile of school, research object, data source, method and technique of data collection, and data analysis.

1. Methodology Approach

In this research, the researcher uses descriptive qualitative which Bogdan and Tylor in Zuriah stated that qualitative is Procedure research that result a descriptive data which is written words or saying words from people whom can be observed (Zuriah, 2006: 92). Denzin and Lincoln (1994: 2) in Emzir add Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter (Emzir, 2011: 1). Meanwhile, Arikunto defined Descriptive research is research which intend to collect information about anything that happen in that place according to the naturalistic occasion (2005: 234). Here, the researcher came to the school as a non-participant researcher to observe directly and then take the data from recording and field note from the naturalistic occasion in teaching-learning process.

2. Setting

a. Setting of place

This research was conducted in MTs NU Salatiga which located in Jl. Kartini no.2 Salatiga, phone (0298) 332761 zip codes 50721. MTs NU is very strategic location. It closes with cross road which easy to be reached from entire angle. Besides, MTs NU is private institute that has mark B.

b. Setting of time

This research was done three times. First, it was done on January 9th 2012, and then continued on January 16th 2012, and then the researcher observed one more time on January Tuesday, 17th 2012.

3. Profile of School

The head master of MTs NU is Drs. Muh Syamsul, M.PdI. There are 19 teachers that consist of 7 teachers as official government, 12 teachers as honored teacher and 6 functionaries. There are 272 students who divided into 9 classes which each stage consist of 3 classes.

4. Research Object

The object of this research was code switching spoken by English teacher of second class MTs NU Salatiga, especially in class A of MTs NU Salatiga.

5. Source of Data

The data was taken from English teacher of MTs NU Salatiga. She is Mrs. Uswatun Hasanah as English teacher who teaches in second class of A class.

6. Method and Technique of Data Collection

The source of data in qualitative research can be collected by observation, interview, documentation; individual and formal, photo, recording, picture, and informal conversation (Emzir, 2011: 37). In this research, the researcher collected the data by using methods as follow:

(1) Observation Method

The researcher took primary data from observation in English class in second class of MTs NU Salatiga. Here, the researcher acted as non-participant observer which only observed the event without involved being a participant. Hadeli calls it direct observation in which the observation to the object is done directly (2006: 85). Direct observation may make an important contribution to descriptive research. Certain types of information can best be obtained through direct examination by the researcher (John W. Best, 1981: 158). The researcher came to the class in English teaching-learning process. Then the researcher observed what teacher conveyed to the students by using code switching.

(2) Recording & note

The researcher also collected the data by using recorder i.e. HP Samsung Star GT-S 5233S to record what teacher conveyed in English teaching-learning process. Especially, this method was used to observe code switching spoken by the teacher clearer.

In addition, the researcher also used field note to collect the data in which the observer observed then wrote every code switching that appeared for teaching-learning process (Bungin, 2001: 153).

7. Data Analysis

The method of data analysis in this study is descriptive analysis. The steps of analyzing data are presented as follow:

- a. The researcher came to the second class of A class in MTs NU and listen what teacher convey.
- b. The researcher wrote the code switching spoken by teacher and record what teacher said by using HP Samsung Star GT-S 5233S.
- c. The researcher also collected the data from field note
- d. The researcher listened the recording from HP and wrote the conversation during teaching-learning process.
- e. The researcher listed the data that has been collected from recording by using HP Samsung Star GT-S 5233S.
- f. The researcher classified the data based on:

1. The types of code switching;

- 1.1. In grammatical aspect of code switching like what Van Dulm (2007) and Mc Arthur (1998) stated Van Dulm stated 3 types of code switching; Extrasentential/tag switching, intrasentential switching, intersentential sentence, then Mc Arthur adds 1 type of code switching; intra-word switching. So, the writer used 4 types of

code switching; Extrasentential/tag switching, intrasentential switching, intersentential sentence and intra word switching.

1.2. In sociolinguistic aspect of code switching like what Gumperz and Blom stated; situational switching and metaphorical switching.

2. The function of code switching like Appel and Musyken stated;; referential function, directive function, expressive function, phatic function, metalinguistic function, and then Rommaine adds two functions function; to mark injection/serve as filler message, function to clarify or emphasize a message)

g. The researcher analyzed the data one by one according to the type of code switching as follow:

1. The researcher took the data from data classification of type of code switching in grammatical aspect; extra sentential switching/tag switching, intra sentential switching, inter sentential switching and intra-word switching. Then the researcher analyzed by looking proofs that can strength the analysis from some sources.
2. The researcher took the data from data classification of type of code switching in sociolinguistic aspect; situational and metaphorical switching. Then the researcher analyzed by looking proofs that can strength the analysis from some sources.
3. The researcher took the data from data classification based on function of code switching; referential function, directive function, expressive function, phatic function, metalinguistic function, function to mark

injection/serve as filler message, function to clarify or emphasize a message. Then the researcher analyzed by looking proofs that can strength the analysis from some sources.

CHAPTER IV

DATA ANALYSIS

In this chapter, the writer would like analyze data that has been collected from the observation before. Here, the writer will answer the problem statement that has been conveyed in front. They are about code switching that is spoken by English teacher in learning-teaching process in MTs NU Salatiga in Academic year 2011-2012 that involves types of code switching in grammatical aspect, type of code switching in sociolinguistic aspect and the function of code switching that was spoken. In the analysis below, the researcher uses code in the data of conversation, like T = Teacher, S = Student, (space) = space on speaking, *Italic* = The Indonesian utterance, Underline = the utterance in which any switching, **Bold** = the point of switching which become the categories. The writer also presents table of data presentation as below:

A. Table of Data Presentation

No	Categories	Code switching	Categories of switching	Utterances
1.	Grammatical aspect of code switching	a. Extrasyntactical/Tag Switching	English Tag switching	<p>Okay guys, kemarin sudah dimasukkan belum? [Okay guys, have you enter the score yesterday?]</p> <p>Okay, silakan dibuka halaman 24! [Okay, please open page 24!]</p> <p><i>Pokoke nak translate ki digoleki leh pantes bisa ditambahi yang atau yang mana. So, tinggal ngotak-atik to?</i> [The most important if translate, you look the most match. It can be added 'which' . So we just matches it, isn't it?]</p>

			<p><i>Kita punya beberapa PR kemarin, True?</i> [We have some homework yesterday, true?]</p>
		Indonesian Tag switching	<p>What do you want to ask, <i>silakan!</i> [What do you want to asks, <i>go a head!</i>]</p> <p><i>Lho</i>, sit down here please!!!</p> <p>Who wanna try, <i>ayo?</i> [Who wanna try, <i>come on?</i>]</p> <p>Okay next number four, <i>ayo!</i> [Okay next number four, <i>come on!</i>]</p>
	b. Intersentential switching	English Intersentential switching	<p>Okay I think enough. <i>Nanti sewaktu-waktu bisa mampir ke rumah.</i> [Okay I think enough. <i>Some time you can come by my home</i>]</p> <p>Okay enough? <i>yakin? Ora pengen reti bapakmu sopo?</i> [Okay enough? <i>Sure? Don't you want to know who your father is?</i>]</p> <p>I wanna look your note book. <i>Adakah catatan vocabulary-nya?</i> [I wanna look your note book. <i>Is there any vocabularies' note?</i>]</p> <p>Okay any question? <i>Ada yang beda?</i> [Okay any question? <i>Any different?</i>]</p> <p>Okay guys, check your task! <i>Nak salah salahke.</i> [Okay guys, check you task! <i>If it wrong, please wrong it!</i>]</p> <p>Number one. Who send the letter? <i>Sopo to? Siapa yang mengirim surat?</i> [Number one. Who sent the letter? <i>Who is? Who send the letter?</i>]</p>
		Indonesian Intersentential	<p><i>Ada yang lain?</i> Maybe the answer not like in front.</p>

			ntial switching	<p>[Any others? May be the answer not like in front]</p> <p><i>Mosok dari tadi didominasi cewek meneh-cewek meneh.</i> Where is the boy? [From a while ago, just girls and girls who dominate. Where is the boy?]</p> <p><i>Ada yang berbeda? Any different? Ada yang berbeda tadi?</i> [Any different? Any different? Any different?]</p> <p><i>Ditanyakan yang menurutmu angel. Ada yang tidak tahu? Silakan boleh tanya. Neng ojo kabeh.</i> According to me...it's just easy.... [Please, ask which difficult according to you! Anything you don't know? Please you may ask. But not all. According to me...it's just easy....]</p>
		c. Intra word switching		<p><i>Di-arrange!</i> [<u>To be- arranged!</u>]</p>
2.	Sociolinguistic aspect of code switching	a. Metaphorical switching		<p>(Students laughed and made the class crowded because of arriving their teacher who has just married, then after opening class teacher told)</p> <p>T : (Teacher knew what students intend why they laughed) <i>kamu sudah punya bapak anyar..</i> [You have had a new father..]</p> <p>S : <i>cie...bapak?</i> [Cie..Father?]</p> <p>.....(space)</p> <p>S : <u><i>Kita punya sesuatu buat ibu</i></u> [We have something for you mom]</p> <p>T : <u>What is that?</u></p> <p>S : <u><i>Ya...sesuatu</i></u> (students give present in front of class)</p>

			<p>[Yach..something]</p> <p>T : <u>Ini dapat uang dari mana?</u> [From whom you get the money for this?]</p> <p>S : <u>Ngumpulin bu</u> [Collect mom]</p> <p>T : <u>Tenane?</u> [Are you sure]</p> <p>S : <u>Ya...buat bapak..</u> (laughing) [Yes..for Mr]</p>
	b. Situationa l switching		<p>(In preface session, told to students about herself who has just taken furlough for her marriage. Before enter to the material, teacher offered student to ask question)</p> <p>T : <u>Apalagi? Whatever dari pada mbok pendem.</u> [What else? Whatever than you save it]</p> <p>S : <u>Ibu tinggal dimana?</u> [Where do you live mom?]</p> <p>T : <u>Ow..wherever, me now tinggal di pabelan, tapi masih tetep seperti prinsip pramuka disini senang disana senang. Bolehlah nanti main.</u> [Ow..wherever, now I live on pabelan, but still live like the principle of scouts in here I'm happy in there I'm happy. You may play there..]</p> <p>.....(Space)</p> <p>T : <u>Ow..belum tau?</u> [Ow.. haven't you known yet?]</p> <p>S : <u>Nomor rumahnya berapa?</u> [What number your house?]</p> <p>T : <u>Pokoknya pinggir jalan pas, rumah paling bagus.</u> [It exactly side of street, the best house]</p> <p>S : <u>Yeeeeee.....</u></p> <p>T : <u>Ya iya no masak rumah paling jelek. Njajal kamu</u></p>

				<p><i>masuk aja. Neng ra reti rumahe sopo rumah pinggir jalan yang paling bagus itu..</i> <i>[Yes of course, impossible I want say the worst house. You try to enter it! But I don't know whose the house on the side of the street that is the most beautiful is]</i></p> <p>S : (laugh.....) T : <u>Okay, enough?</u> S : <u>Ngusek</u> <i>[Not yet]</i> T : <u>Nopo?</u> <i>[What else?]</i> T : <u>Saya kasih beberapa waktu. Okay, siap?</u> <i>[I give you some time. Okay, ready?]</i></p>
				<p>(Teacher corrected the answer that had been done by students in front of class and asked to correct students' answers)</p> <p>T : <u>Okay guys, check your task! Nak salah salahke!</u></p> <p><i>[Okay guys, check you task! If it wrong, please wrong it!]</i> (space) T : <u>Number one, Who send the letter? Sopo to? Siapa yang mengirim surat?</u> <i>[Number one. Who sent the letter? Who is? Who send the letter]</i></p>
				<p>(In the preface meeting teacher told to students about herself who has just taken furlough for her marriage. After introduction session teacher gave chance to students to ask whatever before continued their study).</p> <p>T : <u>Saya kasih beberapa waktu. Okay, siap?</u></p>

