

**TYPES, FUNCTIONS AND REASONS FOR CODE SWITCHING
BY LECTURERS AND STUDENTS IN EFL CLASSROOM:
A CASE STUDY AT IPDN NTB CAMPUS IN ACADEMIC YEAR 2014/2015**



A THESIS

**Presented as a partial fulfillment of the requirements
for the Master Degree in English Education**

By

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A CASE STUDY AT IPDN NTB CAMPUS
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MOTTO

- ♠ God never misplaces His servants.

DEDICATIONS

- ♠ This *thesis* is dedicated to:
- ♠ My beloved Mother (Hj. JURIAH) for all of her supports, prays, and efforts which have been given.
- ♠ My beloved Wife (Hj. SITI ROHMIATI) for her patients, supports, prays and efforts.
- ♠ My beloved children (DIKA, DIAN and INDANG)
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The researcher,

ABSTRACT

Muh. Muaidi, 2015. *Types, Functions and Reasons for Codeswitching by Lecturers and Students In EFL Classroom: A Case Study at IPDN NTB Campus In Academic Year 2014/2015*. Thesis. PSMP Bahasa Inggris Mataram University. Main Supervisor: Prof. Drs. Mahyuni, M.A., Ph.D., Associate Supervisor: Drs. Kamaludin Yusra, M.A., Ph.D.

Key words: Code Switching, EFL Classrooms, Types, Functions and Reasons.

This research aims to analyze types, functions and reasons for code switching used by the lecturers and the students. The lecturers here is the English lecturers of IPDN NTB Campus and the students here are the students of IPDN NTB Campus in academic year 2014/2015. This study identified and described the types of code switching based on Poplack (1980), the functions of code switching was seen by using Canagarajah in Yletyinen (2004), and reasons by Hoffman (1991). This Thesis is descriptive qualitative research. The data are words, phrases, and clauses of code switching used by Lecturers and students in EFL classroom of IPDN NTB Campus. It's in the form of transcript from recording the conversation. The data source of this research is the conversation in class Madya Praja of IPDN NTB Campus in academic year 2014/2015. The result showed that the types for code switching used by the lecturers and students are relatively the same. They are: (1). inter-sentential codeswitching, (2). tag switching, and (3). intra-sentential codeswitching. The functions of codeswitching found in this study, are: (1). Explanation, (2). Clarification for misunderstanding, (3). Unofficial Instructions, (4). Moving from one activity to another, (5). Students' comments, (6). Lecturers' admonitions, (7). Student helping each other, (8). Students' initiation, (9). Requesting for help, (10). Grammar explanation, and (11). Self-corrections. While reasons lecturers and students found in this study are: (1) Talk about a particular topic, (2). Repetition used for clarification, (3). Intention of clarify the speech content for the students, and (4). Interjections. The findings also showed the different types, functions and reasons code switching in their performances. The most dominant code used by lecturers for different functions, i.e. for repetition and clarification. The lecturers often repeated in order to clarify their speech or the students' speech so that it would be understood more clearly by the students. While, the reasons for lecturers and students to code switch are, i.e. interjection, to avoid the vacuum of tempo in their communication. This study suggests that the students are able to develop their communication using correct English without any switching to both Indonesian and the mother tongue. Because they have to exposures their English during the classroom interaction.

Keywords: *Codeswitching, types, functions and reason of codeswitching, EFL classroom, IPDN NTB Campus.*

ABSTRAKSI

Muaidi, Muh., 2015. Jenis-jenis, Fungsi dan Alasan codeswitching di Dalam Kelas Bahasa Inggris oleh Dosen dan Mahasiswa: Studi Kasus di IPDN Kampus NTB tahun ajaran 2014/2015. Thesis. Program Studi Magister Pendidikan Bahasa Inggris, Pascasarjana, Universitas Mataram. Pembimbing: (i) Prof. Drs. Mahyuni, M.A., Ph.D. (ii) Drs. Kamaludin Yusra, M.A., Ph.D.

Penelitian ini bertujuan untuk menganalisa jenis alih kode yang digunakan oleh dosen dan para praja. Dosen yang di maksud adalah dosen yang mengajar di IPDN Kampus NTB dan mahasiswa yang dimaksud adalah mahasiswa IPDN Kampus NTB. Peneliti mengidentifikasi dan mendiskripsikan jenis alih kode berdasarkan Teori Poplack (1985) dan Fungsi alih kode menurut teori Canagarah (in Yletyinen, 2004) dan Alasan dosen melakukan codeswitching berdasarkan teori Hoffman (1981). Thesis ini adalah penelitian deskriptif kualitatif. Data yang diambil adalah kata-kata, ucapan, dan kalimat pada alih kode yang terjadi di kelas Madya Praja IPDN NTB pada tahun pelajaran 2014/2015. Data dalam bentuk transkrip dari rekaman percakapan. Sumber data penelitian ini adalah percakapan di kelas Madya Praja IPDN NTB pada tahun pelajaran 2014/2015. Hasil penelitian menunjukkan bahwa jenis alih kode yang digunakan oleh dosen dan mahasiswa relatif sama. Yaitu alih kode intersentential, tag switching dan alih kode intrasentential. Temuan fungsi alih kode dalam penelitian ini adalah untuk: (1). Ekplanasi, (2). Alih kode untuk klarifikasi, (3). Instruksi tidak formal, (4). Pindah dari satu aktifitas kepada yang lain, (5). Komentar mahasiswa, (6). Teguran dosen, (7). Mahasiswa membantu temannya, (8). Inisiatif mahasiswa, (9). Permintaan bantuan, (10). Penjelasan Grammar, dan (11). Mengoreksi kesalahan sendiri. Ada empat alasan dosen dan mahasiswa melakukan alih kode dalam penelitian ini, yaitu : (1). Membicarakan topic khusus, (2). Pengulangan untuk klarifikasi, (3). Ingin klarifikasi isi pembahasan kepada mahasiswa, dan (4). Ujaran khusus untuk mengungkapkan perasaan (Kata seru). Temuan juga menunjukkan perbedaan tipe, fungsi dan alasan dalam penggunaannya. Kode yang paling dominan digunakan oleh dosen adalah perbedaan fungsi seperti pengulangan untuk klarifikasi. Dosen sering mengulangi untuk maksud mengklarifikasi pembicaraan dosen atau mahasiswa sehingga dapat dipahami oleh mahasiswa. Sementara alasan mahasiswa beralih kode adalah mengungkapkan perasaan untuk menghindari kevakuman dalam berkomunikasi. Penelitian ini menyarankan bahwa mahasiswa dapat mengembangkan komunikasi mereka menggunakan bahasa Inggris yang tepat tanpa beralih kode ke bahasa Indonesia atau bahasa ibu mereka. Karena mereka sudah mendapatkan asupan bahasa Inggris selama berinteraksi di dalam kelas.

Kata-kata kunci: *Alih Kode, Jenis, Fungsi dan Alasan Alih Kode, EFL Classroom, IPDN NTB Campus.*

STATEMENT OF ORIGINALITY

I hereby certify that the thesis entitled “*Types, Functions and Reasons for Codeswitching by Lecturers and Students In EFL Classroom: A Case Study at IPDN NTB Campus In Academic Year 2014/2015*” is the result of my own work as a partial fulfillment of the requirements for the Master Degree at English Education Graduate Program of Mataram University. This thesis has never been submitted to any other universities or institutions for any other purposes. The work of others cited therein have been properly acknowledgment in the reference section.

Mataram, 20th June 2015

MUH. MUAIDI

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a communication tool used by humans to communicate, interact and share with each other. It has been ongoing since the first appearance of people on this earth. The language completely needed among the human because through this means they still running of the social function and survival of human civilization. It is inconceivable if there is no language in the community, it would become dumb, mute, they are not need each other because they cannot interact with each other, unable to express what they want and what they need.

During their life, the human have produced many languages around the world. It is the main reason why people from different countries or different continents learn another language. The presence of different languages from different regions confirms the people who want to extend their interaction learn more about the language used by people from other regions. For example, people who want to expand their business all over the world tend to master several different languages to communicate with their colleagues, especially the dominant language used by their colleagues such as English, Italian, Chinese, Japanese, Arabic, Germany and even the Netherlands.

English is the predominant language learned as a foreign language by almost all countries around the world. Even the English language is referred to as the international language for the role to connect people who use different languages. This means that the English language has been used by the most people in the world. On the other hand, English is also used as a medium for conveying knowledge, as evidence, seen in the library, there are many books, researches, sciences, arts and technologies are written in English. There are a lot of products in our environment also written in English. So English is really needed to learn the various types of knowledge such as science, technology, art, history, culture, politics and economics.

Regarding the presence of English in the world, then in Indonesia, English is considered as the most important foreign language taught in most schools. It has been studied as a compulsory subject at all levels of education. This fact proves that the English language has played a very important role in the education in Indonesia. English teaching goal is to enable students to use English as a means of communication. Therefore, teachers must provide and choose the most appropriate method in teaching their students.

However, almost every teaching learning process admitted that it is not an easy job to do for teaching English as a foreign language is still facing many problems. The problems are found generally derived from the teaching learning process which involves problems in teaching methods, teaching media,

materials and methods of teaching or teaching strategies. Teachers use a variety of techniques in teaching and learning. One of them is code switching.

1.2 Identification of Research Problems

In English Foreign Language classroom at IPDN NTB Campus, it should be made clear here that effective lecturers of English are those who can fluently use English for functional communicative purposes, including for instructional purposes. With their good command of English and skills in using the language for communication, the lecturers can serve as a role model to the learners they teach. As exposure to English in use is very limited outside of the classroom, lecturers of English should use English all the time/or as much as possible during the session in the classroom. To support the idea of increasing exposure to English use, print-rich environment should also be created in and around the classroom. Lecturers of English model the acts of speaking, reading and writing by speaking, reading, and writing themselves while the students try to do so. This functional use of English during the instructional time should be carried out consistently to provide learners with opportunities so that they can see for themselves how English is being used for communicative purposes with their lecturers. In this way, students can observe and participate in the use of English for communicative purposes, and then acquire this language in use as a prototype for later use in other communicative events.

But in fact, when researcher conducted preliminary observation in EFL classroom, he found that code switching from English to Indonesian was

common phenomenon in IPDN NTB Campus. It played an important role in the process of learning and teaching English. Therefore, this phenomenon is considered as a useful strategy in classroom interactions. Especially if the goal code switching that makes meaning clear and efficiently transfer knowledge to other members of the classroom community.

