THE CODE SWITCHING PRODUCED BY ENGLISH LECTURERS IN THE ENGLISH CLASSROOM

THESIS

Submitted as partial fulfill of requirement to obtain undergraduate (S1) degree in English education

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OFFICIAL NOTE

Assalamu’alaikum warahmatullahi wabarakatuh

After reading and making some necessary corrections, we agree that thesis entitled “The Code Switching Produced by the English Lecturers in the English Classroom” by Emha Fadlan Romadon (TE. 151562) from English Education Program is approved for thesis defense as partial fulfillment of the requirements to obtain undergraduate degree (S.1) at English Education Program Faculty of Education and Teacher Training The State Islamic University Sulthan Thaha Saifuddin Jambi.

Therefore, we submit it in order to be received well. We appreciate your attention. May this thesis be of great benefits to the field of English Education.

Wassalamu’alaikum warahmatullahi wabarakatuh

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DEDICATION

Thanks to Allah who is the most gracious and merciful for the blessing and leading me so i could finally finish writing this scientific paper. greetings and shalawat to the prophet Muhammad peace be upon him. His coming really change the world.

Special thanks to my parents, Hisbullah and Eni Aziza, for always being with and guiding me, their prayers are really powerful. My brother Arifin and my sister Keisha and also the rest of the family and relatives who are the reason that make me keep going further.

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May Allah bless us. Aameen.
MOTTO

إِقْرِ ابِنَمَ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِن عَلَقٍ (٢) إِقْرِ وَرَبُّكَ الْكَرِيمُ (٣)
الَّذِي عَلَمَ الْقَلَمَ (٤) عَلَمَ الْإِنْسَانَ مَا لم يَعْلَمَ (٥)

“Recite in the name of your Lord Who created (1) Creating men from a clot of congealed blood. (2) Recite: and your Lord is Most Generous, (3) Who taught by the pen, (4) taught man what he did not know. (5)”

“Learn the language of a people to protect yourself from their wickedness”

(Arabian proverb)
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Alhamdulillah, all praises to Allah who is the most almighty, master of the universe, master of judgment day, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Code Switching Produced by English Lecturers in the English Classroom”. Peace may always be upon Prophet Muhammad peace be upon him, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested his during the writing this thesis, This goes to:

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The writer hopes that this thesis will give contribution to teaching English. The writer realizes this thesis is still far from being perfect. For that, the writer hopes the constructive critics and suggestion from all readers for perfection of this thesis. May Allah always gives guidance and blessing us. Aamiin Ya Rabbal 'Aalamiin.

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ABSTRACT

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The purpose of this study was to find out which type of code switching based on Poplack’s (1980) theory produced by lecturers when teaching English classes at the Tarbiyah faculty at UIN Sulthan Thaha Saifuddin Jambi.

Researchers used qualitative method in this study. The method used in this study is discourse analysis because the method is a method used to examine the use of language. To answer the problem of the study, the researcher took data by observing while the lecturer taught in an English class. Total participants were 3 English lecturers who taught in English majors.

The findings of this study showed that the three types of code switching based on Poplack (1980) theory, namely intra-sentential code switching, inter-sentential code switching, and extra-sentential code switching are used by lecturers when teaching and learning activities take place.

This research only focused on the type of code switching research. The author recommends the researchers in the future to expand the research to find out the frequency of code switching usage, the factors and reasons for the occurrence and use of code switching in English classes at the UIN Sulthan Thaha Saifuddin Jambi tarbiyah faculty.

Keywords: Types, code switching, lecturers
ABSTRAK

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Judul : The Code Switching Produced by English Lecturers in the English Classroom


Peneliti menggunakan metode kualitatif dalam penelitian ini. Metode yang digunakan dalam penelitian ini adalah analisis wacana karena metode tersebut merupakan metode yang digunakan untuk meneliti penggunaan bahasa. Untuk menjawab rumusan masalah, peneliti mengambil data dengan melakukan observasi selama dosen mengajar di kelas bahasa Inggris. Total partisipan adalah 3 orang dosen bahasa Inggris yang mengajar di jurusan bahasa Inggris.


Penelitian ini hanya berfokus pada penelitian jenis alih kode. Penulis merekomendasikan kepada para peneliti di masa yang akan datang untuk memperluas penelitian dengan mencari tahu frekuensi penggunaan alih kode, faktor serta alasan yang melatarbelakangi terjadinya dan digunakannya alih kode di dalam kelas bahasa Inggris di fakultas tarbiyah UIN Sulthan Thaha Saifuddin Jambi.

Keywords : Jenis, alih kode, dosen.
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Code switching has become a hot issue among researchers dealing with bilingual or multilingual. It is considered as an important thing to be studied because it is a development process and the use of multiple languages. Code switching in linguistic is a switchover between one language to another. As stated by Warsiman (2014, p. 91) that it is a switchover between one code to another. It can occur anywhere and in various situations. Code switching is a common phenomenon between bilingualists or multilingualists when communicating both in formal and informal situations (Wardaugh, 2006, p.101-102).

People who speak two different languages are called bilingualists while multilingualists are they who speak more than two different languages. As stated by Weinreich (1953: 5) in Subhan’s (2018, p. 21) that bilingualism is the act of using two languages alternately, and bilingualist is the term for people who are bilingual. Otherwise, the act of using three or more languages alternately is called multilingualism, and multilingualist is the term for people who are multilingual. Most people in Indonesia at least speak two languages which are regional languages and national language. While nowadays, many Indonesian people speak more than two languages due to the implementation that makes foreign languages, especially English, is a part of the education curriculum. Therefore, code switching can be found easily in our daily life.

English is taught as a foreign language and also has become a part of curriculum in Indonesia. Supposedly, English classroom use English as an instruction. However, as a multilingual society sometimes the teachers and students will face the situation that makes them speak Indonesian such as topic switch, repetition, clarification, etc. Thus, the code switching cannot be avoided because the bilingualism will occur between Indonesian and English.

The researcher decided to conduct the study at English Education Department of State Islamic University Sulthan Thaha Saifuddin Jambi which
considers English is the most important matter since English is the major of the department and teach its students how to be an English teacher. Based on the researcher’s observation, the fact is whether the students or lecturers switch the code during English learning and teaching process.

In this study, the researcher analyzed the lecturers who teach English materials at English Education Department based on their educational background as English Education. In the English classes, the lecturers switch the code during the learning and teaching process. Therefore, the researcher wanted to see and dig up further about the use of code switching at English Education Department of State Islamic University Sulthan Thaha Saifuddin Jambi by the Lecturers.

B. Problem of the Study

What are the types of code switching produced by English lecturers in the English classroom?

C. Objective of the Study

This study is aimed to find out the types of code switching produced by the lecturers in the English classroom. In a broader way, this study is aimed to see whether the lecturers use the types of code switching proposed by Poplack (1980) when teaching English subjects.