			<p>[I give you some time. Okay, ready?]</p> <p>.....(Wait a moment)</p> <p>T : <u>Okay, enough? yakin? Ora pengen reti bapakmu sobo?</u> [Okay, enough? sure? Don't you want to know who your father is?]</p> <p>S : <u>Iya..bu..</u> [Yes mom..]</p> <p>T : <u>Lha...namanya Asep Fuad. Ora opo-opo ndelalah, bukan guru bukan apa-apa. Cah bengkel. Menurutku yang penting halal pekerjaannya gitu. Ya nanti saya salamkan satu persatu dari 2A gitu ya?</u> [His name is Asep Fuad, he is not whoever. He is not teacher and also not whoever. He is just mechanic. According to me, the most important is the job is halal (right full). Some time I will say regret for him one by one from 2, isn't it?]</p>
			<p>(In the opening session)</p> <p>T : Assalamualaikum</p> <p>S : Waalaikumsalam wr.wb</p> <p>T : Are you okay?</p> <p>S : Yes..</p> <p>T : How are you?</p> <p>S : I'm fine. And you?</p> <p>T : I'm fine. <u>Ngeleh..capek...okay but study must go on. Belajar harus berlanjut.</u> [I'm fine, hungry.. tired. Okay but study must go on. Okay but study must go on. Okay nice to meet you]</p>
3.	The function of code switching	a. Dirrective function	<p>(In preface session, told to students about herself who has just taken furlough for her marriage. Before enter to the</p>

				<p>material, teacher offered student to ask question)</p> <p>T : <i>Apalagi? Whatever dari pada mbok pendem.</i> <i>[What else? Whatever than you save it]</i></p> <p>S : <i>Ibu tinggal dimana?</i> <i>[Where do you live mom?]</i></p> <p>T : <i>Ow..wherever, me now tinggal di pabelan, tapi masih tetep seperti prinsip pramuka disini senang disana senang. Bolehlah nanti main.</i> <i>[Ow..wherever, now I live on pabelan, but still live like the principle of scouts in here I'm happy in there I'm happy. You may play there..]</i></p> <p>.....(Space)</p> <p>T : <i>Ow..belum tau?</i> <i>[Ow.. haven't you known yet?]</i></p> <p>S : <i>Nomor rumahnya berapa?</i> <i>[What number your house?]</i></p> <p>T : <i>Pokoknya pinggir jalan pas, rumah paling bagus.</i> <i>[It exactly side of street, the best house]</i></p> <p>S : <i>Yeeeeee.....</i></p> <p>T : <i>Ya iya no masak rumah paling jelek. Njajal kamu masuk aja. Neng ra reti rumahe sopo rumah pinggir jalan yang paling bagus itu..</i> <i>[Yes of course, impossible I want say the worst house. You try to enter it! But I don't know whose the house on the side of the street that is the most beautiful is]</i></p> <p>S : <i>(laugh.....)</i></p> <p>T : <i>Okay, enough?</i></p> <p>S : <i>Ngusek</i> <i>[Not yet]</i></p> <p>T : <i>Nopo?</i></p>
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			<p>[<i>What else?</i>] T : <u><i>Saya kasih beberapa waktu. Okay, siap?</i></u> [<i>I give you some time. Okay, ready?</i>]</p>
	b. Expressive functions		<p>(In the opening class) T : Assalamualaikum S : Waalaikumsalam wr.wb T : Are you okay? S : Yes.. T : How are you? S : I'm fine, and you? T : <u><i>I'm fine. Ngeleh..capek. Okay but study must go on. Belajar harus berlanjut. [I'm fine, hungry.. tired. Okay but study must go on. Okay but study must go on. Okay nice to meet you]</i></u></p>
	c. Phatic functions		<p>(In the opening class) T : Assalamualaikum S : Waalaikumsalam wr.wb T : Are you okay? S : Yes.. T : How are you? S : I'm fine, and you? T : <u><i>I'm fine. Ngeleh..capek. Okay but study must go on. Belajar harus berlanjut. [I'm fine, hungry.. tired. Okay but study must go on. Okay but study must go on. Okay nice to meet you]</i></u></p>
	d. Metalinguistic functions		<p>(After preface finished, teacher continued to the material by asking the homework that had been given) T : Okay for last week <i>ada tugas sudah dikerjakan?</i> <i>Ngartek'e</i> translate.. translate...late. <u><i>Tugas paling sulit ya itu,</i></u> just translate...translate and translate. [Okay for last week <i>any assignment, have you done</i></p>

				<p><i>it? translate..translate..late..</i> <u><i>The most difficult assignment that is, just translate..translate..and translate</i></u></p>
				<p>(In the opening session after greeting, teacher tried to give intermezzo) T : Okay, nice to meet you guys? S : Nice to meet you T : <i>Ada yang berbeda untuk hari ini? Atau masih seperti kemarin?</i> [<i>Any different for today? Or still same with yesterday?</i>] (space) T : <u><i>As usual...? Jadi tidak ada peningkatan gitu ya?</i></u> [<i>As usual? So nothing increase, is it?</i>]</p>
				<p>(Teacher corrected the answer that had been done by students in front of class and then asked to correct students' answer from number 1-5) T : <u><i>Next Number two, what was at her school? Memang kalo yang seperti ini kemarin saya jelasin artinya.</i></u> <i>Cara mengartikannya piye?</i> [<i>Number two, what was at her school? If like that yesterday I explained the meaning. How is the way of translation?</i>]</p>
				<p>(After teacher gave explanation about 'letter', she gave assignment to students, then teacher offered which one would be asked) T : <u><i>Ditanyakan yang menurutmu angel. Ada yang tidak tahu? Silakan boleh tanya. Neng ojo kabeh.</i></u></p>

				<p><u>According to me...it's just easy...</u> <i>[Please, ask which difficult according to you! Anything you don't know? Please you may ask. But not all. <u>According to me...it's just easy....</u>]</i></p>
	e. The function to make injection or to serve sentence filler			<p>(Teacher explained how translate in term of possessive pronoun) T : <i>Pokoke nak translate ki digoleki leh pantes bisa ditambahi yang atau yang mana. <u>So, tinggal ngotak-atik to?</u></i> <i>[The most important if translate, you look the most match. It can be added 'which'. So we just match it, isn't it?]</i> (space) T : <i>What do you want to ask, <u>silakan!</u></i> <i>[What do you want to asks, go a head!]</i></p>
				<p>(Teacher divided the paper then checked the students task by around the class, when she checked on one students assignment and asked him) T : Have you finished? (Suddenly she knew one of boy students moved his set when he knew that his assignment will be checked by the teacher, so the teacher said as below) T : <i><u>Lho, sit down here please!!!</u></i> (The boy student just smile)</p>

				<p><i>satu bangku. Buat 1 surat. Tak kandani tugas kamu kerjakan sepasang. Tidak boleh berpasang-pasang. Di-arrange! Di susun ulang disertai artinya.</i></p> <p><u>[Okay, please open page 24! Your assignment 1 seat makes 1 letter. I inform you. Your assignment is done a seat. May not many seat. To be arranged! Re-arrange and the translation]</u></p>
		<p>f. function to emphasize or clarify a message</p>	<p>To emphasize a message</p>	<p>(Students came forward to translate on the white board, there is still number that had been not done by the student, so teacher suggested the boy students' to do that)</p> <p>T : <u>Mosok dari tadi didominasi cewek meneh-cewek meneh. Where is the boy?</u> <i>[From a while ago, just girls and girls who dominate. Where is the boy?]</i></p>
				<p>(After introduction in learning process, teacher continued to the material that would be taught that day. Then, confirmed about the homework that was given before she took furlough i.e. translate. After checked the assignment, teacher asked to continue do the task).</p> <p>T : <u>Now please you do! silakan dikerjakan number 1-5 , just five, hanya lima dulu. Kalo tidak tahu boleh tanya. Do by your self! Page nine task eleven. Kalo sudah selesai silakan present seperti biasa.</u> <i>[Now please you do! please do number 1-5, just 5, just 5 at first. If you don't know you may ask. Do by</i></p>

			<p>yourself! Page nine task eleven. <u>If you have finished, please present as usual</u></p>
		To clarify a message	<p>(The intermezzo of teacher in the preface session, then teacher begin the teaching-learning process by asking the home work)</p> <p>T : <u>I think we have some homework yesterday. Kita punya beberapa PR kemarin, True?</u> <u>[I think we have some homework yesterday. We have some homework yesterday, true?]</u></p> <p>S : Ya.. [Yes..]</p>
		To emphasize and to clarify	<p>(Students laughed and made the class crowded because of arriving their teacher who has just married, then after opening class teacher told)</p> <p>T : (Teacher knew what students intend why they laughed) <i>kamu sudah punya bapak anyar..</i> [You have had a new father..]</p> <p>S : <i>cie...bapak?</i> [Cie..Father?]</p> <p>.....(space)</p> <p>S : <u>Kita punya sesuatu buat ibu</u> [We have something for you mom]</p> <p>T : <u>What is that?</u></p> <p>S : <u>Ya...sesuatu</u> (students give present in front of class) [<i>Yach...something</i>]</p> <p>T : <u>Ini dapat uang dari mana?</u> [From whom you get the money for this?]</p> <p>S : <u>Ngumpulin bu</u> [Collect mom]</p> <p>T : <u>Tenane?</u></p>

				[Are you sure] S :Ya... <i>buat bapak..</i> (laughing) [Yes.. <i>for Mr</i>]
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B. Data Analysis

1. The grammatical aspect of code switching

From the research that has been done is found the grammatical aspect code switching. It involves type of code switching in grammatical aspect that spoken by English teacher of MTs NU Salatiga in teaching-learning process in academic year 2011-2012. The utterances of code switching in grammatical aspect involve like below:

According to Van Dulm (2007:15-16) there are three type of code switching then Tom McArthur (1998) adds one type, so there are four types of switching:

1. Extrasentential/Tag-switching

Hamers and Blanc (2000: 259) in Van Dulum (2007) said Extrasentential code switching involves attaching a tag from one language to an utterance entirely in the other language. It likes what Mc Arthur (1998) said of tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another. Here, the writer will group tag-switching into two categories: English tag switching and Indonesian tag switching:

1.1. English Tag switching

English tag switching here, means the tag is in English and switch or insert to/from Indonesian utterance. The English tag that is spoken involves the word “so”, “okay” and “true”.

a. The tag switching by “so”

The tag switching by the word “so” means the tag “so” insert to/from Indonesian sentence. The tag switching “so” occurs in the utterance (1):

(Teacher corrected the answer in front of class to explain how to translate well and explained how translate in term of possessive pronoun)

(1) T : *Pokoke nak translate ki digoleki leh pantes bisa ditambahi yang atau yang mana. So, tinggal ngotak-atik to?*

[The most important if translate, you look the most match. It can be added 'which' . So we just matches it, isn't it?]

b. The tag switching by “okay”

Here, the tag switching by “okay” means the word “okay” as a tag that inserts to/from Indonesian sentence. In this research, the tag “okay” also occurs in the conversation. The tag “okay” involves “okay”, “okay guys”, “okay now”. Like in the utterance (2) - (8):

b.1. (Teacher gave chance to students to ask whatever before continued to the material that would be studied)

(2) T : *Saya kasih beberapa waktu. Okay, siap?*

[I give you some time. Okay, ready?]

b.2. (After teacher gave explanation about 'letter', she asked students to open book and gave assignment to students)

(3) T : Okay, silakan dibuka halaman 24!

[Okay, please open page 24!]

b.3. (Teacher would leave the class because any necessity that would be done and gave assignment to the students)

(4) T : Okay, saya tinggal karena saya ada keperluan. Silakan dikerjakan sampai jam habis!