Based on the description above, researcher interested in exploring the lecturers and students code switching, such as: the types, functions and reasons of code switching in the EFL classroom at IPDN NTB Campus in academic year 2014/2015.

1.3 Statement of Problems

In line with the above aims, therefore, it is to find the answer of the following questions:

- 1.3.1 What types of code switching are found in EFL classroom at IPDN NTB Campus in academic year 2014/2015?
- 1.3.2 What functions do lecturers and students code switching serve in EFL classrooms at IPDN NTB Campus in academic year 2014/2015?
- 1.3.3 What reasons do motivate the lectures and students code switch in EFL classroom instruction at IPDN NTB Campus in academic year 2014/2015.

1.4 Aims of the Study

Regarding the phenomenon of code switching in the EFL classroom, this study tries to do the following:

- 1.4.1 To identify the types of code switching in EFL classrooms at IPDN NTB Campus in academic year 2014/2015;
- 1.4.2 To identify the functions of lecturers and students code switching in EFL classroom at IPDN NTB Campus in academic year 2014/2015;
- 1.4.3 To identify the reasons motivate both lecturers and students for code switching in EFL classroom instruction at IPDN NTB Campus in academic year 2014/2015.

1.5 Significance of the Study

The result of the study contribute theoretically and practically by useful information for evaluating the development of the students' English proficiency and the lecturers' English performance in EFL classroom.

1.5.1 Theoretical significance:

1.5.1.1 This research is expected to give contribution and enrich the study of sociolinguistics to facilitate learning process in foreign language classrooms activity.

1.5.2 Practical significance:

1.5.2.1 The results of this study can be used as reference material of sociolinguistics in further research, especially those directly related to code switching.

1.5.2.2 This research can provide knowledge for lecturers, researchers and the public about code switching that can be occurred in a

multilingual society is not exception in EFL teaching and learning process in the classroom.

1.5.2.3 This study can be used as an alternative sociolinguistics research model for the future.

1.6 Research Scope

This study attempts to investigate lecturers and students code switching in EFL classroom at IPDN NTB Campus, i.e. four classes of Madya Praja in academic year 2014/2015. Qualitative descriptive method was used in this study. This method is suitable for the study since it examines the types, functions and reasons of code switching which naturally occur in the classroom.

Both preliminary and primary research were conducted to elicit data from the field. The reason for preliminary research is to gain a brief insight on what is going on in the classroom. This information might help the researcher to understand the phenomena encountered in the main study.

1.7 Operational Definition

To avoid possible misunderstandings from the use of some of the terminologies used in this study, this section give a definition of the term.

1.7.1 Code switching is defined as “the alternate use of two or more languages in the same utterance or conversation” (Grosjean 1982: 145). Moreover, In this study “Code switching as the use of English and Indonesian in the same utterance or conversation without a clear phonological assimilation from one variety to the other”. Code mixing refers is used

for the language alternation of two languages within a sentence (Winford, 2003: 105), and Borrowing refers to the alternate use of two languages in the level of lexicon (Kovacks, 2001: 63). Code switching in this study covers of code mixing, borrowing.

1.7.2 Types of code switching, there are generally three types of code switching. As Poplack (1980) and Lipski (1998:5), stated that code switching can be either inter-sentential, intra-sentential and tag-switching. In intra-sentential code switching, the language switch is done at sentence boundaries. In inter-sentential code switching, the switch is employed in the middle of the sentences, with no interruptions, hesitations, or pauses indicating a shift. The last, tag-switching as the third type of code switching which requires as only little integration of the two languages.

1.7.3 An EFL Classroom (or English as a Foreign Language Classroom) refers to the classroom in which English is taught and learned as a foreign language. In this case is EFL Classroom at IPDN NTB Campus.

1.7.4 IPDN NTB Campus (Institut Pemerintahan Dalam Negeri) is educational institution under The Ministry of Home Affair of Republic Indonesia, where it's location in Praya, Central Lombok Regency, West Nusa Tenggara Province.

CHAPTER II

LITERATURE REVIEW

2.1 Review of Relevant Studies

Research on language, particularly with regard to the use of code switching research is often done by previous researchers. As a comparison, these studies provide significant guidance in the research process. Research in connection with this code switching among others is performed by Syahdan (1996) in his thesis “*Sasak Indonesian Code switching*” studying on Sasak Indonesia code switching in West Nusa Tenggara Province, Indonesia. This study examines the use of Sasak Varieties, Alus and jamak, by the noble (menak) and commoner (jajarkarang) people, and the use of Sasak Indonesian code switching (both inter-sentential and intra-sentential). This research is in the social context that occurred between employees of the University of Mataram, which directly has no related with this research. Another study was conducted by Fajri et al (1992) with entitled “*Alih Kode Pemakaian Bahasa Indonesia oleh Dosen-dosen FKIP Universitas Mataram*”. This study aimed to describe about the events over the code, as well as factors cause, specifically among lecturers.

Position and the difference between the study conducted by researchers above, both of this research lies in the research object. Because of the above researchers conducting research in the social environment in

their life. While in this study, which examined is code switching between English and Indonesian are conducted by lecturers of English and students in the EFL classroom.

Margana (2013) study investigated of code switching in the English learning process in Senior High Schools in Yogyakarta. This study aims of describing code switching in classroom communication from the sociolinguistic point of view. The research subjects are comprised of 12 English lecturers at senior high schools in the Province of Yogyakarta Special Territory. The data were code switching utterances from English to Indonesian and vice versa in English learning in the classroom. The data were analyzed using the qualitative descriptive method. The findings show that code switching has three functions, i.e. (a) material delivery, (b) classroom management, and (3) discourse markers. With reference to such functions, code switching in English learning can be made as far as it satisfies academic functions. As the students' English mastery improves, the use of code switching needs to be reduced.

The result of this study is event code switching from English into Indonesian is done by lecturers of English in English language learning in the classroom has a variety of functions that are categorized into three, namely (1) the function of delivery of content, (2) the function of management of the class, and (3) functions of discourse markers. Function delivery of material divided into 12 functions. These functions include (1) the function of

clarification or confirmation, (2) reiteration function, (3) the function of explanation, (4) the functions of exploration, (5) elaboration function, (6) the function of checking comprehension, (7) the function of the emphasis on certain linguistic elements, (8) function makes inference, (9) develop vocabulary, (10) discussed the tasks for learners, (11) give feedback, and (12) to reflect. Classroom management functions are divided into 12 functions, the function of management of this class consists of a variety of functions, namely (1) attract the attention of students, (2) provide direction, (3) mark the turn of the topic, (4) ask for help learners, (5) overcome tension, (6) maintain discipline learners, (7) provide motivation to students, (8) an appreciation of the students, (9) gives a warning to students, (10) gives a turn to the students, (11) scold learners , and (1 2) maintaining interpersonal relationships.

The findings above implies that the event code switching from English into Indonesian in English language learning in the classroom is not moot because code switching is not done at random by the English lecturers. In other words, code switching from English into Indonesian in English language learning in the classroom needs to be disseminated to lecturers of English for control of the code based on the functions mentioned above. Along with the development of English language skills possessed by learners and lecturers of English, code switching from English into Indonesian can be

minimized so that the target language acquisition can be performed optimally.

Similar to this current Margana's study is done in the classroom, but the study was conducted in high school in Yogyakarta, meanwhile this research was conducted at IPDN NTB. Therefore, this research can be used as a reference to this study proposed here.

Nujumuddin (2012) conducted the study of code switching at the Polytechnic of Sriwijaya. The first aim of this study was to examine the use of language in classroom instruction, in particular, the use of code switching (CS) and code-mixing (CM) and linguistic factors utterances and function using CS and CM by the lecturer. Another objective was to investigate the perception of the subjects' on the use of CS and CM. This case study collects data from four professors and their students in the English Department, Polsri. Class corpus analysis identified seven functions in speech communication faculty. The findings of this study also revealed that there are different levels of agreement and disagreement about whether lecturers should use the CS and CM in the EFL classroom.

Based on data collected from the subject questionnaire responses, this study concluded that the CS and CM which aim to improve the efficiency of the information submitted. CS and CM are communicative strategies necessary for lecturers to achieve the purpose of teaching, in particular, involve students who lack English proficiency. Qualitative and

quantitative methods are used to achieve the research objectives. Qualitative data were collected in an attempt to understand the different utterances, language contact and communicative function, and the data is diverse and exhausting to classify. Questionnaire in Indonesian using Likert Scale was designed to collect quantitative data to find out from the students' perceptions about the use of CS and CM.

However, he concludes that the use of CS and CM can cause problems. One of the lecturers does not agree with the use of CS and CM with respect to access to input English students. Primary exposure to English input is through an English professor. This condition requires that lecturers use English as much as possible in the classroom and they should be aware of the excessive weakness of the first language in English class. This study shows that faculty face a dilemma in the use of CS and CM, and also shows how complex language learning in Polstri. Finally, it is suggested that first language is used in the right way so that the CS and CM will help faculty achieve their instructional goals.

Subsequent research that are relevant conducted by researchers from abroad like Liu Jingxia (2010) studied at three universities in China to find common situations code switching into Chinese and try to test and prove that the lecturer code switching to first language plays a positive role in EFL classes from universities in China. This case study focuses on the attitudes of lecturers and students reveal the patterns, functions, factors and influences

into Chinese code switching in EFL classes in universities of China. This study integrates qualitative and quantitative research methods to analyze code switching to Chinese lecturers through questionnaires of lecturers and students, and recording classroom.

Researchers found that code switching to Chinese is a common phenomenon in Chinese university EFL class, and that it plays an important role in the process of learning and teaching English. This study provides a detailed description and analysis of the general situation and the positive role of code switching to Chinese in EFL classes from several universities in China. However, there are still some limitations that might give some clues for further research.

This research was equally done in the classroom at the university level, and similar with this study.

Lee (2010) studied in Malaysia. The purpose of this study was: (1) To investigate lecturers' attitudes toward code switching (2) To identify the types of code switching (3) Identify the functions of code switching in the instruction (4) To identify the frequency of code switching in the instruction (5) To report the effect over code in the implementation of the English curriculum.

The findings indicate that most lecturers have a positive attitude towards code switching. They just switched codes when needed. Lecturers also believe

that over the code has an important role to facilitate learning in a second language.