D. Limitation of the Study

In line with the title of this study, the researcher focused in analyzing the use of code switching in English learning and teaching process. For there are many theories about the types of code switching proposed by the experts, the researcher focused only on theory proposed by Poplack (1980) which are intra-sentential code switching, inter-senential code switching, and extra-sentential code switching.
E. Significances of the Research

The findings of this research are expected to give contribution for teachers, students, other researchers, and readers.

1. Teachers

The teachers can use the result of the study in order to teach their students easier and also more effective in teaching. By understanding the result of the study, the teachers are expected to be able to give the students good understanding about the materials.

2. Students

The students can use the results of the study to learn about code switching.

3. Other Researchers

Other researchers can use the results of the research to conduct a further researchs that are dealing with the use of code switching in learning and teaching process.

4. Readers

The results of the study can give additional knowledge about code switching in learning and teaching process that is also can be applied in daily life.
CHAPTER II
THEORITICAL REVIEWS

A. The Definition of Code Switching

Experts have different opinions about code switching that makes it has various definitions. According to Warsiman (2014, p. 91), code switching is a switchover between one code to another. Based on Gal (1988, p. 247) in Wardhaugh (2006, p. 101), "code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligations". It means that code switching used to switch a language to another to assimilate to people with different languages. Mesthrie et al (2009, p. 146) stated that code switching is switch back and forwards between languages even in one utterance. Trousdale (2010) in Mujiono et al (2013, p. 50) mentioned that code switching is the linguistic event where a speaker will switch two codes in a conversation with people who have similar linguistic repertoire.

The term “code-switching” can describe a range of language (or dialect) alternation and mixing phenomena whether within the same conversation, the same turn, or the same sentence-utterance (Milroy and Gordon: 2003, p. 209). Hamers and Blanc (2000, p. 369) mentioned that code switching is a strategy of bilingual communication which consists alternating two languages in one utterance. As cited in Meyerhoff’s (2006, p.116), “in its most specific sense, the alternation between varieties, or codes, across sentences or clause boundaries”.

Code-alternation (Gumperz: 1976) refers to change in language according to domain, or at other major communication boundaries, and code-switching to change in languages within a single speech event (Saville-Troike: 2003, p. 48). As illustrated by Belazi, Rubin, and Toribio (1994) in Bathia and Ritchie’s (2004, p. 283), code switching is the alternate use of two (or more) languages within the same utterance. Code switching (Van Dulm: 2007, p. 1) entails the use of two or more languages within the same utterance or conversation. Switching may
occur between speaker turns, between utterances in a single turn, or within a single utterance or sentence.

According to Kridalaksana (2008, p. 9) in Rahmina and Tobing’s (2016, p. 192), “code switching is the use of variations in other languages in a language event as a strategy to adapt to another role or situation, or due to presence of another participant. Based on the definition, code switching is a switchover between two or more different languages due to presence of other languages speakers in order to adapt in conversation. In the same article, Romaine (1995, p. 121) mentioned that a code switchover into other languages called as code switching by the experts.

As Myers-Scotton (2006, p. 239) stated that the most general definition of codeswitching is the use of two languages in one conversation. Sebba et al. (2012, p. 68) in Fachriyah’s (2018, p. 150) have given their statement that code switching is the alternating two or more languages. It is a natural occurrence in conversation of bilingualists. Hymes (1989, p. 103) in Rahmina and Tobing’s (2016) stated, “code switching has become a common term for alternate use of two or more language, or even speech styles”.

Based on the definitions that have been stated, it can be concluded that the code switching is a strategy of bilingual or multilingual communication by altering a language into another.

**B. Types of Code Switching**

According to Blom and Gumperz (1972) in Wardaugh and Fuller’s (2015, p. 97), there are two types of code switching. They are situational and metaphorical code switching.

1. **Situational Code Switching**

Situational code-switching occurs when the languages used change according to the situations in which the speakers find themselves: they speak one language in one situation and another in a different one. While based on Saville-Troike (2003, p. 49), situational code-switching occurs when a language change
accompanies a change of topics or participants, or any time the communicative situation is redefined.

E.g. 1: In one conversation, Indonesian students usually speak English when they discuss something with lecturer. But they may switch to Indonesian to discuss something with their Indonesian friends.

E.g. 2: As illustrated by Saville Troike (2003, p. 49), within a single conversation, Navajo teachers usually speak English to one another when discussing matters related to school, for instance, but may switch to Navajo to discuss their families, or rodeos and other community activities. They may also situationally switch into English if non-Navajo speakers join the conversation, so the new arrivals will not be excluded.

In terms of situational switching, each point of switching corresponds to a change in the situation (Mujiono et al: 2013, p. 50). Meyerhoff (2006, p. 116) explained situational code switching as follows, “when code switching is constrained by where speakers happen to be, it can be called domain-based or situational code switching. When it is constrained by who a speaker happens to be talking to it can be called addressee-based”.

As the example that cited:

Guy is a lawyer in Honolulu. In court, and when meeting with clients, he wears a suit and tie and he speaks the supra-localised variety of American English he acquired growing up in a family that moved often. Outside work hours he wears T-shirts and jeans, and when he stops an employee at the drugstore to ask for help, he switches into Pidgin, ‘Cuz, get dakine pukka beads here?’ (‘Hey mate, do you have any of those, like, surfer beads here?’).

2. Metaphorical Code Switching

As the term itself suggests, metaphorical code-switching has an affective dimension to it: the choice of code carries symbolic meaning, that is, the language fits the message. While according to Saville-Troike (2003, p. 49), metaphorical code-switching occurs within a single situation, but adds meaning to such components as the role-relationships which are being expressed.
E.g. 1: An Indonesian whose the mother tongue is Malayan speaks Malayan to his mother rather than Indonesian. He does not speak Indonesian not because his mother cannot speak Indonesian. It is because the language fits the message when he speaks Malayan.

E.g. 2: An Indonesian man who is moslem prays to his God before eating something by using Arabic. It does not mean that his God does not understand him if he prays by using Indonesian. Again, it is because the language fits the message when he use Arabic.

Warsiman (2014, p. 91-93) divided three types of code switching. They are internal code switching, external code switching, and continuum.

1. Internal code switching is code switching that occurs between regional languages in one national language, between dialects in one regional language, or several styles in one dialect.