[Okay, I leave because I have a necessity. Please do until the time is out!]

b.4. (Class almost finished)

(5) T : *Randi, kamu masukan nilai plus absent.*
Okay guys, saya duluan. Kalau sudah selesai silakan take a rest.

[*Randi, please you enter the score plus absent!*
Okay guys, I go first. If you have finished please take a rest.]

b.5. (Teacher tried to clarify about the score of yesterday assignment)

(6) T : Okay guys, kemarin sudah dimasukkan belum?

[Okay guys, have you enter the score yesterday?]

.....(space)

(7) T : *Sudah ya?* Okay now, kita masuk ke bab baru ya?

[*Have you? Okay now, we enter to the new chapter, isn't it?*]

c. The tag switching by “true”

The tag switching by the word “true” means the tag “true” insert to/from Indonesian sentence. The tag switching “true” occurs in the utterance (8):

(After opening session, teacher reminded students about homework)

(8) T : I think we have some homework yesterday. *Kita punya beberapa PR kemarin, true?*

[I think we have some homework yesterday. *We have some homework yesterday, true?*]

1.2. Indonesian Tag switching

In this research, Indonesian Tag switching means the tag is in Indonesian then switch or insert to/from English utterance. The Indonesian tag switching in this research involves “ayo”, “silakan” and “lho” .

a. The tag switching by “ayo”

Here, the tag switching by “ayo” means the word “ayo” as a tag that inserts to/from Indonesian sentence. In this research, the tag “ayo” also occurs in the utterance (9):

a) (Teacher asked students to do the assignment in front of class and offer to students who wanted do that)

(9) T : *Who wanna try, ayo?! Ayo, coba dari this line maybe. (ask boys' line).*

[*Who wanna try, come on?! Come on, try from this line.*]

- b) (Students came forward to translate on the white board, there was still number that had been not done by the student, so teacher suggested the boy students' to do that)

(10) T : Okay, next number four, *ayo!*

[Okay next number four, *come on!*]

- b. The tag switching by “*silakan*”

Here, the tag switching by “*silakan*” means the word “*silakan*” as a tag that inserts to/from Indonesian sentence.

In this research, the tag “*silakan*” also occurs in the utterance (11) and (12):

- b.1. (After all numbers have been done by the students, teacher gave opportunity to students to asks which has not been understood)

(11) T : Any question? Up to you, *silakan!*

[Any question? Up to you, *go a head!*]

- b.2. (Teacher explained how translate in term of possessive pronoun, then offered who want to ask)

(12) T : What do you want to ask, *silakan!*

[What do you want to asks, *go a head!*]

- c. The tag switching by “*lho*”

Here, the tag switching by “*lho*” means the word “*lho*” as a tag that inserts to/from Indonesian sentence. In this research, the tag “*lho*” also occurs in the utterance (13):

(Teacher divided the paper then checked the students' task by around the class. When she checked on one of students' assignment then she found strange in the student. Suddenly, she knew one of boy students move his set when he knew that his assignment will be checked by the teacher, so the teacher said as below)

(13) T : *Iho*, sit down here please!!! (Teacher felt astonish with the students' act then she asked the student to back to his seat)

2. Intersentential switching

Intersentential code switching involves switching at sentential boundaries, where one clause or sentence is in one language and the next clause or sentence is in the other [Mac Swan (1999: 1) in Vandulum, 2007: 16]. It same with what Mc Arthur said, Inter-sentential switching, in which a change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other.

In this research is found many intersentential switching's utterances. The writer groups it into some categories like English-Indonesian switching, Indonesian-English switching and English-Indonesia- Javanese switching like below:

2.1. English – Indonesian Intersentential switching.

In this category, the English-Indonesian intersentential switching means the switching occurs between English-Indonesia which is begun from English utterance switches to Indonesian utterance. The English – Indonesian intersentential switching involves 2 variations. They are:

2.1.a. English-Indonesian Intersentential switching

Here, the English-Indonesian Intersentential switching means the switching occurs once, from English utterance to Indonesian utterance. Like in (14), (15), (16), (17) and (18):

- a) (In the preface meeting teacher told to students about herself who has just taken furlough for her marriage, and there were dialog between teacher and students. after that, teacher ended the dialog to continue to the material)

(14) T : Okay I think enough. Nanti sewaktu-waktu bisa mampir ke rumah.

[Okay I think enough. Some time you can come by my home]

- b) (After the session of introduction, teacher continued to the material by asking homework to open the material then she would check the assignment)

(15) T : I wanna look your note book. Adakah catatan vocabulary-nya?

[I wanna look your note book. Is there any vocabularies' note?]

- c) (After teacher corrected the last answer of assignment which had been done by student in front of class, teacher tried to clarify)

(16) T : Okay any question? Ada yang beda?

[Okay any question? Any different?]

- d) (Teacher corrected the answer that had been done by students in front of class and asked how to translate it)

(17) T : Next Number two, what was at her school? Memang kalo yang seperti ini kemarin saya jelasin artinya. Cara mengartikannya piye?

[Number two, what was at her school? If like that yesterday I explained the meaning. How is the way of translation?]

- e) (After corrected and explained, teacher clarified to the students whether any question that would be asked)

(18) T : Any question? Ada pertanyaan.

[Any question? Any question?]

2.1.b. English – Indonesian – English – Indonesian Intersentential switching

In the variation English – Indonesian – English - Indonesian intersentential switching here, means the switching begins with English utterance then switches to Indonesian, then switches to English and then switches to Indonesian utterance again. So the switching occurs not only once but also many times. Like the utterance (19):

(The conversation in the opening class teacher greeted the students, and asked the condition each other)

(19) T : Not so good today. Tidak terlalu baik untuk hari ini. But study must go on. Tapi pembelajaran harus tetap berlangsung.

[Not so good today. Not so good today. But study must go on. But study must go on.]

2.2. Indonesian – English Intersentential Switching

Indonesian – English intersentential switching here means the switching occurs between Indonesian and English which is begun from Indonesian utterance switches to English utterance. It involves 3 variations:

2.2.a. Indonesian – English intersentential switching

Here, the variation of Indonesian – English intersentential switching means switching from Indonesian utterance to English utterance which occurs only once switching. Like in the utterance (20) (21) and (22):

- a) (Students were asked to do their assignment in front of class. after that, teacher corrected them. after corrected the last answer teacher offered to the students whether any different answer).

(20) T : Ada yang lain? Maybe the answer not like in front.

[Any others? May be the answer not like in front]

- b) (Students came forward to translate on the white board, there was still number that had been not done by the student, so teacher suggested the boy students to do that)

(21) T : Mosok dari tadi didominasi cewek meneh-cewek meneh. Where is the boy?

[From a while ago, just girls and girls who dominate. Where is the boy?]

- c) (In the teaching-learning process, teacher gave a session to answer (question and answer) the vocabulary as drill to enrich vocabulary and to check how far students master the material that has been taught. After finished for question and answer vocabulary teacher asked students to continue doing task last material)

(22) T : Yang belum selesai dikerjakan dulu. Nanti kalo saya kembali tak beri kertas catetan silakan ditulis didalamnya. Coba tak tinggal dulu sebentar. I leave a moment.

[Who has not finished, please finish first! If I come back I'll give note paper, please write in there. I leave first a moment. I leave a moment]

2.2. b. Indonesian – English – Indonesian Intersentential switching

Here, Indonesian – English – Indonesian intersentential switching means the switching occurs begin from Indonesian utterance switches to English utterance, then

switches again to Indonesian utterance like (23), (24) and

(25):

a) (Before conveyed the material, teacher gave preface. In that time teacher gave intermezzo to her students).

(23) T : Ada yang berbeda untuk hari ini? Atau masih seperti kemarin? As usual...? jadi tidak ada peningkatan gitu ya?

[Any different for today? Or still same with yesterday? As usual? So nothing increase, is it?]

b) (In the teaching-learning process, teacher gave a session to (question and answer) the vocabulary as drill to enrich vocabulary and to check how far students master the material that had been taught. After finished for (question and answer) vocabulary teacher asked students to continue doing task last material)

(24) T : Coba yang belum selesai diselesaikan dulu. Halaman...Please you open LKS page twenty two, Right? Benar?

[Who has not finished, please finish first!..page... please you open LKS page twenty two, Right? Right?]

c) (Teacher corrected the answer that had been done by students in front of class and explained it. Then, teacher asked whether any different answer that would be asked)

(25) T : Ada yang berbeda? Any different? Ada yang berbeda tadi?

[Any different? Any different? Any different?]

2.2. c. Indonesian – English – Indonesian – English - Indonesian intersentential switching

In this variation, Indonesian – English – Indonesian – English intersentential switching means the switching is

begun from Indonesian, then switches to English, then switch to Indonesian again, and it is continued switches to English again and the last back to Indonesian. So here, switching occurs many times like in the utterance (26):

(After introduction in learning process, teacher continued to the material that will be taught that day. Then, confirmed about the homework that gave before she took furlough i.e. translate and warned the consequence which would be happen if the assignment did not do).

(26) T : *Saya kan sudah bilang...* Now open your note book! *Itu nanti menjadi nilai harian saja.* Now you open LKS page nine! *Udah dikerjakan? Udah?*

[I have said it..Now open your note book! That becomes a daily score. Now you open LKS page nine. Have you done? Have you?]

2.3. English – Javanese intersentential switching

In this category, English – Javanese intersentential switching means the switching occurs between English and Javanese which is begun from English utterance then switches to Javanese utterance.

The utterance is like in the utterance (27):

(Teacher corrected the answer that had been done by students in front of class and asked to correct students' answers)

(27) T : *Okay guys, check your task! Nak salah salahke!*

[Okay guys, check you task! *If it wrong, please wrong it!*]

2.4. English- Indonesian- Javanese intersentential switching

In this research, Intersentential switching also occurs in three codes, i.e. between English, Indonesia and Javanese. Javanese is a regional language of Indonesian. Here the writer groups it into 4 variations as follow:

2.4.a. English- Indonesian- Javanese intersentential switching

In this variation, English- Indonesian- Javanese intersentential switching means the switching is begun from English utterance switches to Indonesian and then switches to Javanese, like in the utterance (28):

(In the preface meeting teacher told to students about herself who has just taken furlough for her marriage. Teacher gave chance to students to ask whatever before continued their study).

(28) T : Okay enough? Yakin? Ora pengen reti bapakmu sopo?

[Okay enough? Sure? Don't you want to know who your father is?]

2.4.b. English – Javanese – Indonesian intersentential switching

In this variation, English – Javanese – Indonesian intersentential switching means the switching is begun from English utterance switches to Javanese utterance then switches to Indonesian utterance. Like in utterance (29):

(Teacher corrected and explained number one of the answer that had been done by students in front of class)

(29) T : Number one, who send the letter? Sopo to? Siapa yang mengirim surat?

[Number one. Who sent the letter? Who is? Who send the letter?]

2.4.c. Indonesian – Javanese - English intersentential switching

In this category, Indonesian – Javanese - English intersentential switching means the switching is begun from Indonesian utterance switches to Javanese utterance and then switches to English utterance. Like in utterance (30):

(After teacher gave explanation about ‘letter’, she gave assignment to students, and then offered which one would be asked)

(30) T : Ditanyakan yang menurutmu angel. Ada yang tidak tahu? Silakan boleh tanya. Neng ojo kabeh. According to me...it’s just easy....

[Please, ask which difficult according to you! Anything you don’t know? Please you may ask. But not all. According to me...it’s just easy....]