Furthermore, this study shows that code switching is widely accepted by the lecturer in teaching and learning English in secondary schools in the state of Labuan, Malaysia. This study also had a perspective on the professional judgment of lecturers towards the learning situation. Lecturers are using code switching in the classroom because they believe it helps students learn the target language. The findings suggest that code switching is necessary when a situation requires the use of the mother tongue or the first language in the classroom. Therefore, it is very important to better understand when and why second language lecturers use the first language or mother tongue in the learning process.

Although, there is an absolute consensus that lecturers should use only the target language in the classroom, there seems to be a general view that it should be maximized as much as possible. This is because the main goal of English teaching is to enable learners to learn and acquire language. Future research may be needed to see the extent of code switching can be adopted. In view of educators may find it advantageous to consider the effectiveness of code switching in terms of quality and quantity.

Youkhana (2011) studied with two objectives: the first objective is the researcher trying to see if the frequency of code switching is different depending on the level of difficulty of questions. This study was conducted at three different

high schools and involved 24 students. Hypothesis is that the student code of conduct will be less than when answering questions basic level and will be advanced level when answering questions. Small groups were observed and they read the text and answer the eight questions.

The results showed that students perform better on the code-switch advanced level questions and less on the basic level question. They code-switched 15 times the level of the basic questions and 21 times the level-forward question. However, this is not a big difference because there are only six different cases between them. The second objective is the researcher trying to see if people can be categorized switch code. It is based on the opinion of Sert (2005) there are three categories; *Equivalence*, *repetition* and *holding floor* and four other categories discovered by the researchers of this study; Students code switching, Student-researcher code switching, code switching Comfort and Sorry code switching, thus, the seven categories in total. The results showed that the students do different code switches and SERT categories do exist, but they are not enough which is why researchers added four other categories.

It is a phenomenon that is often observed that language learners often switch to their native language in foreign language classes, i.e. they do code switching, but why is it so? As discussed in the introduction, code switching is a common phenomenon among students in foreign language classes. Before researchers make all the observations in this study, he had some questions to be answered and tested his hypothesis. Researchers with the overall goal of this

essay are to examine when and why students in high school do code switching in the foreign language classroom. To see a little more in this goal he divides into two parts.

1. Code switching and trouble.

The first objective has to do with code switching and trouble. Results showed that students did indeed code switch in question less than the basic rate of advanced level questions. The students code switching 15 times at the primary level and 21 times at the advanced level questions. Although there are differences between the levels, the difference was not so noticeable because there are only six different switch. However, researchers are still fairly consistent results with previous studies, such as Liebscher and Dailey-O'Cain (2005), among others, which indicates that foreign language learners sometimes can switch back to their native language when they feel find obstacles in the target language, which is what that the participants in this study do in many situations shown above.

2. Code switching and category.

The second objective of this study was carried out with the code switching and category. The results of this study do agree with this SERT category *equivalence*, *repetition* and *floor-holding* and my own category students code switching, the student-researcher code switching, code switching comfort and sorry of code switching. There may be other code

switching categories to find, depending on what the situation is like for students when they code switching (Youkhana, 2011).

3. Code switching as a part of learning a foreign language

Researchers feel now have a broader understanding of what code switching in foreign language. Now he understands that truly can categorize student code switching at least six different categories. Before researchers think code switching only occurs when students feel they do not have competence in the target language, but with the help of previous studies and this study now researchers have different views on code switching. Researchers also know from previous research, such as SERT which claimed that with the help of code switching they can build a bridge from the known language, the native language of those who are not known the target language. Several previous studies have shown that code switching has a significant meaning in a foreign language class. Even if we want to avoid the native language in the foreign language classroom will always be a part of it, so why not try to profit from it?

Pei-she Weng (2010) studied code switching with aims to present the use of code switching in English class. General English classes with 36 second-year students from different departments (music, Japan, management and so on) and a lecturer in English with over 20 years of teaching experience involved in

this research. The EFL classroom is the tape-recorded and then the function code switching is analyzed based on this framework Hymes (1962).

In summary, this study shows that the use of code switching and first language would facilitate the learning of a second language. Thus, first language can be a useful and important element to help L2 learners to learn a foreign language during the learning process. Total of 36 students of non-English second year lecturer in English and experienced in the course of "language training" of a University of New Taipei City involved in this research. Based on the entrance examination in Taiwan, all the students are divided into several classes (A, B, C level). This class belongs to Level B (intermediate level).

In addition, this class consists of several different developments in the university: Japanese Applied, Applied and religious music. Then taught English in this study were the lecturer Taiwanese men over 20 years in this school, which is responsible for language training course at this school. The result of the above found, overall, the findings show that most students have positive attitudes towards code switching used this EFL lecturer in the classroom. First, students like lecturers to use first language in their English classes. Second, students felt the need for lecturers to use first language in explaining the complex rules of grammar, a complex concept, and define new vocabulary. Third, students demonstrate use of first language in the classroom can help them understand complex concepts and reduce anxiety. On the other hand, from the perspective of a lecturer, it is necessary to use first language in the classroom but lecturers still

need to consider the purpose of each program. First language is effective in several programs related to some complex concept.

However, if the course is related to the purpose of communication, such as oral practice, lecturers can try to reduce the use of first language and then encourage students to use the L2 in the classroom even though they will make some mistakes. But basically, code switching is a strategy that lecturers can use to help language learners in the classroom. It is suggested that the strategy of code switching in the EFL classroom is not always a weakness in language learning, but it can be regarded as a kind of strategy that is useful in learning a language.

Johansson (2013) study investigated of code switching. This study aims to determine when and why the lecturers in the high school code-switch when teaching L2 English. It also appears in what language students in a choice of different classroom situations. Interviewed five lecturers and 96 students taking English 5 and 6 responded to the questionnaire.

The results showed that lecturers generally try to code-switch as little as possible but that they do code-switch in some situations where students preferred a combination of both Swedish and English or Swedish only. Two of these situations is the instruction of grammar, where the majority of students would prefer a combination of English and Swedish, and the situation of one-to-one, where the majority of students favored Sweden. Clear majority of students (87%) would like their lecturers to make them speak English more. The results showed

that the majority of code switching is done by five lecturers in this study were either well prepared and have a clear purpose.

The lecturers tend to code-switch in most situations represented in previous studies such as grammar instruction and in situations one-to-one. This suggests that lecturers experience according to what researchers have found in other lecturers teach. Four lecturers generally code-switch to clarify their teaching, while one of the lecturer, especially the switch for social reasons or because of its lack in the ability of L2. When it comes to students, they prefer a combination of Swedish and English in situations such as grammar explanations and instruction tests. In the situation of one-to-one and class discussions they prefer Sweden. In addition, they tend to want their lecturers to make them speak English more. There is a consensus between the lecturer and student views when it comes to the field of what lecturers code-switched.

A remarkable fact though, is that there is no claim to the lecturer asks the students about what language they like in different situations. Although experience is an important asset when becoming a lecturer, much can be learned by asking students what they like and take their opinions into account when planning for the use of code switching in teaching someone. Code switching in high school can indeed be further investigated. It would be interesting to know the number of unintentional code switching between English lecturers in high school and saw the extent of code switching activities they plan ahead. It will also be interesting to study the lecturers are native English speakers and see if

and how they code-switch. This can be done with a combination of classroom observations and interviews.

Christoffer Jakobsson and Henrik Ryden (2010) wrote a paper on the degree of code switching in four Swedish EFL classrooms. The aim of the dissertation is to investigate when and why the code switching occurs and attitudes towards code switching between lecturers and students in four EFL classrooms in two secondary high school (Jakobsson & Ryden, 2010: 8). The conclusion from this study is that lecturers observed switching code 12 times for eight lessons observed. Five of those times when explaining another task for students who do not understand and interviews also indicate that lecturers are reluctant to use Sweden during the lesson and only do so in cases when a student requires more instructions or do not fully understand the task (Jakobsson & Ryden, 2010: 30). Another conclusion from this study is that the lecturers stated that their main reason for code switching when teaching / explaining grammar and code switching it unacceptable for lessons although they also admitted the importance of it. (Jakobsson & Ryden, 2010: 34).

All the researches show that code switching is unavoidable phenomena in the world. It will be occurred in local, national or international, formal and informal situation, social or classroom context in bilinguals or multilingual.

2.2 Theoretical Review

2.2.1 The concept of Code switching

Under this section, the definition of code switching and some related terms of code switching will be presented. It involves the definition of code switching, the difference between code switching and code mixing, the difference between code switching and borrowing, base language and embedded language, marked and unmarked code switching, and situational and metaphorical code switching.

2.2.2 Definition of code switching

The term “code switching” was first used by Haugen (1956 in Alenezi, 2006) to refer to the use of unassimilated words by a bilingual speaker from a different language. According to Haugen, the term code switching refers to an alternation used between two or more languages (Alenezi, 2006).

Many sociolinguists defined code switching in widely various ways. For example, Grosjean (1982: 145) defines code switching as the alternate use of two or more languages in the same utterance or conversation. Likewise, Valdes-Fallis (1978) defined code switching as a process of alternation between two languages while maintaining a level of proficiency in both languages. Alternately, Di Pietro (1978) defined this phenomenon as the use of two languages by participants to achieve a speech act. Poplack (1980) defined code switching as the alternation of two languages within a single discourse, word, or sentence. Additionally, Romaine (1994) mentions that code switching refers to the alternate uses of

two languages in the context of bilingualism and multilingualism. Myer-Scotton (1977) described code switching as the use of two or more linguistic inputs within the same discourse. In the context of monolingualism, Romaine (1995) further states that code switching refers to the use of different communicative styles and dialect within the same languages; for example when the speaker use formal and informal style in utterance.

In addition, there are some experts argue that the term code switching can be applied to monolinguals as well as bilinguals. Hudson (1996), defines code switching as the use of different languages at different times by the same participant. Zentella (1981) similarly, argues that this term applies to monolinguals because they may switch between different styles within the same language. For example, when a native speaker of American English speaks in British accent, this is described as code switching in Zentella's definition. Clearly, there is not a consensus among the researchers as to what, exactly, code switching is. The variation of the definition of the term code switching is due to the ambiguous definition of the word language itself. Crystal (1987: 363) defines code switching as switching between languages, however, as the definition of language is tenuous at best, perhaps it is better to say switching between varieties in addition to switching between languages". Code switching, according to Gumperz (1982: 59) is 'juxtaposition within the same speech at move of

passages of speech belonging to two different grammatical systems or subsystems". He simplified this, saying that code switching is alternating between two or more languages within the same interaction.