Examples:

a. Didik: “Dari mana saja kamu? Wis jam piro ki?”
   Rudi: “Maaf, aku terlambat. Mampir ning omahe bukde sek”
   Didik: “Yo wis. Yok mangkat”
   Rudi: “Oalah, lali aku. Hp-ku ketinggalan di rumah”
   Didik: “Tinggalkan saja. Acara sudah mau dimulai”
   (Indonesian – Javanese)

b. Dian: “Maaf, yo, Din. Aku kemaren becandonyo kelewatan”
   Dini: “Dak ape lah. Besok-besok jangan lagi, yo”.
   (Tungkalnese Malayan – Jambinese Malayan)

2. External code switching is code switching between native languages with foreign languages.

Example:

Didik: “Man, kamu pernah ke museum Siginjai?”
Lukman: “Ya, pernah. It was very interesting. There’s a lot of stuff there.
Didik: “That’s wonderful. Gimana kalau minggu depan kita ke sana?
Lukman: “Sure. Kenapa tidak?”
Didik: “Baiklah. Make sure you have no schedule next week”
3. Continuum is a switchover between one code to another code. It is usually accompanied by greeting words transition to the interlocutor.

Example:
When two Jambinese men just met and get acquainted, at first both of them call their interlocutor as “abang” even they know that one of them is older. After they already close each other, the older one call his interlocutor as “adik”, while the younger one call his interlocutor as “abang”.

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) and Poplack (1980) in Hamers and Blanc’s (2000, p. 259-260) used three types called extra-sentential, inter-sentential, and intra-sentential.

1. Extra-sentential code switching which involves attaching a tag, e.g. ‘you know’, ‘i mean’, from one language to an utterance entirely in the other language (Hamers and Blanc 2000: 259). Extra-sentential code switching involves attaching a short expression (tag) from one language to an utterance entirely in the other language. Tag switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in other language. Since tags are subject to minimal syntactic restrictions, they may be easily insterted at a number of points in a monolingual utterance without violating syntactic rules (Romaine, 1995: 122).

Example:
English – Indonesian: Sorry, ya, sudah membuatmu menunggu lama (Maaf, ya, sudah membuatmu menunggu lama).
Indonesian – English: Kau tahu, it’s been a long time since our last meeting. (You know, it’s been a long time since our last meeting).
Finnish – English: Mutta en mä viittinyt, no way! (But I’m not bothered, no way!) (Poplack, Wheeler and Westwood in S. Romaine, 1995: 122)

2. Inter-sentential 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. Holmes (2013, p. 45) defined Inter-
sentential code switching is switching at sentence boundaries, or use only short fixed phrases or tags in one language on the end of sentences in the other language. It involves switching at sentential boundaries, where one clause or sentence is in one language and the next clause or sentence is in the other language [Mac Swan (1999: 1) in Van Dulm, (2007, p.16)]. It can be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages (S. Romaine, 1995: 123).

Example as in Van Dulm’s (2007, p. 16): “Dis soos, ‘Thank you for giving me money’, hierso’s jou geld nou” (It’s like, thank you for giving me money, now here’s your money)

Another examples:

English – Indonesia: “Minggu lalu aku berlibur di pulau Bali, but it was not a wonderful vacation”

Puerto Rican Bilingual Spanish – English: Sometimes I” ll start a sentence in English y terminé in español. (Sometimes I” ll start a sentence in English and finish it in Spanish) (Poplack in S. Romaine, 1995: 123).

2. Holmes (2013, p. 44) stated that intra-sentential code switching occurs only within sentences at points where the grammars of both codes match each other. While Hamers and Blanc (2000, p. 259) stated that Intra-sentential code switching takes place within the clause boundary.

Example:

“You know, terkadang i don’t like when someone mencoba untuk ikut campur dalam my business.” (You know, sometimes i don’t like when someone tries to meddle in my business) In the sentence, the speaker switches two codes but the grammar of the languages match each other.

“Kio ke six, seven hours te school de vic spend karde ne, they are speaking English all the time” (‘Because they spend six or seven hours a day at school they are speaking English all the time’) (Punjabi— English bilingual in Britain recorded by Romaine, 1995).
“But it’s sort of like ‘n bietjie van dit en ‘n bietjie van dat’” (But it’s sort of like a bit of this and a bit of that).” (Van Dulm: 2007, p. 16)

“It feels like sudah jatuh tertimpa tangga pula” (It feels like getting hit by a ladder after fell down)

“Mereka tidak menangkap even a single person” (They didn’t arrest even a single person)

Intrasentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary (i.e. loan blend, e.g. check-er (English verb check _ French infinitive morpheme -er) (Hamers and Blanc: 2000, p. 260). It is similar to Romaine (1995, p. 123) who stated that it is switching of different types occurs within the clause or sentence boundary. It may also include mixing within word boundaries.

Example:

“Sudah ketemu topic sentence-nya?”

In discussing the code switching in this study, the researcher used Poplack’s (1980) theory to answer the research question. They are called intra-sentential code switching, inter-sentential code switching, and extra-sentential code switching.

C. Code Switching in EFL Classroom in Indonesia

In Indonesia, the teachers in EFL classroom try to make the students understand both English and Indonesian. As cited in Mujiono et al (2013), “Skiba, (1997) underscores that code-switching can be practiced by teachers by integrating it into the activities used to teach a second language”. By switching the code during the acticity, it will force the students to listen carefully and comprehend both languages. For example, the teacher can begin the class by using English and switch it into Indonesian as follows:

“Good morning, everyone. How are you today? Sehat semua hari ini?”

During the classroom activity, it is possible for everyone in the class to talk about particular things off the classroom topics. In this situation, the teachers usually switch the code. For example:
“Oh, ada yang melihat penampilan teman kalian di televisi tadi malam? Dia lolos ke tahap berikutnya.”

The teachers also use the code switching to express their feelings or situation. Sometimes, some of the students are not able to catch up what are the teachers talking about. Is that something good, sad or awful. In order to emphasize the meaning, sometimes the teacher switch the language.

There are moments when the students could not understand what is being said or explained by the teacher due to the lack of vocabularies. In this case, the teachers need to switch the code from English into Indonesian to explain again the previous words or sentences so that the students will get the topic.

In line with the previous statement, Sert (2004) in Mujiono et al (2013) stated that topic switch, affective function and repetitive function are the functions of the code switching produced by the teachers in EFL classroom. Finally, it can be concluded that switching from one language to another is a communication strategy that is effective to establish the communication in EFL classroom.

D. Previous Studies

The researcher reviews three reports of related researches to strengthen the data about code switching. The first one is “Penggunaan Alih Kode (Code Switching) dalam Pembelajaran Bahasa Inggris di MA Mu'allimaat Muhammadiyah Yogyakarta” by R. Rahmina and Roswita Lumban Tobing (2016). They identified the occurrence of code switching in ELT process. The design of the study is descriptive qualitative reseach. The datas are obtained by Simak Bebas Libas Cakap (SBLC) technique, observation, interview, and recording. Types of code switching used at the school are intra-sentential code switching and inter-sentential code switching. They use code switching for a couple factors which are linguistic and non-linguistic factors.