2.4.d. English – Indonesian – English – Javanese intersentential switching

In this variation, English – Indonesian – English – Javanese intersentential switching means the switching is begun from English sentence switches to Indonesian sentence, then switches to English sentence again and the last switches to Javanese sentence. Like the utterance (31):

(In the preface meeting teacher told to students about herself who has just taken furlough for her marriage, and then teacher offered to the students to ask about whatever they wanted to ask before continued their study. Then, students asked about where teacher g for honey moon).

(31) T : Nowhere. Tidak kemana-mana. Just stay at home. Resek-resek...resék-resek dan resék..resék.

[Nowhere. Nowhere. Just stay at home. Cleaning, cleaning and cleaning]

3. Intra-word switching

Intra-word switching, in which a change occurs within a word boundary (Mc Arthur, 1998). There is one intra-word switching which occurs in English word and has prefix “*di*” like utterance (32):

(After teacher gave explanation about ‘letter’, she gave assignment to students)

(32) T : Okay, *silakan dibuka halaman 24! Tugas kamu satu bangku. Buat 1 surat. Tak kandan tugas kamu kerjakan sepasang. Tidak boleh berpasang-pasang. Di-arrange! Di susun ulang disertai artinya.*

[Okay, please open page 24! Your assignment I seat makes 1 letter. I inform you. Your assignment is done a seat. May not many seat. To be- arranged! Re-arrange and the translation]

2. The sociolinguistic aspects of code switching

Blom and Gumperz (1972: 424, 425) in Van Dulm different types of code switching in the sociolinguistic aspect of code switching namely: situational code switching and metaphorical code switching (2007: 13).

1. Situational code switching

1.1. Gumperz and Bloom, situational code switching, where alternation between varieties redefines a situation, being a change in governing

norms (John J. Gumperz & Dell Hymes, 1972: 409). Wardaugh adds the explanation redefine the situation- formal to informal, official to personal, serious to humorous, and politeness to solidarity (1986: 107). In this research is found situational switching in learning-teaching process as utterance (33), (34), (35) and (36):

a) (In preface session, told to students about herself who has just taken furlough for her marriage. Before enter to the material, teacher offered student to ask question)

(33) T : *Apalagi? Whatever dari pada mbok pendem.*

[*What else? Whatever than you save it*]

S : *Ibu tinggal dimana?*

[*Where do you live mom?*]

T : *Ow..wherever, me now tinggal di pabelan, tapi masih tetep seperti prinsip pramuka disini senang disana senang. Bolehlah nanti main.*

[*Ow..wherever, now I live on pabelan, but still live like the principle of scouts in here I'm happy in there I'm happy. You may play there..*]

.....(Space)

T : *Ow..belum tau?*

[*Ow.. haven't you known yet?*]

S : *Nomor rumahnya berapa?*

[*What number your house?*]

T : *Pokoknya pinggir jalan pas, rumah paling bagus.*

[*It exactly side of street, the best house*]

S : *Yeeeeee.....*

T : *Ya iya no masak rumah paling jelek. Njajal kamu masuk aja. Neng ra reti rumahe sopo rumah pinggir jalan yang paling bagus itu..*

[Yes of course, impossible I want say the worst house. You try to enter it! But I don't know whose the house on the side of the street that is the most beautiful is]

S : (laugh.....)

T : Okay, enough?

S : Ngusek

[Not yet]

T : Nopo?

[What else?]

T : Saya kasih beberapa waktu. Okay, siap?

[I give you some time. Okay, ready?]

In the conversation (33), teacher changes her code when communicate with her student. First, she uses English then when students reply by using Javanese, she changes her language by using Javanese to balance students' language which shows intimate in social dimension. So from utterance (33), the switching redefines situation which switches from distant to intimate (official to personal).

b) (Teacher corrected the answer that had been done by students in front of class and asked to correct students' answers)

(34) T : Okay guys, check your task! Nak salah salahke!
[Okay guys, check you task! If it wrong, please wrong it!]
(space)

T : Number one, Who send the letter? Sopo to? Siapa yang mengirim surat?

[Number one. Who sent the letter? *Who is? Who send the letter*]

In the conversation (34), teacher changes her code when conveys the material to students. First, she uses English when asks students to correct the answer, then she switches to Javanese to make dimension becomes more intimate. And then teacher reads for number one, she uses formal utterance then switches to informal utterance when she explains the meaning of the question. So from utterance (34), the switching redefines situation which switches from distant to intimate (official to personal) and from formal to informal.

- c) (In the preface meeting teacher told to students about herself who has just taken furlough for her marriage. After introduction session teacher gave chance to students to ask whatever before continued their study).

(35) T : *Saya kasih beberapa waktu. Okay, siap?*

[I give you some time. Okay, ready?]

.....(Wait a moment)

T : Okay, enough? yakin? Ora pengen reti bapakmu sopo?

[Okay, enough? sure? Don't you want to know who your father is?]

S : *Iya..bu..*

[Yes mom..]

T : *Lha...namanya Asep Fuad. Ora opo-opo ndelalah, bukan guru bukan apa-apa. Cah bengkel. Menurutku yang penting halal pekerjaannya gitu. Ya nanti saya salamkan satu persatu dari 2A gitu ya?*

[His name is Asep Fuad, he is not whoever. He is not teacher and also not whoever. He is just mechanic. According to me, the most important is the job is halal (right full). Some time I will say regret for him one by one from 2, isn't it?]

.....(space)

T : Okay, I think enough. *Nanti sewaktu-waktu bisa mampir ke rumah.*

[Okay, I think enough. Some time you can come by my home]

In the conversation (35), teacher changes her code when communicate with her student. First, she uses English in formal utterance when confirms to the students, then switch to Indonesia to make more informal which is used to ensure and confirm and then switches to Javanese as intimate dimension to make it more emphasize and get the clear answer. So from utterance (35), the switching redefines situation which switches from formal to informal and also from distant to intimate (official to personal).

1.2. Wardaugh stated that situational code switching occurs when the languages used change according to the situational in which the conversant find themselves (Wardaugh, 1986: 106). The situational code switching in which the conversant find themselves is found in conversation (36):

a) (In the opening session)

(36) T : Assalamualaikum

S : Waalaikumsalam wr.wb

T : Are you okay?

S : Yes..

T : How are you?

S : I'm fine. And you?

T : I'm fine. *Ngeleh..capek...*okay but study must go on.
Belajar harus berlanjut.

[I'm fine, *hungry.. tired.* Okay but study must go on.
Okay but study must go on. Okay nice to meet you]

.....(space)

T : Okay nice to meet you.

S : Nice to meet you too

The switching in conversation (36) above, the switching occurs from formal to informal which the utterance “*Ngeleh..capek*” is a Javanese utterance which is spoken after formal situation in opening class. It uses suddenly that shows expression of the teacher who finds herself.

2. Metaphorical code switching

Metaphorical switching referred to change in the speaker's language choice when the situational remained the same. For some people switch in this case was thought to convey special communicative intent (Li Wei in John Edward, 1994: 156).

In learning-teaching process of MTs NU is found some metaphorical switching utterances as situation (37):

(Students laughed and made the class crowded because of arriving their teacher who has just married, then after opening class teacher told)

(37) T : (Teacher knew what students intend why they laughed)
kamu sudah punya bapak anyar..

[*You have had a new father..*]

S : *cie...bapak?*

[*Cie..Father?*]

.....(space)

S : *Kita punya sesuatu buat ibu*

[*We have something for you mom*]

T : **What is that?**

S : *Ya..sesuatu* (students give present in front of class)

[*Yach..something*]

T : *Ini dapat uang dari mana?*

[*From whom you get the money for this?*]

S : *Ngumpulin bu*

[*Collect mom*]

T : *Tenane?*

[*Are you sure*]

S : *Ya...buat bapak....(laughing)*

[*Yes..for Mr*]

From the conversation (37) occurs switching well from Indonesian, English and also Javanese. In that conversation begin from Javanese language as daily language and as personal language among teacher and students. When students give surprise to their teacher, the teacher switches to use English to convey special intent that means to

emphasize and clarify what students say. And then she switches again to Indonesian.

3. The Function of code switching

One of the first categorizations of code-switching was provided by Appel and Muysken (1987). They distinguish between five reasons for why speaker codes-switch, then S. Romaine (1989: 162) adds two different functions, so the writer uses 7 Functions of code switching in this analysis, but not all functions are found in this research. In this research, researcher only found six functions as below:

1) The directive function

The directive function refers to a situation in which a speaker either wants to associate with, or dissociate themselves from other interlocutors (Golttapodia, January 31st 2010). Appel and Musyken (1987: 29-30) in Muehleisen said the directive function as addressee which oriented by using, for instance imperatives, exclamations and questions, contact are made with other (Muehleisen, 2002: 115).

There is one situation that shows directive function. The conversation and situation are like in situation (38):

(In the preface session, teacher told to students about herself who has just taken furlough for her marriage. After introduction session teacher gave chance to students to ask whatever before continued their study)

(38) T : *Apalagi? Whatever dari pada mbok pendem.*

[*What else? Whatever than you save it*]

S : *Ibu tinggal dimana?*

[*Where do you live mom?*]

T : *Ow..wherever, me now tinggal di pabelan, tapi masih tetep seperti prinsip pramuka disini senang disana senang. Bolehlah nanti main..*

[*Ow..wherever, now I live on pabelan, but still live like the principle of scouts in here I'm happy in there I'm happy. You may play there..*]

.....(space)

T : *Ow..belum tau?*

[*Ow.. haven't you known yet?*]

S : *Nomor rumahnya berapa?*

[*What is your house number?*]

T : *Pokoknya pinggir jalan pas rumah paling bagus*

[*It exactly side of street, the best house*]

S : *Yeeeeee.....(cheering)*

T : *Ya iya no masak rumah paling jelek. Njajal kamu masuk aja. Neng ra reti rumahe sopo rumah pinggir jalan yang paling bagus itu..*

[*Yes of course, impossible I want say the worst house. You try to enter it! But I don't know whose the house on the side of the street that is the most beautiful is*]

S : *(laugh.....)*

T : Okay enough?

S : Ngusek

[Not yet]

T : Nopo?

[What else?]

.....(space)

T : Saya kasih beberapa waktu. Okay, siap?

[I give you some time. Okay, ready?]

In the conversation (38) is begun by conversation in Indonesian and Javanese as the daily communication language, then teacher switches to English to end the topic to make the situation more formal and make distant to students, but students reply by using Javanese “*Ngusek*”, so teacher follows the students’ language who use Javanese by says “*nopo?*”. Here, the directive function is shown when teacher switches from English to Javanese. She uses English to make distant and uses Javanese again to associate with their students.

2) Expressive function

The expressive function occurs when people switch the code to show main feeling that they feel at that time (Glottopedia, January 31st 2010). Appel and Musyken (1987: 29-30) in Muehleisen said the expressive function is oriented on the presentation of the self, e.g. by making one’s feeling and attitudes known (Muehleisen, 2002: 115).

There is one code switching which involves expressive function like in (39):

(In the opening class)

- (39) T : Assalamualaikum
 S : Waalaikumsalam wr.wb
 T : Are you okay?
 S : Yes..
 T : How are you?

S : I'm fine, and you?

T : I'm fine. Ngeleh..capek. Okay but study must go on. Belajar harus berlanjut.

[I'm fine, hungry.. tired. Okay but study must go on. Okay but study must go on. Okay nice to meet you]

In the utterance (39), the underline words shows teacher switches from English to Javanese to express her feeling. So the utterance “*Ngeleh..capek*” is expressive function which shows feeling at that time.

3) The phatic function

The phatic function signals a change in 'tone'(Glottopedia, January 31st 2010). Appel and Musyken (1987: 29-30) in Muehleisen also said the phatic function is orientation on communication it self, e.g. by using conventionalized opening, closing, and ways to signal turn-taking, also by using language form that identify the group in within which interaction is taking place (Muehleisen, 2002: 115).