From this overview of the term code switching, it is clear that different researchers use different definitions of the word code switching. In this study, the definition of code switching offered by Grosjean (1982) and Poplack (1980 in Yletyinen, 2004: 8) would be used, as it seems to be more comprehensive. They state that code switching is a pattern of alternation between two or more language by bilinguals in the same discourse or conversation.

2.2.3 Code switching versus code mixing

In the same cases, code switching and mixed code that is used as a complementary term. In a sense code switching presented to the turn of the language between sentences, while the code mixing is language that is used to turn the two languages in a sentence (Winford 2003: 105). However, sometimes the term code change is also used when referring to switching between sentences (Lauttamus in Yletyinen, 2004:9). However, both code switching and code mixing can also be used as a cover term, that is, they are used for all types of turnover (Pandit in Yletyinen, 2004:9). Auer (1995; 1998), in turn, uses the term code alternation to refer to code switching.

2.2.4 Code switching versus Borrowing

Borrowing refers to the use of alternative two-level language lexicon; in this case, the word is put in one language phrases borrowed from other languages (Kovacs 2001: 63). Borrowings are also intended to introduce the item word or phrase idiomatic one language to another with different grammatical systems (Gumperz, 1982: 66).

Poplack (1980: 584-585) stated that the switch is considered a borrowing, there must be non-native put in another language sentences in three integration; phonology, morphology and syntax. Conversely, if the item is treated as a non-native code switching, they must have only one type of integration (e.g. morphological integration). Nevertheless, Myers-Scotton (1993) found that differences between code switching and borrowing, in bilingual speech is not important to analyze.

Because this study aims to explore over the code in the foreign language classroom, the theory of Myers-Scotton (1993) is adopted that does not look over the code switching and borrowing as two different processes also found no such differences become important. Therefore, this study only focused on the use of the term code switching to better describe and analyze the data. In this case, the term code switching strengths include the types of code switching, i.e. intra-sentential, inter-sentential and tag-switching.

2.2.5 Other concepts related to code switching

There are other terms relating to the code switching: base and embedded language, and marked and unmarked code switching. In line with the existence of base and embedded language in discourse, Myer-Scotton (1993) explains that:

There is a matrix language which sets the structural rules and to which items from the other language, the embedded language, are borrowed. The matrix language is also known as the base language. However, some researchers deny that there is a base language (Yletyinen, 2004:11).

Despite this fact, it is not clear how to distinguish between the basic language and language embedded in speech. In this regard, Musyken (1995: 182) argues that even if there is a basic language; difficult to determine what it is, because the definition depends on whether people choose, point-oriented, psycholinguistic oriented or grammar-oriented viewpoint. Outlook oriented discourse means that the base language is the language of interaction. Outlook oriented statistics will refer to the base language is presented as spoken words and most of psycholinguistic ability to determine the basic language speakers. The grammarians find initial utterances determine the basic language, because they can be 'guided' the utterance (e.g. governing verbs).

In the classroom discourse is difficult to say which language should be referred to as the basic language and as an embedded language (Simon, 2001: 320). This is because the language of discourse can change

from one task to another, for example, when studying the basic grammar can be Indonesian, but when doing oral discussion the basic language could be English. In addition, to make distinctions of the above description, Myer-Scotton (1988, 1989) distinguish between unmark and marked code switching. These terms are correlated with the social relations of the speakers in conjunction with each other. According to Myer-Scotton (1989: 334), which unmarked code switching occurs in the speech that particular code option will show " rights and obligations are expected between participants ", that is, follow the norms of society. While a marked code switching causing moved from the expected relationship of the participants to readjust their social distance (Myer-Scotton, 1989: 334-335).

In other words, a marked code is unexpected. In foreign language classes an unmark code can be characterized conventional code, i.e. the expected one, whereas a marked code is an unexpected one. For instance, in English classroom in Indonesia, the code can be unmarked with the English language as a communicative task, however, when teaching grammar unmark code can be Indonesian. The above concepts, i.e. basic language and embedded language code switching used in research of code switching. The study recognizes the different concepts related to code switching.

However, as noted above, not all of them can be used in classroom research. This study will utilize only basic difference between

the base language and the language embedded in the analysis. Both terms have relevance in EFL classes because sometimes they can help explain the situation where code switching occurs; therefore, they will be used when needed.

2.2.6 Types of code switching

According to Poplack (1980), there are three types of code switching: inter-sentential switching, intra-sentential switching and tag-switching, which is also called extra-sentential switching by Milroy and Musyken (1995).

Inter-sentential switching occurs between sentences, ie when the switch occurs at the boundaries of the sentence in which each sentence is in a different language (Romaine, 1995: 122). Furthermore, it can also occur between turns. This type is mentioned with the least integration of code switching happens between sentences. For instances *Sometimes I'll start a sentence in Spanish y term inó en espanol* (sometimes I'll start a sentence in Spanish and finish it in Spanish). In other words, when the switch occurs at the level of the sentence or change, it belongs to the inter-sentential code switching.

Tag-switching, proposed by Poplack (1980), which occurs when a word or phrase from one language is inserted into another language sentence. In this case, the term 'tag-switching', she also uses the term extra-sentential switching to refer to the type of switching. However, the

term is intended to refer not only to the tag-switching but also for inter-sentential switching. In this way, she made a clear distinction between it and the intra-sentential switching. Meanwhile, Milroy and Mysken (1995) employs the term extra-sentential switching or emblematic switching to refer to tag-switching.

In addition, according to Dumitrescu (in Ene, 2006), tag switching or emblematic switching, which is defined as switching on the tag level, and includes at least two types of tags. Tag or emblematic switching can be a single noun (for instance, high frequency, habitual speech, culture-specific term and question tag, such as, honey, well, okay, yes and alright), or, most often, short sentential formulas, and question tag (for instance, isn't it, doesn't she, aren't you, are you kidding, give me a break, you know, and I mean). Of the different term used by the different experts, this study followed Poplack (1980) and Dumitrescu term of 'tag-switching' instead of extra-sentential switching when talking about switches that are neither inter nor intra-sentential switches.

The third type of code switching by Poplack (1980) is intra-sentential switching which requires a lot of integration and is usually associated with the fluent bilinguals. She mentions that intra-sentential switching occurs in a sentence or clause and involves risks since the syntax of other languages clause inserted into the first language sentence. As a result, if the two languages are mixed in a sentence, there will also be two

different grammars in play, which means that the speaker should know better grammar to generate the correct grammar in speech. This is to say that the speaker must know the grammatical system of two languages to avoid grammatical utterances.

It is argued that the use of three types of code switching indicates the speaker's proficiency level (Poplack, 1980: 605). Adept at least two languages most used tag-switching because tags can be produced with little knowledge of the grammar of L2. Meanwhile, inter-sentential switching commonly used by more proficient bilingual speakers. And the most proficient speakers often use intra-sentential switching. In this case, the intra-sentential switching requires the highest level of bilingual capability compared with the two types of code switching because the speaker must master the grammar of both languages to produce grammatically correct clauses with different grammatical systems in a sentence.

Merritt et al (1992: 116) state that the forth type of code switching consists of interactional particles such as discourse markers, classroom management routines and terms of address. Canagarajah (1995: 184) talks about mitigation as one of the functions. It consists of discourse markers and tags. These two categories have similarities in both introduce discourse markers as a part of the category. However, Merritt et al. do not provide an example of this category, thus the complete comparison is impossible.

Furthermore, Merritt et al. (1992: 117) stated that the linguistic markers that indicate a shift in topic used smoothly which means that they may have a slightly different meaning to the interactional particles. As a result, the forth type of Merritt et al is not a direct match to Canagarajah's and Yletyinen's but this comparison has shows that researchers in two categories study discusses of the different terminology that has certain similarities.

2.2.7 Function of Code Switching in Classrooms

In this section, functional categories of code switching presented based on a classroom context purposed by the study of Merritt et al., (1992), Canagarajah (1995) and Yletyinen (2004). They proposed different functions of code switching classroom. These functions are derived from the results of those studies focused on investigating the EFL classroom code switching. It is mentioned in Merritt el al., (1992) that there are two functions of code switching. The first function of code switching is to bring new information to the discourse. And the second function of code switching is to translate a word in one sentence.

Another researcher Canagarajah (1995) and Yletyinen (2004) studied the function of code switching in EFL classroom. Canagarajah propose micro and macro functions of code switching in classroom. Micro-functions which are further divided into two categories: classroom management and transmission of content. It is under the management

functions of the classroom, consideration of how code switching facilitate lecturers and students to organize classroom interactions systematically and efficiently under surveillance (Canagarajah, 1995). “Content transmission means the fact that code switching can help in the effective communication of the lesson content and language skills which have been specified in the curriculum” (Canagarajah, 1995: 179).

The function of classroom management are opening the class, managing discipline, negotiating directions, lecturer’s commands, lecturer encouragement, requesting help, lecturer compliments, mitigation, lecturer admonitions, pleading and unofficial interactions. The functional of content transmission categories are definition, explanation, parallel translation and unofficial student collaboration negotiating cultural relevance, review.

Macro-functions dealt with socio-educational implications, which included training the students for the social and communicative life outside school, since bilingualism persists through code switching in Jaffna. The use of English in the classroom is set as formal and official, which means that Tamil language is used for extra pedagogical purposes, for example, for discussing personal matters. In other words, micro-functions dealt with issues in the classroom whereas macro functions had connection to issues outside the classroom (e.g. bilingualism and language attitudes) (Canagarajah, 1995).

While Yletyinen (2004) proposed micro-function of code switching in classroom, they are: lecturer's explanation/clarification, requesting help, students helping each other, students self-repair, lecturer's language slip (lapses), unknown English counterpart, checking for understanding, student clearing misunderstandings, students' initiation, and students' comment.

Canagarajah's study furthermore shows how English and the mother tongue, Finnish, were used in different situations. There were some general patterns in the classrooms: English was used in interactions dealing with the lesson content while Finnish was used for personal or unofficial interactions. In other words, English is only reserved for interactions that are demanded by the textbook and lesson. This is in line with finding of Merritt et al. (1992) and Yletyinen (2004) the mother tongue is the less formal language while English is used in more formal way. Moreover, Canagarajah (1995: 190) found out in his study that English was the code which symbolized informality, personal and homely features.