The second one is “The Functions of Code Switching in an English Language Classroom” by Eva Fachriyah (2017). She determined the function of code switching used by a lecturer during ELT at State Islamic Institute Maulana Sultan Hasanuddin Banten. The qualitative research used the methods for
ethnography of communication. The data are acquired through observation, recordings, and transcriptions. The functions of code switching the lecturer and her students were found to be clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing of a language element, making inferences, developing vocabulary, class discussions of student's tasks, giving feedback, aiding memorization, class management, and entertainment and general communications.

The last one is “Code-switching of the Teacher in SDN Serayu Yogyakarta” by Striwicesa Danaparamita (2016). She studied about what are the types and what are the functions of the use of code switching in SDN Serayu Yogyakarta. The research was qualitative. It was a discourse analysis since it is a study on the language use. The data were gained through the observation and interview. The result showed that the teacher used the code switching when teaching English in the classroom. It was found that the teacher used all types of code switching proposed by McArthur (1998) when teaching English subject in the classes. The types of code switching are intra-sentential code switching, inter-sentential code switching, tag switching and intra-word switching. The percentage of each type that were used is 36% for inter-sentential code switching, 41% for intra-sentential code switching, 21% for tag switching and 2% for intra-word switching. The function of the use of code switching were related to topic function, affective function, and repetitive function. The percentage of each function is 5% for the topic function, 16% for the affective function and 79% for the repetitive function.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research design is an important part in conducting a research. The researcher used descriptive qualitative in the study. It is qualitative because in this study the researcher is the key instrument. The researcher may use a protocol such as instruments for collecting the data, but the researcher is the one who actually gather the information. In qualitative study the researcher makes an interpretation of what he sees, hears and understands. It is based on Creswell (2009, p. 175-176) that researcher as the key instrument and interpretive are two of qualitative characteristics.

The research is a discourse analysis. Discourses can be regarded as sets of linguistic material that are coherent in organization and content and enable people to construct meaning in social contexts (Coyle, 1995:245). It means that discourse analysis is a way to understand social interaction by analyzing the language. In this case, the researcher observed the languages that used by the teachers since the aim of this study is to find out what are the types of code switching that used by the teachers of English Education Department.

B. Setting of the Research

The researcher conducted the study at English Education Department of State Islamic University Sulthan Thaha Saifuddin Jambi in period 2018/2019. Therefore, the subject of this study were the lecturers of English Education Department. The time allocation for each lecturer in teaching an English subject is one hundred minutes for one meeting.

The study conducted from 6th of September up to 9th of October. The researcher did the observation for two class meetings of each lecturer in order to get sufficient data. The classes were random since instead of focused on the classroom, the researcher focused on the lecturers.
C. Subjects of the Research

The participants are selected based on purposive sampling. Respondents in qualitative tend to be purposive which means match to the aim and purpose of the research (Raco: 2010, p. 115). Since the lecturers teach English subjects, consequently, the main language used in the classroom is English. However, the class is a multilingual society. So, the code switching is also produced by the lecturers during the teaching and learning activity. Basically, the lecturers will convey some explanation about the materials are being taught, tell some informations, and give some instructions. Therefore, the researcher chose three lecturers who teach English materials in English Education Department as the participants.

D. Data Source

To find out the types of code switching that used, the researcher needed to analyze the utterances of the lecturers while they are teaching English subjects. The data sources of this study were the teachers’ utterances that contained code switching during English learning and teaching process.

E. Technique of Collecting the Data

1. Observation

The researcher directly observed the participants who use the code switching during English learning and teaching process in the classrooms over one hundred minutes of each. The observation were conducted twice for each teacher in order to get sufficient data. The researcher gained the data through taking notes in the table attached and recorded the occurrence of code switching. In this research, the use of voice reorder is as a back up tool in case the researcher miss the data while taking notes. The notes that were taken by the researcher were used as the main data. The voice record was used to support the main data. The researcher used the following table to note and identify the types of code switching based on Poplack’s (1980) theory. The researcher wrote the utterances
that consist of code switching on the column to collect the data. And then the researcher checked the types of code switching.

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentences</th>
<th>Types of Code Switching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Extra</td>
</tr>
</tbody>
</table>

F. **Technique of Analysing the Data**

The researcher intended to describe the data gained as they were found in the field. The researcher analyzed the data after collecting them. Analysis means processing the data, organize the data, and dividing into the small units, finding for the same patterns and themes (Raco, p. 122)

1. **Reading and understanding all the data.**

   The researcher examined the data collected from observation to identify English and Indonesian code-switching practiced by English lecturers.

2. **Coding**

   The researcher read every data in detail, and take a look at every utterances to find the occurrence of code switching. Then, the researcher listened to the audio recording to find the missing data, compressed, and selected the data that are related to the object and supporting theories.

3. **Classifying the data**

   The researcher fit the items that have been divided to the categories that have been made in a table form. Here, the researcher used Poplack’s (1980) theory that stated three types of code switching which are extra-sentential, intra-sentential, and extrasentential code switching.
4. **Making an interpretation or meaning of the data**

   After classifying the data, the researcher describes the types of code switching that produced by the lecturers during English learning and teaching process.

5. **Drawing conclusion**

   This conclusion based on the research problems. Here, the researcher draw a conclusion based on the data interpretation. After the researcher found and classify every data that occurred, the researcher will be able to conclude what are the types of code switching used by the teacher during ELT process.
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents and discusses the finding of the research based on the data collected that related to the research problems. The data from observation is lecturers’ utterances that contain code switching or sentence by teacher during teaching and learning process in State Islamic University Sultan Thaha Saifuddin Jambi and source of data are used to answer the research problems. They are then analyzed and classified based on the theories in chapter II.

A. Findings

The findings of this study were collected from the data on teaching learning process on 6th, 12th, 13th, 18th, 19th of September and 9th of October 2019 in English education department classes. The researcher divides the findings into three divisions of code switching based on Poplack’s theory in Hamers and Blanc’s (2000, p. 259-260) named extra-sentential, inter-sentential, and extra-sentential. The types of code-switching found through observation seemed to fulfill all the types of code-switching mentioned by Poplack (1980). They are: (1) intra-sentential code-switching, (2) inter-sentential code-switching, and (3) extra-sentential code-switching.

1. Intra-sentential code Switching

Hamers and Blanc (2000) stated that Intra-sentential code-switching is where switches of different types occur within the clause boundary, including within the word boundary (i.e. loan blend, e.g. check-er (English verb check _ French infinitive morpheme -er).

“Ada topiknya tentang ‘greeting’?”

When the utterance appeared, the material taught was about greetings for speaking skill. The lecturer asked the students to open their book. He asked the students if there is a material about greeting in the book. Here, the teacher switched the code due to the situation that they were studying an English lesson where the topic was about greeting. The lecturer could have just said ‘greeting’ as ‘sapaan’, but it is incoherent to the topic material since the material was English.
The utterance “Ada topiknya tentang” is an Indonesian clause because the utterance is not complete to be a sentence yet. Therefore, the switch in the sentence is considered as intra-sentential code switching.