There is one phatic function that is found in teaching-learning process like utterance (40):

(In the opening class)

(40) T : Assalamualaikum

S : Waalaikumsalam wr.wb

T : Are you okay?

S : Yes..

T : How are you?

S : I'm fine. And you?

T : I'm fine. *Ngeleh..capek.* Okay but study must go on.
Belajar harus berlanjut. Okay nice to meet you.

[I'm fine, *hungry.. tired.* Okay but study must go on.
Study must go on. Okay nice to meet you]

S : Nice to meet you too

The utterance of “*Ngeleh..capek*” as the signal to switch to the Indonesian/Javanese language in which the previous conversation uses English. So the utterance “*Ngeleh..capek*” shows phatic function which is used as a signal to begin conversation in Indonesian/Javanese language.

4) The metalinguistic function

The metalinguistic function occurs when speakers comment on a specific feature of a language by using the other language (Glottopedia, January 31st 2010).

There are some code switching utterances that have function as metalinguistic as utterance (41):

- a. (After preface finished, teacher continued to the material by asking the homework that had been given)

(41) T : Okay for last week *ada tugas sudah dikerjakan?*
Ngartek'e translate..translate...late. Tugas paling sulit ya itu. just translate...translate and translate.

[Okay for last week *any assignment, have you done it?*
 translate..translate..late.. The most difficult assignment that is, just translate..translate..and translate]

In the utterance (41), the underline shows metalinguistic function in which the switching in underline word above occurs from Indonesian which shows teacher's comment about translation

that point to the next utterance by switching to English utterance.

The bold shows the comment.

- b. (In the opening session after greeting, teacher tried to give intermezzo)

(42) T : Okay, nice to meet you guys?

S : Nice to meet you

T : *Ada yang berbeda untuk hari ini? Atau masih seperti kemarin?*

[*Any different for today? Or still same with yesterday?*]

.....(space)

T : As usual...? **Jadi tidak ada peningkatan gitu ya?**

[As usual? So nothing increase, is it?]

In the utterance (42), the underline word shows the switching from English to Indonesia which has function as metalinguistic. The bold is Indonesian utterance used to comment previous utterance. Teacher uses “*jadi*” to conclude and also comment in the previous utterance.

- c. (Teacher corrected the answer that had been done by students in front of class and then asked to correct students' answer)

(43) T : Number one. Who send the letter? *Sopo to? Siapa yang mengirim surat?*

[Number one. Who sent the letter? *Who is? Who send the letter?*]

.....(space)

T : Next Number two, what was at her school? **Memang kalo yang seperti ini kemarin saya jelasin artinya. Cara mengartikannya piye?**

[Number two, what was at her school? *If like that yesterday I explained the meaning. How is the way of translation?*]

In the utterance (43), the underline word shows the switching that has function as metalinguistic. It begins from English sentence then switches to Indonesian sentence. The bold is teacher's comment about the question that is being discussed in the previous sentence.

- d. (After teacher gave explanation about 'letter', she gave assignment to students)

(44) T : Okay, *silakan dibuka halaman 24! Tugas kamu satu bangku. Buat 1 surat. Tak kandani tugas kamu kerjakan sepasang. Tidak boleh berpasang-pasang. Di-arrange! di susun ulang disertai artinya.*

[Okay, please *open page 24. Your assignment 1 seat makes 1 letter. I inform you. Your assignment is done a seat. May not many seat. To be arranged! Re-arrange and the translation*]

.....(space)

T : *Ditanyakan yang menurutmu angel. Ada yang tidak tahu? Silakan boleh tanya. Neng ojo kabeh. According to me...it's just easy...*

[*Please, ask which difficult according to you! Anything you don't know? Please you may ask. But not all. According to me...it's just easy....*]

In the utterance (44), the underline shows switching that has function as metalinguistic which occurs from Indonesian switches to Javanese and then switches to English. The bold is teacher's comment about the assignment that is asked to be done by student.

- 5) The function of code switching is to mark injection or to serve as sentence filler.

In this function has similarities to the notion of tag switching stated by Poplack (Romainne, 1989: 162). There are many codes switching that have function to mark injection or to serve as sentence filler as below:

- a. (Teacher asked students to do the assignment in front of class and offered who want to do that)

(45) T : Who wanna try, ayo? *Ayo, coba dari this line maybe. (Asking boys' line) Tadi sudah girl, girl and girl. Now tak tunggu gilirane boys.*

[Who wanna try, come on? *Come on, try from this line. Some time ago who have tried is girls, girls and girls. Now I wait for turn of boys]*

(Students came forward to translate on the white board, there was still number that has been not done by the student, so teacher suggested the boy students' to do that)

(46) T : Okay next number four, ayo!

[Okay next number four, come on!]

In the utterance (45) and (46), the tag “ayo” insert from English utterance. The word “ayo” here has meaning to invite students to do the assignment. Then the tag switching of “ayo” has function to make injections to the students to make more serious in response it.

- b. (Teacher explained how translate in term of possessive pronoun)

(47) T : *Pokoke nak translate ki digoleki leh pantes bisa ditambahi yang atau yang mana. So, tinggal ngotak-atik to?*

[*The most important if translate, you look the most match. It can be added 'which' . So we just match it, isn't it?*]

.....(space)

(48) T : What do you want to ask, *silakan!*

[What do you want to asks, *go a head!*]

In the situation (47), the word “so” is used to mark of injection the next sentence. And then the word “*silakan*” in (48) also used to mark of injection.

- c. (Teacher created intermezzo before began the lesson and then reminded about homework to the students)

(49) T : I think we have some homework yesterday. *Kita punya beberapa PR kemarin, True?*

[I think we have some homework yesterday. *We have some homework yesterday, true?*]

In the situation (49), the word “true” is used to mark of injection from the previous sentence used to clarify.

- d. (Teacher divided the paper then checked the students task by around the class, when she checked on one students assignment and asked him)

(50) T : Have you finished?

(Suddenly she knew one of boy students moved his set when he knew that his assignment will be checked by the teacher, so the teacher said as below)

T : *Lho, sit down here please!!!*

(The boy student just smile)

In the situation (50), the word “*lho*” is used as mark of injection to the next sentence. The word “*lho*” is used by teacher as the expression of astonishment of students’ act. And then the effect of her astonishment feeling of students’ strange act, teacher asks students to act normal by switching her language.

- e. (After greeting in preface session, teacher began the material by asking about the score in which yesterday she asked to enter to the list)

(51) T : Okay nice to meet you.

S : Nice to meet you too

T : Okay guys, kemarin sudah dimasukkan belum? (Teacher asks the score whether has written to the list)

[Okay guys, *have you enter the score yesterday?*]

- f. (After teacher gave explanation about 'letter', she gave assignment to students)

(52) T : Okay, silakan dibuka halaman 24! Tugas kamu satu bangku. Buat 1 surat. Tak kandan tugas kamu kerjakan sepasang. Tidak boleh berpasang-pasang. Di-arrange! Di susun ulang disertai artinya.

[Okay, please open page 24! Your assignment 1 seat makes 1 letter. I inform you. Your assignment is done a seat. May not many seat. To be arranged! Re-arrange and the translation]

- g. (Teacher would leave the class because any necessity that would be done and gave assignment to the students)

(53) T : Okay, saya tinggal karena saya ada keperluan. silakan dikerjakan sampai jam habis!

[Okay, I leave because I have a necessity. Please do until the time is out!]

- h. (Class almost ended)

(54) T : Randi, kamu masukan nilai plus absent. Okay guys, saya duhuan. Kalau sudah selesai silakan take a rest.

[Randi, please you enter the score plus absent! Okay guys, I go first. If you have finished please take a rest]

In the situation (51), (52), (53) and (54), the word "okay guys" and "okay" have function to serve as sentence filler which ends the previous topic and begins to the new topic.

- i. (Teacher gave chance to students to ask whatever before continued to the material that would be studied)

(55) T : *Saya kasih beberapa waktu. Okay, siap?*

[I give you some time. Okay, ready?]

In the utterance (55), the word “okay” has function to mark injection to the next utterance which is used to clarify.

- 6) The function of code switching is to clarify or emphasize a message.

In the observation is found many utterances that show their function as clarification or emphasize a message. They are:

- a. The function is to clarify

1. (After teacher corrected the answer in front of class and explained how to translate well, and then teacher asked to the students about the answer that was explained).

(56) T : *Okay any question? Ada yang beda?*

[Okay any question? Any different?]

.....(Quiet for a while)

T : *Ada yang lain? Maybe the answer not like in front.*

[Any others? Maybe the answer not like in front]

In the utterance (56), teacher switches from English to Indonesian to clarify whether the answer different and need to be asked.

2. (Teacher created intermezzo before began the lesson and then reminded about homework to the students)

(57) T : *I think we have some homework yesterday. Kita punya beberapa PR kemarin, True?*

[I think we have some homework yesterday. We have some homework yesterday, true?]

In the utterance (57), the switching from Indonesian to English used to clarify whether there is really any homework.

3. (Teacher corrected the answer that has done by students in front of class and asked to correct students' answers and explained the material about letter then teacher tried to clarify)

(58) T : Any question? *Ada pertanyaan?*

[Any question? *Any question?*]

In the utterance (58), the switching from English to Indonesian is a repletion that is used to clarify in order to, become clearer.

b. The function is to emphasize a message

1. (In the preface meeting teacher told to students about herself who had just taken furlough for her marriage, and then teacher offer to the students to ask about whatever they wanted to ask before continued their study).

(59) T : *Mungkin ada pertanyaan dari saya? Apapun boleh lah.*

[*Maybe any question from me? Whatever you want*]

S : *Ibu bulan madu kemana?*

[*Where do you go for honeymoon?*]

T : *Nowhere. Tidak kemana-mana. Just stay at home. Resek-resek...resék-resek dan –resék-resek.*

[*Nowhere. Nowhere. Just stay at home. Cleaning..cleaning..and cleaning...*]

In the utterance (59), the switching occurs from English to Indonesian, then switches to English and then switches again to Javanese. The switching to Javanese “*Resek-resek...resék-*

resek dan resek-resek” is used to more emphasize the previous sentence “Nowhere. *Tidak kemana-mana*. Just stay at home”

2. (After introduction in learning process, teacher continued to the material that would be taught that day. Then, confirmed about the homework that was given before she took furlough i.e. translate. After checked the assignment, teacher asked to continue do the task).

(60) T : Now please you do! *silakan dikerjakan number 1-5 , just five, hanya lima dulu. Kalo tidak tahu boleh tanya. Do by your self!* Page nine task eleven. *Kalo sudah selesai silakan present seperti biasa.*

[Now please you do! *please do number 1-5, just 5, just 5 at first. If you don't know you may ask. Do by yourself!* Page nine task eleven. *If you have finished, please present as usual!*]

In the utterance (60), there, switching occurs many times from English to Indonesian. The bold states emphasizing in order students really do the assignment by their selves.

3. (Students came forward to translate on the white board, there is still number that had been not done by the student, so teacher suggested the boy students’ to do that)

(61)T : *Mosok dari tadi didominasi cewek meneh-cewek meneh. Where is the boy?*

[*From a while ago, just girls and girls who dominate. Where is the boy?*]

In the utterance (61), the switching occurs from Indonesian to English that is used to emphasize to the boy students who did not answer and do the assignment in front of class in order the boy students want to be active like the girls.

4. (Teacher corrected the answer that had done by students in front of class and asked to correct students answer)

(62) T : Okay guys, check your task! ***Nak salah salahke!***
[Okay guys, check you task! ***If it wrong, please wrong it!***]

.....(space)

(63) T : Number one. Who send the letter? ***Sopo to? Siapa yang mengirim surat?***
[Number one. Who sent the letter? ***Who is? Who send the letter***]

In the utterance (62), first the switching occurs from English to Indonesian in which the bold (*Nak salah salahke!*) is stated by emphasizing in order that students corrects as right as possible and honest in correct their answer. Second, the switching occurs in (63) from English to Javanese and then switches to Indonesian. Here, in the bold, the utterance “*sopo to?*” is used to emphasize of the previous sentence in order to become clearer.