Regarding the function of code switching, the finding of Canagarajah (1995) divides the micro and macro functions of code switching in a very detailed way, while Yletyinen only focused on micro-function. These particular functional categories are used when doing this research, because some of them can be applied to the situation in Indonesia classroom.

As mentioned, Merritt et al. (1992) use the term types while Canagarajah (1995) and Yletyinen (2004: 16) use the term functions when categorizing code switching. However, when these studies are compared, similarities between the types and functions are found. Merritt et al. (1992: 114-117) describe the types as follows: *reformulation, bringing new information to the content of activity, translation or word substitution and finally code switching in interactional particles* (e.g. discourse markers).

First of all, the type ‘*reformulation*’ finds its counterpart in Canagarajah’s function of explanation, and more precisely the strategy of repetition. Both reformulation and explanation are used to say the same thing using a different language.

Secondly, bringing new information to the content of activity is the types of code switching purposed by Merritt et al., which is similar to Canagarajah’s function of explanation. Canagarajah (1995: 186) defines explanation as having many strategies; repetition, reformulation, clarification and exemplification just to name a few. This is to say that explanation can also bring new information to the activity at hand, thus the similarity with what Merritt’s type. In addition, Gumperz (1982: 78 in Cogan, 2003), points out that “Explanation” is one common function code switching, to refer to the message switch from one language to another repeatedly and can be used to explain or repeat what was previously said.

Thirdly, Merritt's term 'translation or word substitution' is equivalent to Canagarajah's function of definition. The purposes of the both categories are to ensure that students know what is being said by translating a word or a few words from L2 to the mother tongue. The difference is that Merritt et al talk about translation occurring within a sentence whereas Canagarajah only stated that the mother tongue is used in the form of a single lexical items or loans to define new vocabulary.

2.2.8 Morpheme Constraint Theory

David Sankoff and Poplack Shana model of code switching is the most thorough in accounting for alternational code switching (Winford, 2003: 126-127). In this model, code switching constraints imposed two. Free morpheme constraint specifies that code switching cannot occur between lexical stems and bound morphemes. Basically, these constraints distinguish code switching from borrowing. Generally, borrowing occur in the lexicon, while code switching occurs both at the level of syntax or utterance-level construction (Gumperz, 1982; Poplack & Sankoff, 1984; Muysken, 1995). The equality constraint predicts that switches occur only at points where the surface structure of language coincide, or between sentence elements that are usually ordered in the same manner by each individual grammar (Winford, 2003: 126-127). For example, the sentence: "I like you *porque eres simpático*" ("I like you because you're good") allowed for obeying the rules of Spanish and English syntax (Sankoff &

Poplack, 1981). Cases such as noun phrases and white casablanca houses ruled out because of the grammatical combination in at least one of the languages involved. Spanish noun phrase consists of a determinant, then the noun, the adjective, while the adjective comes before the noun in the English noun phrase. Casa White ruled by equality constraints for not obeying the rules of English syntax, and home blanca ruled out because it does not follow the rules of syntax Spain (Winford, 2003: 126-127).

Critics say the weakness of this model of Sankoff and Poplack. Free-morpheme and equivalence constraints are less stringent, which means there are many exceptions that occur. For example, a free morpheme constraint does not explain why switching possible between certain free morpheme. Sentence: "The students have *visto la pelicula italiana*" ("The students have seen the Italian movie") does not occur in Spanish-English code switching, but the free morpheme constraint seems to assume that it can be (Belazi, Rubin, Toribio, 1994). Equality constraints will also ignore the switch is happening generally in languages, such as Hindi postpositional phrase that is activated by the English prepositional phrases such as in the sentence: "John gave a book *larakii ek ko*" ("John gave a book to a girl"). *Larakii ek ko* expression literally translated as a girl's, so grammatical in English, but this is a phrase that occurs in English-Hindi code switching despite the requirement of equality constraints. Sankoff and Poplack model only identifies the point at which switching is blocked, as

opposed to explaining the constituents can be turned on and why (Winford, 2003: 126-127).

2.2.9 Markedness Theory

Model markedness (sociolinguistic theory) proposed by Carol Myers-Scotton is one of the indexical account of social motivations for code switching. The model states that speakers use the language of choice for indexing Rights and Obligations (RO) Sets, abstract social codes in operation between the participants in a particular interaction (Myers-Scotton, 1993).

According to Myers-Scotton, (1993) for each communication situation there is a marked, expected RO set and marked, differential one. In choosing a speaker code markedness evaluate their potential choice, determined by social forces at work in their communities, and decide either to follow or reject the normative model. Making such choices marked with a conscious effort to set a new RO. The speaker uses a rational choice of code, as a way to build their social position in accordance with the principle of negotiations: "Choose the shape of your conversation contribution such that the index set of rights and obligations that you want to be in force between the speaker and the receiver for the current exchange". Characterized choice is often accompanied by prosodic features such as pause, or meta commentary on the switch. When the choice is not clearly marked, speakers use code switching by means of exploration to

maintain social balance favored. Myers-Scotton markedness has been proposed that the model is valid for all language options, beyond the limits of code switching.

The model operates in matrix theory markedness-frame language that Myers-Scotton, production-based explanation for code switching which argues constraints on the switch at the level of the mental lexicon (as opposed to the structure of the surface). This theory states that code switching speakers alternate between Matrix Language (ML) and the Embedded Language (EL). ML is a language that is more active and more often used, which restricts the use of EL. It is common, though not required, to ML to fit the option marked in typical interactions.

According to Myer-Scotton (1998:18), there is more than one way of speaking in almost every speech community. No community is without at least two different speech styles. In many communities, more than one language is spoken and often more than one dialect of a language is spoken. These different styles, languages and dialects are typically associated with different social groups or contexts. Not everyone in the community has complete command of all the varieties in the community's linguistic repertoire, and not everyone uses the varieties with the same frequency (Myer-Scotton, 1998:18). Markedness, according to Myer-Scotton (1984:4), relates to the choice of one linguistic variety over other possible varieties. The speaker-hearer has the option of choosing what may

be considered marked choices to convey certain messages of intentionality. The Markedness Model states that, when an individual speaks a language, other individuals can exploit the relationships that have become established in a community between a linguistic variety and those that use the variety (Myer-Scotton, 1998: 18). Individuals can take advantage of the associations that their addressees make between a variety spoken and the variety's distinctive uses and users. Individuals are hereby able to create and design their conversational contributions with their addressees in mind, as well as base their particular conversational patterns on the speech associated with a specific social group (Myer-Scotton, 1998: 18).

All linguistic codes or varieties come to have social and psychological associations in the speech community in which they are used. Given these associations, the use of a particular code is viewed in terms of the marked versus the unmarked opposition in reference to the extent its use matches community expectations for the interaction type. In other words, what community norms would predict is unmarked; what the community norms would not predict is marked (Myer-Scotton, 1998:5). The markedness model uses the marked versus unmarked distinction as a theoretical construct to explain the social and psychological motivations for making one code choice over another. As part of their innate language faculty, all language users have a predisposition to view linguistic codes as more or less marked or unmarked, given the social and intellectual context.

Therefore, all people have the competence to assess linguistic codes in these terms (Myer-Scotton, 1998: 6).

According to Kieswetter (1995:25), codeswitching as the unmarked choice may function as a linguistic variety, or as a badge of identity. The unmarked choice is considered the “in” way to talk within that particular context. Unmarked codeswitching is considered normal and expected for the situation because it carries no extra social meaning. As soon as the social context changes, the unmarked choice will also change. Kieswetter (1995: 15) states that making a marked choice often carries extra social meaning; the speaker is therefore sending a meta-message. When a speaker makes a marked code choice, the message conveys more than just the semantic content of the words; it also conveys an intention to question or change aspects of the interaction.

According to the Markedness Model, speakers have a sense of markedness regarding the linguistic codes available for any interaction. The speakers will choose their codes based on the persona or/and on the relationships which they wish to have in place. Markedness has a normative basis within the community and therefore speakers also know the consequences of making marked or unexpected choices (Myer-Scotton, 1993: 75). The speaker generally makes the unmarked choice as it is considered “safer”. It conveys no surprises because it indexes an expected interpersonal relationship. However, speakers do not and need not always

make the unmarked choice. Speakers can also assess the potential costs and rewards of all alternative choices and make their decisions as typically unconscious ones (Myer-Scotton, 1993: 75).

The markedness Model accounts for speakers' socio-psychological motivations when they engage in the linguistic behavior of code switching. The model is based upon a common theme of disciplines including the sociology of language, pragmatics, linguistic anthropology, and social anthropology (Myer-Scotton, 1993: 75). The common theme is that conversational participants "know" at some level that they enter into a conversation with similar expectations, whether about unmarked code choices or about unmarked communicative intentions. The Markedness Model emphasizes that the speaker is a creative actor, and that linguistic choices are accomplishing more than just the conveying of referential meaning (Myer-Scotton, 1993: 75). Myer-Scotton (1998:19) states that, within the Markedness Model, code choices are intentional in that they are made to achieve specific social ends. Speakers make these choices with the expectation that the addressee will recognize a choice with a particular intention. The goal of the speaker under this model is to enhance the reward and to minimize the cost. Therefore the goal of the speaker is to optimize any chances of gaining some form of reward from the interaction (Myer-Scotton, 1998: 19). This means that the speaker will choose one variety of a language over another because it has more benefits relative to

its costs. Under the Markedness Model the speaker may accommodate to the style of the addressee in the interaction, or may even use politeness strategies, or refrain from using them, for example. The speaker will make his/her code choice depending on the strategy which will be the most optimal for him/herself. This often means that the speaker needs to put a few combinations of choices together, and to take all the available evidence into account regarding the best possible strategy for the specific interaction (Myer-Scotton, 1998: 20). For example, if two speakers are arguing, then both may switch to their L1 in order to feel more confident and proficient in their argument and hence to reap the rewards and to minimize the costs of losing the argument. (<http://Wikipedia.org>) accessed on Juni 16, 2015.