“Nanti, apa, dicatat ekspresi ‘greeting’ yang ‘you’ dengar di percakapan itu yang ada di video”.

The material taught was also speaking and it was about greetings when the sentence occurred. The lecturer showed a video about greeting and asked the students to pay attention to it because they were going to take a note for the greeting expressions said in the video. The switch occurred right after the clause and also the word in the same sentence. The word “greeting” appeared right after the clause “dicatat ekspresi” and the word “you” appeared right after the word “yang”. For that reason, the switch is considered as intra-sentential code switching.

“Kita coba untuk review kembali apa yang sudah kita bahas minggu lalu.”

The lesson taught when the utterance was occurred was writing skill. Before they continued to the next material, the lecturer told the students that she would like to review the last lesson. The sentence is considered that it consists intra-sentential code switching within it. The word ‘review’ that belongs to English occurred right after the clause in Indonesian ‘kita coba untuk’.

“Dak usah ditulis atau dicoret-co- boleh dicoret-coret, ya, nanti waktu kalian, uh, langsung saja langsung ke papan, tulis fungsinya terlebih dahulu, kemudian buat form-nya, buat bentuknya dengan menggunakan tree diagram.”

The lesson taught when the utterance occurred was English syntax. The lecturer asked the students to do an exercise which was to determine the form and the tree diagram of the sentences that have been given. The switch occurred twice within a sentence. The first switch occurred within word boundary in the utterance ‘form-nya’. The word ‘form’ is an English word while ‘-nya’ is Indonesian which could be means ‘its’ in English. The next one occurred within the clause boundary. The utterance ‘tree diagram’ occurred right after the clause
‘buat bentuknya dengan menggunakan. For this reason, the sentence is considered that it consists of intra-sentential code switching.

“And then they understand mostly when they see, hear, touch and interact rather than from explanation. Ini penjelasan yang di atasnya tadi, lebih menggunakan their experience.”

The material taught when the sentence occurred was TEYL (Teaching English for Young Learners). The lecturer explained that the young learners learn actively. If they are given too much explanation, they will be bored while learning. In the sentence, the switch which is ‘their experience’ occurred after Indonesian clause ‘lebih menggunakan’. Thus, the switch in the sentence is considered as intra-sentential code switching.

“Di sini mana yang best seller? Kira-kira tertarik baca karena best seller nggak?”

The subject taught was reading skill when the sentence occurred. The lecturer and students were discussing about three covers of books in the reading book. The lecturer asked which one of those three was the best seller. And then asked the students if they are interested to read a best seller book. The switches occurred after the clause in both sentences. ‘Di sini mana yang’ ad ‘kira-kira tertarik baca karena’ are the clauses because they are not complete to be a sentence yet. Thus, the switches are considered as intra-sentential code switching.

2. Inter-sentential Code Switching

As mentioned by MacSwan (1991) that inter-sentential 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.

“You find it? Ya? What page it is? Halaman berapa? Kasih tau temannya yang belum ketemu.”

The subject was speaking and the topic was about greeting when the observation was conducted. The lecturer asked the students to open their book and find the topic about greeting. He asked the students to tell their friends who has not found the topic yet. The switch occurred after the interrogative sentence ‘what
page it is?’. For that reason, the switch occurred is considered as inter-sentential code switching.

“*How do you do?*. Jawabannya apa? **What is your response?**”

The subject was speaking and the topic was about greeting when the observation was conducted. The lecturer asked the students what are the responses if someone expresses a greeting expression to them. The switch used as a repetition. Interrogative sentences ‘jawabannya apa?’ and ‘what is your response?’ have the same meaning. Here, the switch ‘what is your response?’ appeared after the sentence ‘jawabannya apa?’. So, it is considered as inter-sentential code switching.

“Smog causes health problems. **Asap, atau misalnya kabut asap menyebabkan masalah kesehatan.**”

The subject taught was writing when the sentence occurred. The lecturer wrote several topic sentences on the board. One of them is ‘smog causes health problems’. Here, the lecturer read the sentence when they were discussing to determine which one of the sentences is considered as good topic sentence. Right after she read the sentence, she translated it into Indonesian, ‘Asap, atau misalnya kabut asap menyebabkan masalah kesehatan’. The switch occurred within the sentence boundary. So, the switch is considered as inter-sentential code switching. The switch used as a repetition of what has been said before.

“There will be more and more complicated tree diagrams. More branches. **Lebih banyak cabang. More categories. Lebih banyak kategori di bawahnya nanti.**”

The subject taught was English syntax when the utterances appeared. The lecturer stated that there will be more complicated tree diagrams as they learn about them deeper and further. The switches occurred within sentence boundary. For that reason, the switches are considered as inter-sentential code switching. The switches used as a repetition of what has been said before.

“Do you still remember what is our materials the last meeting? What is it about? Teaching young learners around the world? So, uh, how do you think
teaching young learners around the world? What are the benefits of teaching for young learners earlier? 

Apa saja untungnya?

The subject taught was TEYL when the switch appeared. The lecturer reviewed the last lesson from the last meeting. She asked the students about the benefits of teaching for young learners earlier. The switch occurred after the interrogative sentence ‘what are the benefits of teaching for young learners earlier?’ Thus, the utterance is considered that it consists of inter-sentential code switching because the switch occurred within the sentence boundary.

“Can we start now? Mulai aja, ya?”

The subject taught was reading skill when the utterance occurred. The lecturer gave the students a break for several minutes after she entered the class. After several minutes, she asked the students if they were ready to begin the lesson. The switch to Indonesian sentence “mulai aja, ya?” occurred after the English sentence ‘can we start now?’. The switch used as a repetition of what has been said and to get the students’ response.

3. Extra-sentential Code Switching

Hamers and Blanc (2000) mentioned that extra-sentential code switching involves attaching a tag (short expression) from one language to an utterance entirely in the other language (Hamers and Blanc 2000: 259)

The data showed that the lecturers in the first to fourth observation tended to use interactional fillers such as “ya” and “oke” which are belong to the both codes. They are:

3. “Now on the, on the board i already wrote the title means this is, what is that, the phenomena that we have had, ya, for more than a month.”

Because these fillers exist in both codes, it is difficult to determine whether the fillers were used as an English or Indonesian expression. Here, it is
important to emphasize that the lecturers in utilizing the code-switching in the classroom must consistently notice and demonstrate that these two codes have different linguistic system to avoid interference of mother-tongue into the target language or vice versa. The lecturers should emphasize that the pronounciations of “oke” and “ya” in Indonesian are different than “okay” and “yeah” in English.

In the fifth and final observation on 19th of September and 9th of October, the researcher found the lecturer’s utterances that consist of extra-sentential code switching. For example:

“Makanya, if you teach the students about something, relate to their daily life.”