5. (After teacher gave explanation about ‘letter’, she gave assignment to students)

(64) T :Okay, ***silakan dibuka halaman 24! Tugas kamu satu bangku. Buat 1 surat. Tak kandani tugas kamu kerjakan sepasang. Tidak boleh berpasang-pasang. Di-arrange! Di susun ulang disertai artinya.***

[Okay, please open page 2! Your assignment 1 seat makes 1 letter. I inform you. Your assignment is done a seat. May not many seat. To be arranged! Re-arrange and the translation]

In the utterance (64), the bold states intra-word switching by prefixes Indonesian “*di*” to emphasize the exclamation sentence of “arrange” in order to become clearer.

c. The function is to emphasize and also to clarify

1. (Students laughed and made the class crowded because of arriving their teacher who has just married, then after opening teacher told)

(65) T : (Teacher knows what students intend why they laugh) *Kamu sudah punya bapak anyar..*

[You have had a new father..]

S1 : *Cie...bapak?*

[Cie..Father?]

S2 : *Kita punya sesuatu buat ibu.*

[We have something for you mom]

T : **What is that?**

S : *Ya...sesuatu..*(students give present in front of class)

[Yach...something]

T : *Ini dapat uang dari mana?*

[From whom you get the money for this?]

S : *Ngumpulin bu*

[Collect mom]

T : *Tenane?*

[Are you sure]

S : *Ya...buat bapak....* (laughing)

[Yes..for Mr]

The utterance (65) above, the switching begins occurs in which the previous conversation uses Indonesian and then switches to English to more emphasize with what they said before. After that, the conversation uses Indonesian again. The utterance “*what is that?*” has a function emphasize and also to clarify of what the students have just said.

2. (In the preface meeting teacher told to students about herself who has just taken furlough for her marriage. After introduction session teacher gives chance to students to ask whatever before continue their study).

(66) T : Okay ...enough? yakin? ***Ora pengen reti bapakmu sopo?***

[Okay..enough? sure? ***Don't you want to know who your father is?***]

In the utterance (66), the switching occurs from English to Indonesian and then switches to Javanese. The bold is Javanese utterance which has function as emphasizing and also clarification the previous utterance. The utterance “*Ora pengen reti bapakmu sopo?*” is used to clarify that there are no questions about the topic again and emphasize to students to ask more like about who the teacher’s husband is. It is done before they really enter to the material.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer would like gives some conclusions and suggestions from the data that has been analyzed. The conclusion and suggestion as follow:

A. Conclusion

Based on the statement problem and analysis of the study, the writer concludes as follow:

1. The grammatical aspect of code switching in English-Indonesia code switching spoken by MTs NU English teacher in academic year 2011-2012 are extrasentential switching (tag switching), intrasentential switching, intersentential switching and intra word switching.

1.1. The extrasentential switching (tag switching) was divided into English tag like (so, okay and true) and Indonesian tag involves (*ayo, lho, silakan*)

1.2. The intrasentential switching is not found in this research, because the intersentential switching takes place within the clause boundary (Hamers and Blanc 2000: 259) in Van Dulm. To differ the term with term of code mixing Gumperz's definition (1982:59) in Nilep: "Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Nilep, June 2006:

17). Fasold (1984) in Chaer and Agustina also emphasizes in grammatical to difference code mixing from code switching by saying if someone uses one word or phrase from one language, he has used code mixing, but if one clause obviously has grammatical structure of one language, and the next clause is arranged based on grammatical structure of the other language, so the occasion is code switching (Chaer and Agustina, 2004: 115). Nevertheless, Singh (1985: 34) reverses the term 'code mixing' for intrasentential switching and uses 'code switching' for any diglossic situation where only one code is employed at a time, or case where the code alternation refers to structurally identifiable stages or episodes of a speech event (S. Romaine, 1989: 124). Here, because Indonesian and English are National language which has same position and function, so there is not diglossia. The writer concludes that in this research does not find intrasentential switching.

1.3. Intersentential switching involves:

- a. English – Indonesia
- b. Indonesian - English
- c. English - Javanese
- d. English - Indonesian – Javanese

1.4. Intra word switching, with enter the word "*di*" to English utterance
"arrange" to be *di*-arrange!

2. The sociolinguistic aspect of code switching in English-Indonesian code switching spoken by MTs NU English teacher in academic year 2011-2012 are situational and metaphorical code switching.
3. The function of code switching in English-Indonesian code switching spoken by MTs NU English teacher in academic year 2011-2012 are Referential, directive, expressive, phatic, metalinguistic, injection or serve as a sentence filler and clarify or emphasize. But in this research, the researcher does not find referential function. So in this research, the researcher find six function. They are directive, expressive, phatic, metalinguistic, injection or serve as a sentence filler and clarify or emphasize.

B. Suggestion

From this research the writer suggests for teacher and also the students, the reader and for the future researcher.

1. For the teachers:

Code switching is one ways to make easier in study language so it will useful for teacher to be used for conveying material and communication with their students as a drill of listening and speaking for the students in teaching-learning process.

2. For the students:

Code switching can be used to make easier in conversation, especially in using foreign language so it is as a medium of drill.

3. For the reader:

The readers can understand code switching and can be applied in their daily life.

4. For future researcher:

For future researcher can analyze code switching in the other field. So it can enrich and develop the sociolinguistics study.

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Hal : Izin Penelitian

28 Nopember 2011

Kepada
Yth Kepala MTs NU
di Salatiga

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Inna Afni Fitriyah
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Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. 1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
A SOCIO-LINGUISTIC ANALYZE OF ENGLISH-INDONESIA CODE
SWITCHING USED BY THE ENGLISH TEACHER OF MTs NU SALATIGA
IN ACADEMIC YEAR 2011/2012

Dengan Pembimbing : Dra. Woro Retnaningsih, M. Pd
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MTs NU, mulai tanggal 29 Nopember 2011 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Pembantu Ketua Bidang Akademik

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Yayasan Imaratul Madaris
MADRASAH TSANAWIYAH NU SALATIGA

Terakreditasi. B

Jl. Kartini No. 2 Telp 0298 – 324255 Salatiga

SURAT KETERANGAN

No : MTs.S/PP.00.5/090/I/2012

Kepala MTs NU Salatiga, menerangkan dengan sesungguhnya bahwa :

Nama : Inna Afni Fitriyah
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Program Studi : Tadris Bahasa Inggris

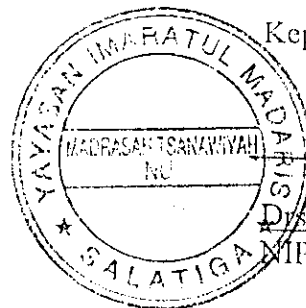
Keterangan :

Yang bersangkutan benar – benar telah melakukan penelitian di MTs NU Salatiga mulai tanggal 29 Nop mber 2011 s/d 28 Januari 2012 , untuk pembuatan skripsi dengan judul :
“ A Sociolinguistic Analysis Of English – Indonesian Code Switching Used By The English Teacher Of MTs NU Salatiga In Academic Year 2011 / 2012 ”.

Demikian surat keterangan ini agar dipergunakan dengan sebaik – baiknya dan sebagaimana mestinya.

Salatiga, 30 Januari 2012

Kepala Madrasah



[Signature]
Drs. Muly Syamsul, M.PdI.
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05 Juli 2011

Lamp. : Proposal Skripsi

Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Norwanto, M. Hum

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

N a m a : Inna Afni Fitriyah
NIM : 11307003
Jurusan : Tarbiyah
Judul Skripsi :

A SOCIOLINGUISTIC ANALYSIS OF ENGLISH-INDONESIAN CODE SWITCHING USED BY ENGLISH TEACHER OF MTs NU SALATIGA IN ACADEMIC YEAR OF 2011/2012

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua,
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Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)

TRANSCRIPT CONVERSATION BETWEEN TEACHER AND STUDENTS IN 2ND
CLASS-A IN LEARNING PROCESS

1st meeting

T : Assalamualaikum wr.wb

S : Waalaikum salam wr.wb

T : How are you guys?

S : I'm fine and you?

T : I'm fine you thank you. Nice to meet you guys

S : Nice to meet you too

.....(Students laugh)

T : (Teacher knows what students intend why they laugh) *Kamu sudah punya bapak anyar..*

[You have had a new father..]

S1 : *Cie...bapak?*

[Cie..Father?]

S2 : *Kita punya sesuatu buat ibu.*

[We have something for you mom]

T : What is that?

S : *Ya...sesuatu..(students give present in front of class)*

[Yach..something]

T : *Ini dapat uang dari mana?*

[From whom you get the money for this?]

S : *Ngumpulin bu*

[Collect mom]

T : *Tenane?*

[Are you sure]

S : *Ya...buat bapak.... (laughing)*

[Yes..for Mr]

S2 : *Mau gak?*

[Do you want it/not?]

T : *Boleh di buka sekarang?*

[May I open it now?]

S : *Boleh..*

[yes, you may]

.....(The condition is crowded)

T : *Mungkin ada pertanyaan dari saya? Apapun boleh lah.*

[Maybe any question from me? Whatever you want]

S : *Ibu bulan madu kemana?*

[Where do you go for honeymoon?]

T : *Nowhere. Tidak kemana-mana. Just stay at home. Resek-resek...resék-resék dan –resék-resék.*

[Nowhere. Nowhere. Just stay at home. Cleaning..cleaning..and cleaning...]

.....

T : *Apalagi? Whatever dari pada mbok pendem.*

[What else? Whatever than you save it]

S : *Ibu tinggal dimana?*

[Where do you live mom?]

T : *Ow..wherever, me now tinggal di pabelan, tapi masih tetep seperti prinsip pramuka disini senang disana senang. Bolehlah nanti main..*

[Ow..wherever, now I live on pabelan, but still live like the principle of scouts in here I'm happy in there I'm happy. You may play there..]

.....(Space)

T : *Ow..belum tau?*

[Ow.. haven't you known yet?]

S : *Nomor rumahnya berapa?*

[What is your house number?]

T : *Pokoknya pinggir jalan pas, rumah paling bagus.*

[It exactly side of street, the best house]

S : Yeeeee.....

T : *Ya iya no masak rumah paling jelek. Njajal kamu masuk aja. Neng ra reti rumahe sopo rumah pinggir jalan yang paling bagus itu.*

[Yes of course, impossible I want say the worst house. You try to enter it! But I don't know whose the house on the side of the street that is the most beautiful is]

S : (laugh.....)

T : Okay, enough?

S : *Ngusek*

[Not yet]

T : *Nopo?*

[What else?]

.....(space)

T : *Saya kasih beberapa waktu. Okay, siap?*

[I give you some time. Okay, ready?]

(wait a moment)

T : Okay, enough? *Yakin? Ora pengen reti bapakmu sopo?*

[Okay, enough? Sure? Don't you want to know who your father is?]

S : *Iya..bu*

[Yes mom.]

T : *Lha...namanya Asep Fuad. Ora opo-opo ndelalah, bukan guru bukan apa-apa. Cah bengkel. Menurutku yang penting halal pekerjaannya gitu. Ya nanti saya salamkan satu persatu dari 2A gitu ya?*

[His name is Asep Fuad, he is not whoever. He is not teacher and also not whoever. He is just mechanic. According to me, the most important is the job is halal (right full). Some time I will say regret for him one by one from 2, isn't it?]