2.2.10 Matrix language-frame model

Matrix Language-Frame Model Carol Myers-Scotton is the dominant model of insertional code switching (Winford, 2003: 126-167). MLF models found no Matrix Language (ML) and the Embedded Language (EL). In this case, the elements of EL inserted into the frame morfositaktis of ML. The hypothesis of this study are as follows (Myers-Scotton 1993b: 7):

The Matrix Language Hypothesis states that the procedures in the central structure grammar in language production system that takes into account the surface structure of the Matrix Language + Embedded Language constituents (linguistic) Matrix-based procedure is only

languages. Furthermore, the hypothesis is intended to imply that the frame-building precedes the content morpheme insertion. Matrix Language can be seen as a first language or the language of the speaker where the morpheme or word more frequently used in speech, so that the dominant language is English and the other is the Matrix Embedded language. Also, an island Matrix Language is entirely composed of constituent morphemes Matrix Language (Scotton, 1993).

According to the Blocking Hypothesis, in the Matrix Language + Embedded Language constituents, block content filter blocking Embedded Language morphemes that are not congruent with the Matrix Language respect to three levels of abstraction on subcategorization. Conformity is used in the sense that the two entities, linguistic categories in this case, are congruent if they are appropriate in terms of relevant quality.

Three levels of abstraction are: (1) Even if Language Embedded realize grammatical category given as a morpheme content, if the system is realized as a morpheme in the Matrix Language, Language Matrix block the Embedded Language morphemes content. (A morpheme content is often called "open-class" morphemes because they belong to a category that is open to the discovery of new items arbitrarily. They can make words like "*smurf*", "*nuke*", "*byte*", etc..., And can be said objects, verbs, adjectives, and some prepositions. A morpheme system, for example, function words and inflections, revealing the relationship between the

content morpheme and not give or receive thematic roles. (2) The Matrix also blocks Embedded Language morphemes language content in this constituency if not congruent with the Matrix Language morpheme content partners in terms of theta role assignment. (3) Correspondence between content morphemes Embedded Language and Language Matrix content morpheme is realized in terms of discourse or pragmatic function.

example

(1). *life ko face kiijiye with himmat and faith in apane aap.* (CS)

"Face life with courage and faith in self." (Translation) (*Hindi / English*)

(2). *hata wengine nasikia washawekwa cell.* (Code switching)

"Even people I heard was placed [in] cell." (Translation) (*Swahili / English*).

(<http://Wikipedia.org>) accessed on August 18, 2014.

It can be seen that the examples 1 is consistent with Hypothesis Block and content morphemes criteria system, so the prediction is that the Hindi equivalent also morpheme content. Sometimes non-conformity among peers in language and language Matrix-Embedded can be circumvented by accessing the naked form. "*Cell*" is a form of bare and so the role of thematic "*cell*" was given by -wek- verb 'put in / on'; This means that the verb is a content morpheme.

Embedded Language Island Trigger Hypothesis states that when the Embedded Language morphemes are not allowed to appear in either matrix language Hypothesis or Blocking Hypothesis, triggers inhibition of all procedures to access the Matrix Language and complement current constituents as an Embedded Language islands. Embedded Language Island consists of Embedded Language morphemes and well-formed by Embedded Language grammar, but they are included in the Matrix Language frame. Therefore, the embedded language island is under the constraints of the Matrix Language grammar.

Example:

(1). *Sikuona* your *barau ambayo uliipoteza*. (Code switching ungrammatical)

"I did not see your letter which you lost." (Translation).

(2). *Nikamwambia anipe ruhusa niende ni-ka-check* for *wewe*. (Code switching ungrammatical)

"And I told him that he should give me permission so that I go and check on you." (Translation)

Nikamwambia anipe ruhusa niende ni-ka-check for *you*. (Code switching grammatical).

(<http://Wikipedia.org>) accessed on August 18, 2014.

Example 1 is not grammatical because "you" accessible, so embedded Island Trigger Hypothesis predicts language that must be

followed by an English head (e.g. your letter) as an Embedded Language islands. The reason is that it is a possessive adjective morpheme system. We see the same thing happening in examples 2 and therefore is not grammatical. However, the correct way to finish the sentence is not "for *wewe*", where he switched back to Nairobi but should end up as "for you" because it should end in an Embedded Language islands.

Embedded Language Implicational Hierarchy hypothesis can be stated as two sub-hypotheses: (1) constituency is farther away from the main argument sentences, which are free it is to emerge as an Embedded Language islands. (2). It is formulated in constituent structure, the more likely to emerge as an Embedded Language islands. Other more powerful, the choice of any part of the idiomatic expression will result in an Embedded Language islands (Winford, 1993: 126).

Implications Hierarchy Embedded Language Islands: (1) Formulaic expressions and idioms (mainly due to the time and manner prepositional phrases but also as a verb phrase complement). (2) another time and way of expression (3) Quantifier expression (4) *Non-quantifier, non-time noun* phrase as a verb phrase complement (5) Agent (grammar) Noun phrase (6) Role Themes and case-assigners, namely the limited main verb (with full inflection)

example

1). *Le matin de bonne heure ngay joge Medina pour dem juilli. Suba tee nga fa war a joge.* (Code switching)

"Early in the morning you leave Medina to go to pray. Early in the morning you have to leave it." (Translation) (Wolof / French)

2). *Ulikuwa ukiongea* a lot of nonsense. (Code switching)

"You talk a lot of nonsense." (Translation) (Swahili / English).

(<http://Wikipedia.org>) accessed on August 18, 2014.

It can be seen examples 1 work because of the French Embedded language island "early in the morning" is an expression of time. Also, as a side note it is repeated in the Wolof in the second sentence. In example 2, we see the quantifier is a predictable Embedded Language islands and here to see a complementary purpose finite verbs start with the quantifier.

2.2.11 Psychological and Pragmatic Functions of Code Switching

According to Franceschini (1998) code switching appears in the setting where two or more languages may be used by the speaker. This is clearly the case in Switzerland that has a variety of languages such as Germany, Switzerland and Italy. How to code switching appears in the EFL classroom is different than that used for the bilingual code switching in a communicative dialogue, because these speakers use code switching more regular basis because they are often members of a multicultural

society and thus code switching comes more naturally to them (Valdes-Fallis, 1978).

Code switching is closely connected to speech situations and interpersonal relationships that affect them (Halmari, 2004). Code switching in EFL classroom is much more complex to deal with code switching between bilingual in a social environment. This is because the role of students in the EFL classroom is to use the target language (Simon, 2001). The most common reason students to switch to their native language for foreign language study are that the mastery of a foreign language is not the same as that of their native language or their lecturer mastery of a foreign language (Simon, 2001). The switch back to the original language gives students a natural opportunity to retreat to a safe zone when the language usage exceeds grade-level linguistic competence of learners (Simon, 2001).

Student choice code is closely related to the type of the task at hand and the needs of learners to communicate their understanding of the information presented by the lecturer in the target language. In a social environment foreign language used to convey ideas, debate and for general communication while in a foreign language EFL classroom is used to understand the target language itself. In other words, in the EFL classroom we communicate about the communication itself (Simon, 2001). In addition, students use their native language to communicate between each

other and thus they get a response is understandable if other learners have the same or a different perception of the information received. All of this is done so that learners can negotiate meaning in a simple way and thus help their own learning process (Simon, 2001).

2.2.12 Classroom Instruction

By definition, classroom instruction is “live instruction on the collegiate level which allows immediate interaction between student and instructor, including lectures, direction, questioning, laboratory instruction, seminars, colloquia, independent study, interactive instructional television, and interactive computer-aided instruction” (Zirkin and Sumler, 1994:2). In other words, classroom instruction is the medium that is used by the lecturer to interact with the student in the classroom. “Most interactions in the classroom had the objectives of requesting and giving information. Some related strategies are used; these include questions, statement, explanation, or narration” (Azis, 1987: 63). Moreover, according to Cazden (1987:1):

“classroom discourse is inter-individual communication but the primary goal of education is intra-individual change. In relating inter-individual communication to intra-individual change, we talking about transformations from conversations to cognition or, as Barnes (1976) said, ‘from communication to curriculum.’”

In other words, the communication in the classroom makes a major contribution to the curriculum, or the subject being taught by the

lecturer. They speak and explain how the lecturer in class affect students' understanding of the lesson. The way the lecturer speaks including language s/he uses, vocabulary s/he employs, structure, gestures, and many others.

In addition, Azis (1987:59) also wrote that “the pattern to lecturer-student verbal interaction would be determined by the teaching strategies used by the lecturer in the classroom”. In IPDN, one of the strategies used by the lecturers in order to give sufficient English exposure to the students is to use English as the medium of the EFL classroom instruction.

2.2.13 Code switching in foreign language classrooms

Although code switching research is mostly associated with the field of bilingual environments and communities, code switching in the foreign language classroom is, according to Sert (2005) an extensively observed phenomenon. In their work on code switching, Milroy and Muysken (1995: 90) state that research on code switching in the classroom has been conducted for almost two decades. Simon (2001: 313) claims that there has been a development in the research of code switching in foreign language learning. The language classroom has become interesting for researchers. According to Milroy and Muysken (1995: 90) code switching in the foreign language classroom is international; there has been research

on this in the United States, South America, Canada, Europe and South East Asia.

Let us now see what happens when students code-switch in the foreign language classroom. Liebscher and Dailey-O’Cain (2005: 234) suggest that foreign language learners switch back to their native language when they feel they meet obstacles in the target language conversation. Sert came up with some categories of code switching in a foreign language classroom.

The first category is called *Equivalence*, which occurs when the student lacks competence in the target language, such as when s/he feels that s/he is not competent enough to explain something in the target language. The student therefore instead uses lexical items from the native language. This process is, according to Sert a sort of defensive mechanism.

The second category is called *Floor-holding*. Here the students use native language words to fill gaps in the conversation in order to avoid breaks or open spaces in the conversation. Sert claims that this process may have a negative outcome on language learning if students continue with this type of code switching for a long period of time. They may lose the competence of fluency in a conversation.

The third category is called *Reiteration*. Students use this function in order to reinforce and clarify a message. Sert claims that students may repeat words and phrases in their native language because they feel they

did not clarify a message in the target language but also to show the lecturer that s/he has understood the task or content in the situation. Heredia and Brown (2005: 214) state that people often do it in order to be understood better. According to Yule (2010: 194) there is one thing called Communicative competence, which means that L2 learners try to use the foreign language correctly.

Rababah (2002: 6) states that there are other strategies within communicative competence. One of them is called *interlanguage communication strategies*, which means that L2 learners use different types of strategies to get their message through. The students want to organize their messages quickly to avoid communication problems. Typical behavior would be: use the words of the language, muttering, repeat their original sentences and words, try to avoid certain words that they may find it difficult, repeat words and sentences, ask others for the word or phrase true, and correct themselves using self-correction as Rababah call.