The subject taught when the switch appeared was TEYL. The lecturer explained to the students that if they teach students about something, the material should be related to their daily life. The word ‘makanya’ means ‘therefore, thus’ is a tag in a sentence that completely in English.

“Nah, after seeing the picture, what do you think about the book.”

The subject taught when the switch appeared was reading. The lecturer asked the students to see the picture in the book. And asked the students about what came on their minds after seeing the picture. The word ‘nah’ in Indonesian means ‘so, well’ in English. It is the only tag in a sentence that is completely in English. For that reason, the switch is considered as extra-sentential code switching.

B. Discussion

The code switching occured since the lecturers used both Indonesian and English while teaching and learning process. According to Poplack (1980), types of code switching are extra-sentential, intra-sentential, and inter-sentential. Based on his perspective, the researcher found that the lecturers used types of code switching while teaching in English classrooms. Here, the researcher presents the data one by one. The discussion is given based on the presented finding of code switching performed by the lecturers in teaching and learning process.

1. Intra-sentential Code switching
The researcher found that intra-sentential code switching often used in teaching and learning process. Intra-sentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary (i.e. loan blend, e.g. *check-er* (English verb *check* _ French infinitive morpheme *-er*) (Hamers and Blanc: 2000, p. 260). For instance in utterance, “*Kita coba untuk review kembali apa yang sudah kita bahas minggu lalu*”.

2. Inter-sentential Code Switching

Inter-sentential 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 (MacSwan in Van Dulm’s: 2007, p. 16). For example in utterance, “*There will be more and more complicated tree diagrams. More branches. Lebih banyak cabang. More categories. Lebih banyak kategori di bawahnya nanti*”.

3. Extra-sentential Code Switching

Extra-sentential code switching which involves attaching a tag (short expression) from one language to an utterance entirely in the other language (Hamers and Blanc 2000: 259). For example, ‘you know, i mean, sorry, etc’. This type of switch also produced by the lecturer. For example the utterance, “*Nah, after seeing the picture, what do you think about the book?*”. This type of code switching produced by the lecturers unconsciously in most of times. Based on the observation, the tags that occured mostly with word ‘nah’ which means ‘well’ or ‘so’ in English. There are also the use of ‘okay’ and ‘yeah’. But since the fillers belong to both English and Indonesian, and the lecturers did not emphasize the fillers they used if those were English or Indonesian, then they could not be determined as this type of code switch.
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions about the types of code switching performed by English lecturers in teaching and learning process and the suggestions.

A. Conclusion

Based on the statement problem and analysis of the study, the writer concluded that the types of code switching performed by the lecturers in English teaching and learning process at English Education Department of State Islamic University Sulthan Thaha Saifuddin Jambi are intra-sentential code switching, inter-sentential code switching, and extra-sentential code switching as Proposed by Poplack’s theory.

B. Suggestions

This research focused only on the types of code switching produced by the lecturers in the English classroom. The researcher’s suggestion for the future researchers is to conduct a study that studies about the frequency of the use of code switching by the lecturers and what are the factors and the reasons of the use of code switching in English classroom as a foreign language.
REFERENCES