.....(Space)

T : Okay, I think enough. *Nanti sewaktu-waktu bisa mampir ke rumah.*

[Okay, I think enough. Some time you can come by my home]

.....(Space)

T : Okay, for last week *ada tugas sudah dikerjakan? Ngartek'e translate..translate...late. tugas paling sulit ya itu, just translate...translate and translate.*

[Okay, for last week *any assignment, have you done it? translate..translate..late.. the most difficult assignment that is, just translate..translate..and translate]*

.....(space)

T : I wanna look your note book. *Adakah catatan vocabulary-nya?*

[I wanna look your note book. *Is there any vocabularies' note?*]

S : *Ada*

[*Yes, there are*]

T : *Consequency-nya yang tidak ada?*

[*What is the consequence which aren't there?*]

S : *Gitik bu.*

[*Hit mom..*]

T : *Saya kan sudah bilang... Now open your note book! Itu nanti menjadi nilai harian saja. Now you open LKS page nine. udah dikerjakan? Udah?*

[*I have said it..Now open your note book! That becomes a daily score. Now you open LKS page nine. Have you done? Have you?*]

S : *Udah...*

[*Yes, I have*]

T : *Now please you do! silakan dikerjakan number 1-5 , just five, hanya lima dulu. Kalo tidak tahu boleh tanya. Do by your self! Page nine task eleven. Kalo sudah selesai silakan present seperti biasa.*

[*Now please you do! please do number 1-5, just 5, just 5 at first. If you don't know you may ask. Do by yourself! Page nine task eleven. If you have finished, please present as usual*]

.....(space)

T : *In the time five minutes saya harapkan rampung.*

[*In the time five minutes I hope finish*]

S : *Yaaaaahh....? (Complain..)*

T : *Hayo berani gak?*

[*Are you brave?*]

S : *Berani...*

[*Yes, I'm*]

T : Are you sure?

..... (Students do the task)

.....(Teacher asks students to do the assignment in front of class)

T : Number one ,two, three *kalo sudah siap silakan maju. Rahayu, Bandi tidak boleh maju, lainnya yang saya sebut tadi boleh.* Number one, two, three up to you.

[*Number one, two, three . If you have ready please come forward. Rahayu, Bandi may not come forward, the others who I don't mention it may come forward. Number one, two, three up to you*]

.....(quiet)

T : Who wanna try, *ayo?! Ayo, coba dari this line maybe.* (Ask boys' line). *Tadi sudah girl, girl and girl.* Now *tak tunggu gilirane boys.*

[*Who wanna try, come on?!Come on, try from this line. Some time ago who have tried is girls, girls and girls. Now I wait for turn of boys*]

(Students come forward to translate on the white board, there is still number that has been not done by the student, so teacher suggests the boy students to do that)

T : Okay, next number four, *ayo!*

[*Okay, next number four, come on!*]

.....(space)

T : *Mosok dari tadi didominasi cewek meneh-cewek meneh.* where is the boy?

[*From a while ago, just girls and girls who dominate. Where is the boy?*]

.....(After all numbers done by the students)

T : Any question? Up to you, *Silakan!*

[*Any question? Up to you, please!*]

(Teacher corrects the answer in front of class and explains how to translate well)

T : *Dah finish, okay? Dah finish semua?*

[*Have you finished, okay? Have finished all?*]

.....

T : *Kalo jawabannya tidak seperti ini salah* (write the right answer on white board)

[If the answer is not like that is false]

(Teacher explains how translate in term of possessive pronoun)

T : *Pokoke nak translate ki digoleki leh pantes bisa ditambahi yang atau yang mana. So, tinggal ngotak-atik to?*

[The most important if translate, you look the most match. It can be added 'which' . So we just match it, isn't it?]

.....(space)

T : What do you want to ask, *silakan!*

[What do you want to asks, *go a head!*]

(Teacher correct the last answer)

.....

T : *Okay, any question? Ada yang beda?*

[Okay, any question? *Any different?*]

.....(Quiet for a while)

T : *Ada yang lain? Maybe the answer not like in front.*

[*Any others? Maybe the answer not like in front*]

.....

T : Okay, I will call you one by one (Teacher calls student to write their score)

.....(After finish do that, teacher finish her class)

2nd MEETING

T : Assalamualaikum wr.wb

S : Waalaikumsalam wr.wb

T : Okay, how are you today?

S : I'm fine and you?

T : Not so good today. *Tidak terlalu baik untuk hari ini. But study must go on. Tapi pembelajaran harus tetap berlangsung.*

[Not so good today. *Not so good today. But study must go on. But study must go on*]

.....(space)

T : Okay, nice to meet you guys?

S : Nice to meet you

T : *Ada yang berbeda untuk hari ini? Atau masih seperti kemarin?*

[Any different for today? Or still same with yesterday?]

.....(space)

T : *As usual...? jadi tidak ada peningkatan gitu ya?*

[As usual? So nothing increase, is it?]

.....(space)

T : *Mr. Farid masih seperti kemarin?*

[Mr.Farid still like yesterday?]

S(F) : *Ha?*

[sorry?]

T : *Masih seperti kemarin?*

[Do you still like yesterday?]

S : *Eenggak..*

[No..]

T : *Eenggak? Lha nopo? Ada yang berubah?*

[No? Why? Any changing?]

.....(space)

: Ow.. cewek baru?

[Ow.. a new girl friend?]

S : *Eenggak bu..*

[No mom]

T : *Ya itu tadi hanya sekedar intermezzo saja. Okay I want to continue. Have you finished your homework?*

[Yeach.. that's just intermezzo. Okay I want to continue. Have you finished your homework?]

T : *I think we have some homework yesterday. Kita punya beberapa PR kemarin, True?*

[I think we have some homework yesterday. *We have some homework yesterday, true?*]

S : *Ya..*

[*Yes..*]

T : *So..?*

(quite for a while)

T : Okay, have you a preparation.... *Vocab-nya sudah disiapkan dirumah?*

[*Okay, have you a preparation...has the vocabulary prepared at home?*]

.....(space)

T : Okay, five minutes.

.....(space)

T : Okay, we begin from...*sebentar..* What the meaning of...as usual I mean from English to Indonesia...

[*Okay, we begin from..Wait a moment..* What the meaning of..as usual I mean from English to Indonesia...]

.....(Ask and answer of vocabulary)

(After finish for question and answer vocabulary teacher asks students to do task continue last material)

T : *Coba yang belum selesai diselesaikan dulu. Halaman...please you open LKS page twenty two, Right? Benar?*

[*Who has not finished, please finish first!..page... please you open LKS page twenty two, Right? Right?*]

S : *Ya...*

[*yes..*]

T : *Yang belum selesai dikerjakan dulu. Nanti kalo saya kembali tak beri kertas catetan silakan ditulis didalamnya. Coba tak tinggal dulu sebentar. I leave a moment.*

[*Who has not finished, please finish first! If I come back I'll give note paper, please write in there. I leave first a moment. I leave a moment*]

.....(Teacher leaves the class to take the paper then asks student to do assignment)

(Teacher back to the class and see the class is very noise, students go here and there)

T : Hello, please *kembali ke tempat masing-masing!!!*

[Hello, please *back to your own set!*]

(Teacher divides the paper then check the students task by around the class, when she check on one student's assignment and ask)

T : Have you finished? (Asked and checked students assignment)

(Suddenly she knows one student move his set when he knows that his assignment will be checked by the teacher, so the teacher says below)

T : *Lho*, sit down here please!!! (Teacher felt astonish with the students' act then she asked the student to back to his seat)

(The boy student just smile)

.....

T : Okay guys, check your task! *Nak salah salahke.*

[Okay guys, check you task! *If it wrong, please wrong it!*]

.....(space)

T : Number one. Who send the letter? *Sopo to? Siapa yang mengirim surat?*

[Number one. Who sent the letter? *Who is? Who send the letter*]

.....(space)

T : Next Number two, what was at her school? *Memang kalo yang seperti ini kemarin saya jelasin artinya. Cara mengartikannya piye?*

[Number two, what was at her school? *If like that yesterday I explained the meaning. How is the way of translation?*]

.....(space)

T : "*Apa yang terjadi disekolah nya?*"

["*What happen in his school?*"]

.....(space)

T : *Ada yang berbeda? Any different? Ada yang berbeda tadi?*

[*Any different? Any different? Any different?*]

.....(space)

T : Number 3, "*did... lha ini..sekarang.. "do, does, did" kalo ada pertanyaan yang seperti ini jawabannya pake apa?*

[Number 3, "did...this is...now..."do, does, did" if any question like that, what the answer?]

S : Yes/no

T : *Ya..pake yes/no. Trus dilihat subjectnya. Subjectnya siapa? Subject kata ganti. Diclelok wae no.3 tek wes salah. Coba dilihat halaman pertama disitu. Yesterday and nice school of international day. "does she has a class at that day?". Apa yang mereka punyai/ adakah pada international day?*

[yes..using yes/no. Then, look its subject. Who is the subject? please, try look first page there! Yesterday and nice school of international day. "does she has a class at that day?" Does she has a class at that day?"/what she has in International school?]

.....(space)

T : Any question? *Ada pertanyaan?*

[Any question? Any question?]

S : No..

S : *Mboten..*

[No..]

T : *Okay, next..." where did..." Dari mana/ dari mana saja asal bazaar tersebut. Kalo sudah tau artinya tinggal ngotak-atik tok to?*

[Okay, next..."where did...". Where are the bazaars come from? If you have known the meaning it just matches it, isn't it?]

.....

(Class almost finish)

T : *Randi, kamu masukan nilai plus absent. Okay guys, saya duluan. Kalau sudah selesai silakan take a rest. Assalamualaikum wr.wb.*

[Randi, please you enter the score plus absent! Okay guys, I go first. If you have finished please take a rest. Assalamualaikum wr.wb]

S : *Walaikumsalam wr.wb*

3rd meeting

T : *Assalamualaikum*

S : *Walaikumsalam wr.wb*

T : *Are you okay?*

S : Yes..

T : How are you?

S : I'm fine. And you?

T : I'm fine. *Ngeleh..capek.* Okay but study must go on. *Belajar harus berlanjut.* Okay, nice to meet you.

[I'm fine, *hungry.. tired.* Okay but study must go on. *Study must go on.* Okay, nice to meet you]

S : Nice to meet you too

T : Okay guys, *kemarin sudah dimasukkan belum?* (Teacher asks the score whether has written to the list)

[Okay guys, *have you enter the score yesterday?*]

.....(space)

T : *Sudah ya?* Okay now *kita masuk ke bab baru ya?* "letter" what the meaning of letter. Please open your LKS page twenty three. Okay *ada yang tahu tentang bagian letter?* [*Have you?* Okay now *we enter to the new chapter, isn't it?* "Letter" what the meaning of letter. Please open your LKS page twenty three. Okay, *anyone know about the part of letter?*]

.....(explain part of letter)

T : *Ada banyak kata untuk mengungkapkan sumptation atau salam pembuka;* dear, assalamualaikum, to.....

[*There are many words for express sumptation (greeting);* dear, assalamualaikum, to.....]

.....

T : Okay, maybe anybody *ada pertanyaan? Enggak ya? Jelas ya? Lha luweh penak njajal gawe dewe. Fahimna? Fahimtum ngunu yo?*

[Okay, maybe anybody *any question? No? Is it clear? It will be nicer if you make it by yourself. I understand, you understand like that?*]

.....(space)

T : *Ini adalah surat izin.*

[*This is a permission letter*]

.....(space)

T :Okay,*silakan dibuka halaman 24! Tugas kamu satu bangku. Buat 1 surat. Tak kandani tugas kamu kerjakan sepasang. Tidak boleh berpasang-pasang. Di-arrange! Di susun ulang disertai artinya.*

[Okay, please *open page 24! Your assignment 1 seat makes 1 letter. I inform you. Your assignment is done a seat. May not many seat. To be arranged! Re-arrange and the translation*]

.....(space)

T : *Ditanyakan yang menurutmu angel. Ada yang tidak tahu? Silakan boleh tanya. Neng ojo kabeh. According to me...it's just easy....*

[*Please, ask which difficult according to you! Anything you don't know? Please you may ask. But not all. According to me...it's just easy....*]

.....(space)

T :Okay, *saya tinggal karena saya ada keperluan.silakan dikerjakan sampai jam habis!*
[Okay, *I leave because I have a necessity. Please do until the time is out!*]

Assalamualaikum wr.wb.