Simon (2001: 314) suggests that code switching in foreign language classrooms is much more complex to scrutinize than code switching in social settings. The students in the foreign language classroom often have vague knowledge of the target language compared to bilinguals in a social setting. There is indeed a difference between code switching in educational settings and in social settings. According to Wei and Martin (2009: 117) code switching in educational settings is often seen as

unsuitable and wrong, while code switching in social contexts is seen as something natural and a part of bilingual speech.

2.2.14 Lecturers' use of code switching in the classroom

The functions of code switching in ELT classrooms, Sert (2005) argues that the lecturers' use of code switching is not always a conscious choice, and the lecturers are therefore not always aware of the functions and outcomes of the code switching process. He serves as a switch list of topics, affective functions, and repetitive functions. In the case of switching topics or language lecturer changes according to the topic being discussed. Sert indicates that this widely used when teaching grammar, that lecturers shifted from language to language. He argues that when the lecturer's attention shifted to the student's mother tongue is directed to new knowledge that is being taught. In this way lecturers build bridge (native language) which is known to the unknown (new foreign language). Sert (2005: 2) also stated that the switch topic also carries affective functions that serve the purpose of expressing emotions. In this case, code switching is used by lecturers to build solidarity and intimate relationships with students. Sert shows that in this case the code switching contributes to creating an environment supporting language in the classroom (Sert, 2005: 3).

The third function of code switching is a function of the lecturer in the classroom. In this case the lecturer using code switching to transfer

the necessary knowledge to students for clarity; lecturer shows the most important thing of instruction, which is given in a foreign language, the students' native language. Sert also shows that the clarification of code can have a negative impact as undesirable student behavior; students who believe that will follow the instructions in the original language will not listen to instruction in foreign languages. (Sert, 2005: 3) Sert's conclusion that it can be suggested that the code switching in the classroom is not always blockages or deficiencies in language learning, but could be considered a useful strategy in classroom interaction. But Sert also indicates that it should be remembered that the long term, when students have interaction with native speakers of the target language, code switching may be a barrier that prevents mutual clarity (Sert, 2005: 5).

2.2.15 Reasons motivate lecturers code switching in EFL classroom

The motivation or reasons of the speaker use codeswitching is an important consideration in the process. According to Hoffman (1991:116), there are seven reasons for bilinguals to switch their languages. The seven reasons are as follows: (1). Talking About a Particular Topic. This statement means that the speaker wants to emphasize on a particular topic to others, (2). Quoting Some Body Else. Intended, when one speaks or make conversation, sometimes there are

quotations of the words of the people who have the possibility of a different language then there is a transition language in conversation. (3). Be Emphatic About Something. It means that instead of the code is also used to express something less obvious. For listeners understand what is meant by the speaker says (4). Interjection. It is mean when someone uses interjection in conversation, use the transfer code. For example, when the director told his subordinates to do the job. They tend to switch language to another. (5). Repetition Used for Clarification. Here, instead of the code is also used to perform the repetition of words to describe something. To facilitate others to understand how the speaker. For example, when a teacher explains the lesson to the students, on the other hand they use other languages to understand the students. (6). Intention of Clarify the Speech Content for the Interlocutor. Rather code is also often used to clarify the content of the speech, which is used for materials in conversations or teaching. For example, teachers took the words of the president's speech, for the object of discussion with the students. (7). Express Group Identity. Means, instead of code is also used for the identity of some groups. For example, the English community. They are often mixed their native language with English in the classroom.

2.3 Theoretical Framework

In connection with the above description, this study uses the term code switching which is defined as the transfer from English into Indonesian

or vice versa is done by an English lecturer in IPDN NTB Campus for communication in the classroom. In addition, understanding the code in this case is limited to the form of language (English and Indonesian) are transferred.

2.3.1 Types of code switching in EFL classrooms

As explained before, this study use theory proposed by Poplack (1980). She stated that there are three different types of code switching: intra-sentential code switching, inter-sentential code switching and tag-switching. In the following, the present analyzed according to these three types. This analysis serves as a starting point to the later analysis of the functions of code switching.

2.3.1.1 Inter-sentential code switching

As suggested above, inter-sentential code switching occurs between sentences or clauses, or between turns. In the type of code switching is used in school when, for example, translating or explaining something (grammar, exercise etc.). Both the lecturers and the student use inter-sentential code switching; furthermore, this type of code switching is used quite a lot in the schools. Inter-sentential code switching can also occur between turns. In such a case the previous turn is in language A and the following in language B. A change of

language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. For instance:

If you read it again, kamu akan mengerti artinya.

2.3.1.2 Tag-switching

According to Poplack (1981), stated that tag-switching, which is related to the inclusion of a tag (e.g. *you know, I mean, right, etc.*). This type of code-switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules. Tag-switching means inserting a tag in one language to an utterance that is otherwise in another language. In classrooms this means that while speaking English the lecturer or a student can insert an Indonesian tag to the utterance, or vice versa. Furthermore, a tag can be moved freely in a sentence, they do not have syntactic constraints. Tag-switching occurs in secondary school, but there are only a few instances of it there. It is mostly employed by the students. Tags and certain set phrases in one language are asserted into an utterance otherwise in another language. For example: *Please* deh, jangan ganggu aku terus, *you know?*

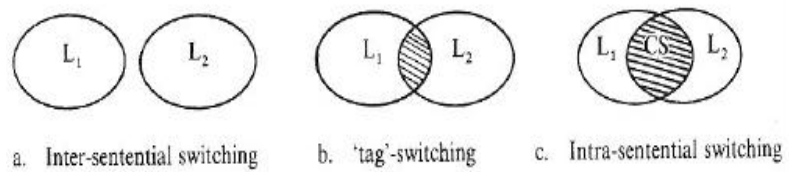
2.3.1.3 Intra-sentential code switching

Intra-sentential code switching occurs within a sentence. According to Poplack (1980), it requires a lot of integration and therefore it is only used by the most fluent bilinguals. However, Poplack's view may be true of naturally occurring discourse, in classroom discourse there is intra-sentential code switching although the participants are not all fluent bilinguals. This type of switching occurred within a clause or sentence boundary. For instance:

So, all our effort sia-sia dan tidak berarti

Figure 1 shows the different types of code switching and the degree of language mixing in a sentence. One can see that in the first, inter-sentential switching, no code switching in a sentence but two different languages in different sentences or clauses. In tag-switching, has a little switch in a sentence or clause, but this code switching usually tag. The circle in the figure shows this as two interlocking circles consist of a sentence or clause in the middle where there is little code switching. In intra-sentential switching, is the largest number of code switching.

Figure 1. The types and the degree of code switching



(Adopted from Poplack, 1980)

2.3.2 Functions of code switching in EFL classrooms

This study used theory of Canagarajah (1995) to explain the functions of the code switching. The focus of this part explained different functional categories that found in the classroom. Base on this function, the researcher analyze the function of code switching in the classroom detail in this study. In other words, the functions of code switching will deal with them. According to Canagarajah (in Yletyinen, 2004: 53), there are many functions of the code switching in the classroom, are as follows:

2.3.2.1 Explanation

Explanation occurs when (usually) the lecturer wants or sees a need to repeat what has been previously said in another language in order to help the students understand him/her. In an EFL classroom this explaining generally happens in first language, the mother tongue of the students, since the students are less competent in the foreign language and may need an explanation to help them understand the lesson better. Canagarajah stated that there are different

strategies for explaining the issues being taught; she mentions repetition, reformulation, clarification and exemplification as such strategies.

2.3.2.2 Requesting for help

When students are faced with a problem or question during the lesson, they usually resort to code switching to find an answer to their problems. One common function of code switching is requesting help. This function is employed by the students; they use it when they want to ask for help. The students request help when they do not know where they are supposed to be in the book (for example wanting to know about line numbers in a chapter), or when they do not know how to pronounce a word or when they need a word translation or when they want to ask something from another student.

2.3.2.3 Students helping each other

The previous function dealt with student-lecturer communication, where a student requests help from the lecturer who provides an answer to the asked question. In school there are also a few instances where students help each other when doing an activity which involves the whole class. Usually this kind of code switching occurs when the lecturer

asks a student something in English that (s)he cannot understand and the other students help by translating the lecturer's question. Cook (2001) sees this as a positive way of using the mother tongue in the classroom. By translating the lecturer's words the students ensure that the weaker student knows what is happening. It does not always have to be the lecturer who translates the question. Moreover, by letting the students help each other lecturer creates a more natural communication situation. She can be consulted when a problem occurs, but she encourages the students to solve the problem among them, the one who knows what the lecturer is saying can help the weaker student(s) by explaining the lecturer's words.

2.3.2.4 Self-corrections

Apart from being used to help out others, students also use code switching in self-corrections. This function of code switching is quite common. The students employ self-correction in their utterance by beginning it in English but inserting one word or a couple of words in Indonesian in the middle of the utterance. When self-correction occurs, a student is usually producing an answer to the lecturer's question and when (s)he realizes that a mistake has occurred

in the answer (s)he corrects it by inserting word and then continuing the answer, but now with a more correct answer.

2.3.2.5 Moving from one activity to another

The previous three functions of code switching (requesting help, students helping each other and self-corrections) have been employed by the students. However, as the function of explanation showed, lecturers also use code switching. The function of moving from one activity to another is employed by lecturers and students use code switching to mark a shift in the lesson. This marking of activity shift in the lesson happens when the lecturers move from one topic to another: from discussing an exercise to teaching grammar and vice versa, from learning grammar to looking at a chapter and from giving instructions to doing a listening comprehension.

2.3.2.6 Code switching in clearing misunderstandings

There are a couple of instances where a misunderstanding occurs during a lesson and in order to clear it code switching is employed. This function of code switching is visible in the schools. When there is a need to clear a misunderstanding it is usually the case that the lecturers has misunderstood something and the student

correct them using the embedded language.

2.3.2.7 Not knowing the English counterpart

There are a couple of instances when a student or a lecturer inserts a word into an otherwise English utterance. Sometimes this code switching is triggered by the fact that the English counterpart is unknown at that moment.