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## Instrument Table for the Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterances</th>
<th>Types of Code Switching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Intra</td>
</tr>
<tr>
<td>1</td>
<td>“Ada topiknya tentang ‘greeting’?”</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>“You find it? Ya? What page it is? Halaman berapa? Kasih tau temannya yang belum ketemu.”</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>“Kalau ndak dilaporkan, ya, sampai akhir semester kita makai ‘whiteboard’ yang rusak itu.”</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>“If you want to get it clean, uh, do not ask the lecturer write the whiteboard. <em>Karena mau tetap bersih dak usah disuruh nulis.</em>”</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>“Does anyone bring laser pointer? It doesn’t work. I forget to change the battery. <em>Baterainya habis karena lama ndak dipakai.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>“Padahal ‘you’ semua punya nama, ya?”</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>“Kalau kita ketemu teman, misalnya, itu biasa kita gunakan ‘hi’, ‘hello’, ‘what’s up’ tadi, ya?”</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>“Pulang kampung nanti ketemu orang tuanya pake ‘what’s up’”</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>“I’m sure most of you, ya, have already known about greeting, ya? Ya, start from junior high school until senior high school, ya, the materials, the topic about greetings, uh, is included in the text book. <em>Ya, itu sudah masuk ke dalam buku SMA atau SMP sudah ada.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>“Kenapa saya pilih kartun? Karena kalau yang ‘native speaker’ itu biasanya guru yang keluar pakaianya itu kadang terkesan tidak sopan”</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Utterances</td>
<td>Types of Code Switching</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>11</td>
<td>“Saya jadi minder karena ‘pronunciation’ saya ndak terlalu bagus”</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>“Good morning” it is for greeting. Ya. Only good morning? No? What else? <em>Apa lagi untuk greeting</em>?”</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>“Tapi kalau lagi ketemu orang malam langsung mengucapkan ‘good night’ itu artinya ndak ada lagi percakapan”</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>“Kalau kita baru ketemu, baru kenal, itu biasanya kita ucapkan ‘how do you do?’”</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>“Nanti, apa, dicatat ekspresi ‘greeting’ yang ‘you’ dengar di percakapan itu yang ada di video.”</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>“Di ‘pronouniation’ itu ada bunyi dental”</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>“Kalau kamu mengucapkan ‘hi’, jawabannya apa?”</td>
<td>✓</td>
</tr>
<tr>
<td>19</td>
<td>“‘How do you do?’ Jawabannya apa? <em>What is your response</em>?”</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>“Kalau si sini ditulisnya ‘Mrs. Williams’, siapa Williams itu?”</td>
<td>✓</td>
</tr>
<tr>
<td>21</td>
<td>“‘How is life’, good. *Ya. Itu yang informalnya, ya?’”</td>
<td>✓</td>
</tr>
<tr>
<td>22</td>
<td>“‘How are you’. Oke, good. ‘How are you?’. *Ada lagi yang lain?’”</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>“Dihapus saja kalau ada ftv di program tv-nya di- delete saja”</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Utterances</td>
<td>Types of Code Switching</td>
</tr>
<tr>
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<td>-------------------------</td>
</tr>
<tr>
<td>24</td>
<td>“Oke, kalau kemarin cuman kita menentukan topic sentence-nya lihat yang apakah dia terlalu spesifik, terlalu general, kemudian yang, topic sentence yang baik.”</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>“Paragraf yang mungkin terdiri dari tiga elemen yang lengkap. Sudah ada topic sentence, supporting sentences, and then conclusion or concluding sentence.”</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>“Kita coba untuk review kembali apa yang sudah kita bahas minggu lalu.”</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>“It is not either general or specific, and it has controlling idea. Yang kemarin sudah nyambung, ya, apa itu controlling idea, ya?”</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>“Nah sekarang Miss tambahkan satu lagi inclomplete, tidak lengkap.”</td>
<td>✓</td>
</tr>
<tr>
<td>29</td>
<td>“Now on the, on the board i already wrote the title means this is, what is that, the phenomena that we have had, ya, for more than a month. Kenapa Miss buat judul ini? Karena kebetulan ini merupakan fenomena yang sudah kita alami yang sudah hampir satu bulan lebih ini.”</td>
<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>“Kenapa? Karena biasanya kalau menulis topic sentence itu ada bagian kata yang terlupakan sehingga, eh, topic sentence yang sudah kalian tulis itu dianggap sebagai topic sentence yang tidak lengkap kalimatnya.”</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Utterances</td>
<td>Types of Code Switching</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>31</td>
<td>“You decide first. Tentukan terlebih dahulu yang mana kira-kira yang topic sentence yang baik, yang terlalu umum, terlalu khusus, dan satu lagi yang tidak lengkap.”</td>
<td>✓</td>
</tr>
<tr>
<td>32</td>
<td>“Mungkin ada, ah, elemen seperti subject atau kata kerja mungkin yang kurang di kalimat topik kalian sehingga disebut sebagai incomplete topic sentence atau incomplete sentence.”</td>
<td>✓</td>
</tr>
<tr>
<td>33</td>
<td>“Jadi, empat topic sentence yang sudah miss tuliskan di papan. Tentukan!”</td>
<td>✓</td>
</tr>
<tr>
<td>34</td>
<td>“Smog causes health problems. Asap, atau misalnya kabut asap menyebabkan masalah kesehatan.”</td>
<td>✓</td>
</tr>
<tr>
<td>35</td>
<td>“Too specific itu harusnya ditulis di supporting sentence.”</td>
<td>✓</td>
</tr>
<tr>
<td>36</td>
<td>“Okay, let’s see the last one. Smog is the abbreviation of smoke and fog. Uh, sorry. Smog itu singkatan dari asap dan kabut.”</td>
<td>✓</td>
</tr>
<tr>
<td>37</td>
<td>“Okay, don’t forget to write the subject, don’t forget to write the predicate. Jangan lupa predikat.”</td>
<td>✓</td>
</tr>
<tr>
<td>38</td>
<td>“Liat saja, eh, kalau too general it means that you don’t have idea.”</td>
<td>✓</td>
</tr>
<tr>
<td>39</td>
<td>“Ya, coba ditentukan nomor tiga itu yang mana topic yang mana supporting ideas-nya.”</td>
<td>✓</td>
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<tr>
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<td></td>
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<td>Intra</td>
</tr>
<tr>
<td>41</td>
<td>“Ada kata kunci, ya? Ada ide yang bisa kita jelaskan nanti di <em>supporting sentence</em>.”</td>
<td>✓</td>
</tr>
<tr>
<td>42</td>
<td>“20 persen pernikahan di Jepang itu adalah pernikahan karena dijodohkan. <em>Too secific.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>43</td>
<td>“Itu bisa kita kembangkan kalau diai nya <em>good topic sentence</em>.”</td>
<td>✓</td>
</tr>
<tr>
<td>44</td>
<td>“You don’t have, what is that, y, you do not mention the, the number. You do not have the idea because it is too broad. <em>Terlalu luas.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>45</td>
<td>“There are no too many ideas. <em>Karena sudah terbatas.</em> Too specific. <em>Terlalu khusus idenya.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>47</td>
<td>“Dak usah ditulis atau dicoret-co- - boleh dicoret-coret, ya, nanti waktu kalian, uh, langsung saja langsung k papan, tulis fungsinya terlebih dahulu, kemudian buat <em>form-nya</em>, buat bentuknya dengan menggunakan <em>tree diagram</em>.”</td>
<td>✓</td>
</tr>
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<tr>
<td>48</td>
<td>“What is in the function may not be the same as what is in the form. <em>Apa yang tertulis di fungsi itu tidak, bisa jadi tidak sama dengan apa yang ada di form.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>49</td>
<td>“Oke. Kalau tidak salah kemarin kita bahasnya sampai di <em>adverb.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>51</td>
<td>“Baik fungsi dan <em>form-nya</em> untuk nomor 3 benar.”</td>
<td>✓</td>
</tr>
<tr>
<td>52</td>
<td>“Kemarin kita hanya bedakan saja antara transitive dan intransitive. <em>What is the difference between these two.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>53</td>