S : *Walaikm salam wr.wb*

.....(Teacher left the class early because she has something to do)

OBSERVATION SHEET

Day/date : Monday, 9/1/2012

Class : VIII A

Time : 08.20 WIB

Subject : English / Translation.

NO	CODE SWITCHING	SITUATION			TOPIC		NOTE	
		F	IN-F		CH	NOT		
			friendly	intimate	other	CHG	CHG	
1.	Mungkin ada pertanyaan dr saya? Apapun boleh lah.							In opening session.
2.	Nowhere. Tidak kemana? Just stay at home. resek-resek. resek? dan resek? --							
3.	Saya kasih beberapa waktu. Okay, siap?							Teacher offers students to ask before continues the lesson.
4.	Okay, enough? Takin? udah?							
5.	Okay, enough ya?							
6.	okay for last week ada tugas udah dikerjakan? Ngartek'e .. translate .. translate .. late							
7.	Tugas paling suling ya itu just translate .. translate and translate --							

NOTE= F: FORMAL

IN-F: INFORMAL

CHG : CHANGE

NOT CHG: NOT CHANGE

OBSERVATION SHEET

Day/date : Monday 19 / 1 / 2012

Class : VIII A

Time : 08:20 WIB

Subject : English / Translation

NO	CODE SWITCHING	SITUATION			TOPIC		NOTE	
		F	IN-F		CH	NOT		
			friend-ly	intimate	other	G	CHG	
8.	Now, open your book Notes buka catatanmu I wanna see.							
9.	Now you open LKS page time udah dikerjakan?							
10.	Now please you do sitakan dikerjakan, just 5 hanya lima dulu.							
11.	So, tinggal ngotak-atik to?							Explains how to translate
12.	What do you want to ask sitakan!							
13.	So, how what do you know about pengungsi?							
14.	Who wanna try, ayo?							Asks students to answer the question

NOTE= F: FORMAL

IN-F: INFORMAL

CHG: CHANGE

NOT CHG: NOT CHANGE

OBSERVATION SHEET

Day/date : Monday, 9/1/2012

Class : VIII A

Time : 08.20 WIB

Subject : English / Translation

NO	CODE SWITCHING	SITUATION			TOPIC		NOTE	
		F	IN-F		CH	NOT		
			friendly	intimate	other	G	CHG	
15.	Ayo coba dari this line maybe							Asks boys line to do the task
16.	tadi sudah girl--girl and girl now tak tunggu girlane boys							
17.	In the time 5 minutes saya hapkan rampung							Ask to do the task
18.	Number one two, three kalo sudah stop sitakan maju							
19.	Kahayu, Banti tidak boleh maju selain yg saya sebut tadi boleh. Sitakan number 1, 2, 3 up to you!							
20.	Mosok dan di dominasi cewek meneh.. cewek meneh.. Where is the boys?							
21.	okay, semuanya dah finish?							

NOTE= F: FORMAL

IN-F: INFORMAL

CHG : CHANGE

NOT CHG: NOT CHANGE

OBSERVATION SHEET

Day/date : Monday, 9/1/2012

Class : VIII A

Time : 08-20 WIB

Subject : English / translate

NO	CODE SWITCHING	SITUATION			TOPIC		NOTE	
		F	IN-F		CH	NOT		
			frien dly	intim ate	oth er	G	CHG	
22	okay any question? ada yg beda?							Clarify from the answer that has just been corrected.

NOTE= F: FORMAL

IN-F: INFORMAL

CHG: CHANGE

NOT CHG: NOT CHANGE

OBSERVATION SHEET

Day/date : Monday, 16 / 1 / 2012

Class : VIII A

Time : 08.20

Subject : English / Vocab - translate

NO	CODE SWITCHING	SITUATION			TOPIC		NOTE	
		F	IN-F		CH	NOT		
			friendly	intimate	other	G	CHG	
1.	Okay, we began from ... Sebenarnya ...							In session of (Questioning Answer) vocab
2.	Please you open Lks Page twenty two, right? benar?							
3.	Coba tak tinggal dulu sebenarnya. I leave a moment.							teacher leave class to take paper
4.	Hello, please kembali ke tempat masing-masing!							
5.	1. Have you finished? 2. Lho; sit down here please!					✓		teacher check students' assignment around class. suddenly, she knows one student move his seat.
6.	For the other, please you check. nah salah-salahke!							
7.	Number one. who send the letter? sopo tau?	-	✓					

NOTE= F: FORMAL

IN-F: INFORMAL

CHG: CHANGE

NOT CHG: NOT CHANGE

OBSERVATION SHEET

Day/date : Monday, 16/1/2012

Class : VIII A

Time : 08.20

Subject : English / vocab - translate

NO	CODE SWITCHING	SITUATION			TOPIC		NOTE	
		F	IN-F		CH	NOT		
			friendly	intimate	other	G	CHG	
8.	So, jawabannya apa?							
9.	Any question? Ada pertanyaan?							
10.	Randi, kamu masukkan nilai plus absent.							
11.	Okay guys, saya duluan. Kalau sudah selesai silakan take a rest.							

NOTE= F: FORMAL

IN-F: INFORMAL

CHG: CHANGE

NOT CGH: NOT CHANGE

OBSERVATION SHEET

Day/date : Tuesday, 17th 2012

Class : VIII A

Time : 11-20 WIB

Subject : English

NO	CODE SWITCHING	SITUATION			TOPIC		NOTE	
		F	IN-F		CH	NOT		
			friendly	intimate	other	G	CHG	
1.	Ngeleh.. Capek.. Okay, but study must go on. Belajar harus berlanjut		✓					The condition is hot.
2.	Okay guys, kemarin sudah dimasukkan belum ?							
3.	Okay now kita masuk ke Bab baru ya ?							
4.	Okay, ada yg pernah dengar kata letter ?							Explaine part of letter
5.	Di situ ada sincerely yours							
6.	Okay maybe anybody ada pertanyaan ? enggak ya ?							
7.	Di - arrange ! disusun ulang disertai artinya	-						

NOTE= F: FORMAL





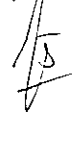


IN-F: INFORMAL

CHG : CHANGE

NOT CGH: NOT CHANGE

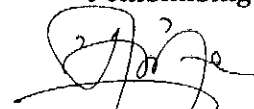
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : INNA AFNI FITRIYAH
NIM : 113 07 003
PEMBIMBING : NORWANTO, M.Hum
JUDUL : A DESCRIPTIVE ANALYSIS OF ENGLISH-INDONESIAN CODE SWITCHING
 SPOKEN BY THE ENGLISH TEACHER OF MTs NU SALATIGA IN ACADEMY
 YEAR OF 2011-2012

NO	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1.	May 30 th 2012	Proposal	Revise Research Metodology: Type, data source, object, Method & Technique	
2.	June 27 th 2012	Proposal Revise	Continue to Chapter I	
3.	July 9 th 2012	Chapter I & II	Change Problem statement, Change the source from wikipedia,	
4.	July 18 th 2012	Chapter I & II Revise	add Review of Previous Research Setting Margin	
5.	August 10 th 2012	Chapter I & II Revise	Change title look for Reference from other book	
6.	August 15 th 2012	- Chapter II Revise - Chapter III	Chapter III use present tense. Complete the Data Analysis	
7.	August 29 th 2012	- Chapter III Revise - Chapter IV	give explanation means of clarification, Margin	
8.	September 6 th 2012	- Chapter IV Revise - Chapter V	Translate the Indonesian word, give space in transcript Conversation	
9.	Sept 12 th 2012	- Chapter IV & V Revise	A.C.C	

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing



NORWANTO, M.Hum

DAFTAR NILAI SKK

Nama : Inna Afni Fitriyah
NIM : 113 07 003
Jurusan : Tarbiyah
Progdi : TBI
Dosen PA : Drs. Bahrudin, M.Ag

NO	Jenis Kegiatan	Waktu Pelaksanaan	Status	Nilai
1.	OPSPEK	28-31 Agustus 2007	Peserta	3
2.	Diskusi Ramadhan " Meraih Kesempurnaan Diri Di Bulan Yang Suci	21 September 2007	Peserta	2
3.	Basic Training (Latihan kader I) HMI	9-12 November 2007	Peserta	3
4.	English Friendship Tour (EFT) CEC 2007	11 November 2007	Peserta	3
5.	Training keprotokoleran HMI	20 Mei 2008	Peserta	3
6.	Seminar CEC " Method of English Teaching"	31 Mei 2008	Peserta	3
7.	Pelatihan dakwah mahasiswa (PDM) LDK	8-9 November 2008	Peserta	3
8.	English Friendship Camp (EFC) 2008	15-16 November 2008	Panitia	3
9.	SK Pengurus CEC 2008-2009	2008-2009	Pengurus	3
10.	Functionaries' board of Communicative English Club (CEC) As Religious division 2008-2009	Periode 2008/2009	Pengurus	3
11.	Training Kader I (TEKAD I) LDK	16- 17 Januari 2009	Peserta	3
12.	Kuliah umum&dialog "Perkembangan kerjasama ASEAN bersama direktorat jendral kerjasama ASEAN Departemen luar negeri RI"	10 Februari 2009	Peserta	3
13.	Kursus pembina pramuka tingkat dasar (KMD)	9-14 Februari 2009	Peserta	5
14.	Scholarship expo 2009	11 Maret 2009	Peserta	3
15.	Islamic Public Speaking	14 Maret 2009	Peserta	3
16.	Practicum Program (STAIN Salatiga)	23 Maret 2009	Peserta	3

17.	Seminar CEC & IWC "Around the World with Voluntary Service"	8 April 2009	Peserta	3
18.	Milad VII LDK	11 & 14 April 2009	Panitia	3
19.	Festival Bahasa International CEC & ITTAQO	20 April 2010	Peserta	3
20.	Praktek Pembina Muda di SMK Negeri 1 Salatiga	Juli – Desember 2009	Anggota	3
21.	Diskusi Panel CEC, ITTAQO & LDK	5 September 2009	Peserta	3
22.	IBTIDA' LDK Darul Amal	11 oktober 2009	Panitia	3
23.	English Friend Camp (EFC) 2009	17-18 November 2009	Panitia	3
24.	SK Pengurus CEC 2009-2010	2009-2010	Pengurus	3
25.	Functionaries' board of Communicative English Club (CEC) As Education & Linguistic division 2009-2010	Periode 2009-2010	Pengurus	3
26.	Milad VIII LDK	24 April 2010	Peserta	3
27.	Public Hearing	15 Mei 2010	Peserta	3
28.	Seminar Regional HMJ Tarbiyah	17 Mei 2010	Peserta	4
29.	Seminar Nasional Internet-Based English Learning	9 November 2010	Peserta	6
30.	Praktikum Pelatihan ikhtibar al lughoh al-Arabiyyah Ka lughah jnabiyyah (ILAIK)	11-26 Februari 2011	Peserta	3
31.	Praktikum TOEFL	25-10 Februari 2011	Peserta	3
32.	Lomba TPQ	1 Mei 2011	Panitia	3
33.	Workshop TAZKIA "mempersiapkan karier dan kematangan menikah"	1 Oktober 2011	Peserta	3
TOTAL NILAI				104

Salatiga, 11 September 2012

Pembantu Ketua

Bidang kemahasiswaan


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