<td>“Apa yang tertulis di fungsi itu tidak, bisa jadi tidak sama dengan apa yang ada di <em>form.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>54</td>
<td>“There will be more and more complicated tree diagrams. More branches. <em>Lebih banyak cabang.</em> More categories. <em>Lebih banyak kategori di bawahnya nanti.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>55</td>
<td>“Di fungsi mungkin dia <em>adverb</em>, tapi setelah dipecah dia ternyata preposisi di bentuk atau di <em>form.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>56</td>
<td>“Jadi kita kasih label, ya, the <em>verb-nya</em> apaakah dia termasuk ke <em>transitive, intransitive, ditransitive</em> atau <em>complex transitive</em> atau mungkin <em>prepositional.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>57</td>
<td>“Now you just label the verb. <em>Tinggal buat labelnya saja.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>58</td>
<td>“If we cannot make the sentence into passive, so it is, eh, there is no object. Itu saja intinya. <em>Ni masih ada yang bingung menentukan fungsi ternyata.</em>”</td>
<td>✓</td>
</tr>
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<td>No</td>
<td>Utterances</td>
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</tr>
<tr>
<td>59</td>
<td>“Do you still remember what is our materials the last meeting? What is it about? Teaching young learners around the world? So, uh, how do you think teaching young learners around the world? What are the benefits of teaching for young learners earlier? Apa saja untungnya?”</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>“Actually in general, there are three kinds of learner in EFL classroom. Ada tiga jenis klasifikasi, uh, pelajar di kelas.”</td>
<td>✔</td>
</tr>
<tr>
<td>61</td>
<td>“Kemarin kita sudah bahas juga young learners itu kemarin umur berapa?”</td>
<td>✔</td>
</tr>
<tr>
<td>62</td>
<td>“The children still have critical period. The time for the children to have, uh, proficiency like native speakers, right? What else? Ada lagi yang lain keuntungannya?”</td>
<td>✔</td>
</tr>
<tr>
<td>63</td>
<td>“Yang lebih cepat masuk ke mereka itu indirectly istilahnya.”</td>
<td>✔</td>
</tr>
<tr>
<td>64</td>
<td>“Nah, actually there are the other kinds of learners. Masih ada jenis yang lain menurut ahli yang lain lagi.”</td>
<td>✔</td>
</tr>
<tr>
<td>65</td>
<td>“Nah, actually there are the other kinds of learners.”</td>
<td>✔</td>
</tr>
<tr>
<td>66</td>
<td>“And then, they generally display a curiousity about the word and an anthusiasm for learning a language. Anak-anak itu lebih curious, want to know.”</td>
<td>✔</td>
</tr>
<tr>
<td>67</td>
<td>“And then they understand mostly when they see, hear, touch and interract rather than from explanation. Ini penjelasan yang di atasnya tadi, lebih menggunakan their experience.”</td>
<td>✔</td>
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<tr>
<td>68</td>
<td>“Makanya, if you teach the students about something, relate to their daily life.”</td>
<td>✓</td>
</tr>
<tr>
<td>69</td>
<td>“Off course if you are the teacher you can differenciate what age in range, uh, children, young learners, or teenagers or adolescence and adults. Beda cara ngajarnya.”</td>
<td>✓</td>
</tr>
<tr>
<td>71</td>
<td>“Nah, you can confront the surrounding, uh, the students.”</td>
<td>✓</td>
</tr>
<tr>
<td>72</td>
<td>“Nah, because they are still children, so it means for the teacher to, uh, have interaction with the students.”</td>
<td>✓</td>
</tr>
<tr>
<td>73</td>
<td>“The children like to share their experiences. Mereka suka, tuh, ceritakan pengalaman mereka.”</td>
<td>✓</td>
</tr>
<tr>
<td>74</td>
<td>“Ni kaitannya dengan activities tadi. Harus banyak aktitonasnya dan variety of sources, sumbernya juga harus banyak.”</td>
<td>✓</td>
</tr>
<tr>
<td>75</td>
<td>“Jadi, selain megajarkan sesuatu kepada siswa juga mengajarkan untuk, uh, having social work with the other students.”</td>
<td>✓</td>
</tr>
<tr>
<td>76</td>
<td>“And then, for adolesncence they can use many different ways of studying and practising the language. Untuk remaja itu sudah mulai bisa belajar dan mempraktekkan bahasa dengan cara yang berbeda.”</td>
<td>✓</td>
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</tr>
<tr>
<td>77</td>
<td>“Do you know what kind of activities, what kind of ways, what kind of different ways for the adolescence to study? <em>Kira-kira apa saja cara yang berbeda itu</em>?”</td>
<td>Inter</td>
</tr>
<tr>
<td>78</td>
<td>“It is difficult for students, for the learners to understand the abstract one. Explanation is the abstract one. <em>Penjelasan itu, kan, lebih abstrak. Makanya, lawannya dari abstrak itu apa</em>?”</td>
<td>Inter</td>
</tr>
<tr>
<td>79</td>
<td>“Can we start now? <em>Mulai aja, ya</em>?”</td>
<td>Inter</td>
</tr>
<tr>
<td>80</td>
<td>“Jadi, <em>preview</em> itu lihat gambarnya dulu.”</td>
<td>Intra, Inter</td>
</tr>
<tr>
<td>81</td>
<td>“Actually, uh, these two strategies are related. <em>Ini berhubungan keduanya. Jadi, saling melengkapi satu sama lain</em>.”</td>
<td>Inter</td>
</tr>
<tr>
<td>82</td>
<td>“Kalau <em>preview</em> tadi yang dilihat itu adalah gambarnya, atau <em>animation</em> atau apapun itu yang bisa dilihat.”</td>
<td>Inter</td>
</tr>
<tr>
<td>83</td>
<td>“Nah, find the keyword to be asked.”</td>
<td>Inter</td>
</tr>
<tr>
<td>84</td>
<td>“Bisa jadi sinopsis atau <em>review</em> dari <em>the writer</em>.”</td>
<td>Inter</td>
</tr>
<tr>
<td>85</td>
<td>“Now let’s see the picture, the cover of the book on the right one. <em>Yang sebelah kanan itu</em>.”</td>
<td>Inter</td>
</tr>
<tr>
<td>86</td>
<td>“Nah, after seeing the picture, what do you think about the book?”</td>
<td>Inter</td>
</tr>
<tr>
<td>87</td>
<td>“What kind of the picture is that? <em>Nggak nampak, ya? Fotokopinya nggak jelas</em>?”</td>
<td>Inter</td>
</tr>
<tr>
<td>88</td>
<td>“Di sini yang mana yang best seller? Kira-kira tertarik baca karena best seller nggak?”</td>
<td>Inter</td>
</tr>
<tr>
<td>89</td>
<td>“You unfamiliar with the person? <em>Nggak kenal, ya</em>?”</td>
<td>Inter</td>
</tr>
<tr>
<td>90</td>
<td>“Kalimat pertama aja yang jadi topic sentence-nya.”</td>
<td>Inter</td>
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<tr>
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<td></td>
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<td>Intra</td>
</tr>
<tr>
<td>91</td>
<td>“Teks yang panjang itu ada caranya untuk <em>previewing</em> sama <em>predicting</em>.”</td>
<td>✓</td>
</tr>
<tr>
<td>92</td>
<td>“<em>Nah, you don’t need to read the whole words in the text.</em>”</td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>“The left one is, uh, the back cover. <em>Yang sebelah kiri tu, kan? Belakangnya.</em>”</td>
<td></td>
</tr>
<tr>
<td>94</td>
<td>“Baris pertama ataupun kalimat pertamanya dari <em>each paragraph.</em>”</td>
<td>✓</td>
</tr>
<tr>
<td>95</td>
<td>“There are some reviews from, uh, the reviewers. <em>Ada? Kelihatan tulisannya nggak?</em>”</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>“Because this is autobiography. <em>Autobiografi itu berisi tentang apa, sih?</em>”</td>
<td></td>
</tr>
</tbody>
</table>
# CONSULTATION CARD

**Name**: Emha Fadlan Romadon  
**Student ID**: TE.151562  
**Advisor I**: Amalia Nurhasanah, S.Pd, M.Hum  
**Title**: The Code Switching Produced by English Lecturers in the English Classroom

<table>
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<td>1</td>
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Jambi, 24th October 2019  
Advisor I

Amalia Nurhasanah, S.Pd, M.Hum  
NIP. 198401112011012007
# CONSULTATION CARD

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Jambi, 23rd October 2019
Advisor II

Reni Andriani, SS, M.Pd
NIP.
# CURRICULUM VITAE

**Name** : Emha Fadlan Romadon  
**Gender** : Male  
**Birthday** : Pasar Terusan, 07th of January 1998  
**Address** : Kel. Tenam, RT. 07/00, Kec. Muara Bulian, Kab. Batanghari  
**Email** : fadhlanr776@gmail.com  
**Contact Person** : 082282411333

## Education Background

<table>
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<tr>
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<th>Place</th>
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<td>1</td>
<td>Iqra’ Elementary School Muara Bulian</td>
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<td>As’ad Islamic Junior High School Olak Kemang Jambi</td>
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<td>2019</td>
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Jambi, November 2019  
Emha Fadlan Romadon  
TE.151562