2.3.2.8 Checking for understanding

Part of the foreign language learning process is to learn new words and expressions. The material is there to help this process; the students have chapters to read and exercises to do which teaches them new vocabulary. In the teaching situation, when the class is, for example, doing an activity in English, the lecturer should make sure that all students know all the words in that activity. If there are new words or expressions, the lecturer can ask the students what the words mean in the first language. In other words, the lecturer does not have to translate everything, by asking the students she lets them participate more actively to the lesson. Code switching occurs when the word or expression is translated in first language, or when the lecturer asks about the new vocabulary in first language.

2.3.2.9 Unofficial interactions

Interactions that are not demanded by the lesson are called unofficial interactions. In his study he discovered that it was the mother tongue that was used in these instances. He describes the unofficial interactions as cases of student to student interaction, for example in group activities where procedural matters are discussed. However, sometimes the lecturer employs this function as well, for instance, to discuss extra-pedagogical matters such as happenings in the town. All in all, this function of code switching occurs when either the students or the lecturer are talking about issues not related strictly to the lesson.

2.3.2.10 Students' comments

The previous category of functions dealt with unofficial communication occurring at the same time as the lesson is going on. The unofficial interaction that take place has little to do with the present lesson content. The function of students' comments differs from the function of unofficial interactions in that the comments made by students are linked with the situation at hand. The students mainly comment on the exercises or activities, or events relating to the exercise.

2.3.2.11 Student initiation

Those switches motivated by, for instance, a wish to request help or to clear a misunderstanding. In this section, the case of code switching where a student's code switching from first language to English is followed by the lecturer's switch to English as well.

2.3.2.12 Lecturer admonitions

The name for this category comes from Canagarajah's article dealing with the functions of code switching. Canagarajah (1995: 183) explains this function as one that is used when the lecturer is disappointed with the students, and (s)he uses the mother tongue to express this anger or frustration.

2.3.2.13 Grammar translation

As was pointed out above, in both classrooms one theme in the lessons is grammar. However, as the target is to teach English grammar, there is bound to be a lot of code switching, which is conscious. There are two functions of code switching when teaching grammar: grammar translation and grammar explanation. It will separate these functions from the function of explanation and treat them as individual functions. The reasons are, firstly, that the language is treated differently in explanations and when teaching

grammar. When explanation occurs the language is a means for communication. When teaching grammar, though, the language is treated as an object. In other words, code switching in explanation takes place because someone does not understand the lecturer's English words; in contrast, when the lecturer is teaching grammar in first language, code switching occurs because of a necessity as the examples are in English. Secondly, in grammar translation and grammar explanation both the lecturer and the students employ code switching, whereas in explanation only the lecturer employs code switching.

2.3.2.14 Grammar explanation

Grammar explanation differs from grammar translation in that during teaching grammar in first language the lecturer uses English words which she does not translate. The base language is first language, English is used because the lecturer is teaching English grammar; thus the examples are in English.

2.3.2.15 Lapses

Some of the instances of code switching cannot be categorized into functions, instead, they could be simply treated as lapses. Lapses are instances where the lecturer is

speaking first language for example but says a word or a couple words in English. These English words are spoken almost accidentally, since they are not required. Lapses occur in the lecturers' speech since they are used to speaking may slip an English word sometimes.

2.3.3 Reasons motivate lecturers code switching in EFL classroom

When code switching occurs, the motivation or reasons of the speaker is an important consideration in the process. According to Hoffman (1991:116) there are number of reasons for bilingual person to switch their languages such as: (1) talking about a particular topic, (2) quoting somebody else, (3) showing empathy about something, (4) interjection (inserting sentence fillers or sentence connector), (5) repetition used for clarification, (6) expressing group identity, and (7) intention of clarifying the speech content for the interlocutor.

In this study, to analyze reasons motivate the lecturer and students using Hoffman theory.

2.3.1 Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language than any other language. Sometimes, speakers feel free and more comfortable to express emotional feelings in other languages that are not used daily. This statement means that the speakers would like to emphasize on a particular topic to others.

2.3.2 Quoting somebody else

People often use the word quotations, phrases, and expressions that they like from famous people sometimes, quotations from different languages such as English proverb. They use it because they want to express and emphasize sometimes look better.

2.3.3 Showing empathy about something

People often switch their language to express empathy about something. In some cases using other languages, English, easier to demonstrate their empathy rather than using L1 such as Indonesia. In addition, the use of appropriate language able to make a strong meaning.

2.3.4 Interjection (inserting sentence fillers or sentence connector)

Interjection is a type of sentence fillers or sentences connector that is often used by people naturally like "*By the way, Anyway, Aha, etc.* exclamation is also referred to as short as" *Dam!, Hey!, Well, look!, Etc.* As an interjection or exclamation sentence include fillers such as: *nah, a, lah* (conceded obviously), *you know* (exclamation of surprise), *anu* (showing hesitation) and question tags.

2.3.5 Repetition used for clarification

When people are bilingual or multilingual intend to clarify their speech so that it will be better understood by the students, they sometimes can practice either of the language that they master said the same message. Often, the message in the code is repeated in the other code literally. A repetition not only serves to clarify what is being said, but also stressed or emphasized the message.

2.3.6 Intention of Clarification the speech content for the interlocutor

When the conversation of other bilingual or multilingual bilingual or multilingual, there will be a lot of code switching and code mixing occurs. It means to make the contents of his speech went smoothly and can be understood by students. A message in the code is repeated in the other code in a somewhat modified form.

2.3.7 Expressing group identity

Code switching and code-mixing can also be used to express the identity of the group. The way of communication of their academic discipline groups, clearly different from the other groups. In other words, the way of communication of the

different communities of people who are outside of the community.

2.5 Assumptions

Following areas have been assumed by the researcher:

2.5.1 Firstly, codeswitching is used extensively in EFL classrooms at IPDN NTB

Campus, though it is not acknowledged, accepted and allowed by the new breed of communicative and direct methods language users.

2.5.2 Secondly, students always welcome the use of codeswitching in EFL classrooms at IPDN NTB Campus.

2.5.3 Thirdly, the use of codeswitching has been found facilitating and encouraging for the students and the lecturers at IPDN NTB Campus.

2.5.4 Lastly, codeswitching brings healthy and positive development of the students in language learning process in EFL Classroom at IPDN NTB Campus.

CHAPTER III

RESEARCH PROCEDURE

3.1 Research Design

This study is qualitative in nature with an observational case study. The strategy used in this study is descriptive qualitative in the form of ethnography. Any figures in the form of percentages are not simplified into judgments. Instead, they are discussed, analyzed, and explained using a qualitative approach. In line with this design, this study collected most of its data by conducting a passive participant observation and the focus on a particular place in the classroom when the English lecturers teach English. This strategy was used because the researcher intended to know the types, functions and the reasons of the English lecturers in using code switching in English as foreign language instruction in the classroom at IPDN NTB Campus.

Data of this study are in the forms of words, phrases, clauses exist in spoken. It is considered as properly strategy to capture naturally occurring interaction in the EFL classroom among the participants. In this case, this study attempts to see natural phenomena of classroom interaction.

3.2 Subject of the Study

The data which was analyzed in this study consist of qualitative data. It consist of English lessons which have been tape recorded and transcribed. The transcript conventions can be seen in the appendix. It was analyzed from kinds of

data sources involving; (1) the informants, namely four English lecturers and students of IPDN NTB Campus (four classes of Madya Praja in academic year 2014/2015), Praya-Central Lombok, West Nusa Tenggara Province. They were chosen as samples of this study; (2) The events are the activities when English lecturers taught in EFL classroom to their students.

3.3 Data Collection

In the process of collecting the data, the researcher used several instruments in the data analysis procedures. The instruments included; (1) recording the lecturers and students conversation in the classroom; (2) classroom observation, and (3) interview session with the English lecturers.

Classroom observation employed to explore the practical use of code switching during EFL instruction in the classroom in relation to types, functions and its reasons. The application of this observational method was based on considerations. First, it provided the researcher with direct evidence of code switching practices. Second, it also served as evidence of actual application of code switching and its function in English as foreign language (EFL) instruction. Observational method enables the researcher to be familiar and objective with the subject of enquiry since it provides him/her with a new perspective of the targeted subjects.

Passive participant observation technique used by the researcher in order to allow him to observe and to write out field-notes. The researcher observed the process of using code switching practiced by English lecturers in

EFL instruction. In doing the observation, the researcher acted as a passive participant observer. In other words, the observer took part in the activities being studied or he pretends that he is one of the participants of the class. He did not interact both of the English lecturers and the students during the learning teaching process. He sat at the back of the classroom and write down the field notes (Spradley, in Mujiono, 2013). This technique of observation was simpler since it was a direct means of recording what he observed and required no special equipment. All that needed was paper and pencil. Field notes were written expression of what was heard, seen, experienced and thought of in the course of collecting and reflecting on the data. Audio-taped utilized to back up notes taken during data gathering.

Furthermore, the researcher was conducting an in interviewing session with the English lecturers to determine the various types, functions and reasons why code-switching occurred EFL instruction. The researcher want to know whether English lecturers are facing problems when they are teaching the English subjects.

This study was applying a structured interview since the questions used in the interview be carefully ordered and worded in a detailed interview schedule. In this case, each participant was asked to answer the same questions in the same order to prevent bias between interviews and the focus on the research area.

3.4 Data Validity

In qualitative research, data were usually verified using triangulation technique. A triangulation was done to verify the trustworthiness of data or information by looking at the source of data repeatedly to arrive at the same conclusion on the phenomena observed. Technique of triangulation can increase the validity of a category in verifying data.

The researcher conducted a verification/triangulation by the other ways, namely, comparing the field-notes, the tape-scripts, and the result of interview. The field-note compared/confirmed to recordings and the result of interview.

To verify agreement with what the observer observed and what actually occurred to a certain acceptable degree, the following attempts must be made. (1) Developing objective description. The investigator recorded in the form of field-notes all the relevant data as objectively as possible since the field-notes writing was designed to deal with two distinct points. As illustrated before, field-notes contain descriptive materials and reflective materials. Descriptive materials covered the observer's objective description of the observed phenomena and reflective materials form the observer's subjectivity judgment of the same observed phenomena. This separation of notes was deliberately mean to eliminate possible confusion between those of facts and those of the investigator's personal, subjective viewpoints. In other words, such a separation was intended to maximize reliability. (2) Use more than one methods of data collection. In addition to the observation, which was adopted as the main

technique of data collection, the investigator also conducted recording and interviews to study the same data.

3.5 Data Analysis

Dealing with the above statements, classroom observations, and structured interviews were utilized to collect the data. To analyze the gathered data, descriptive analysis was utilized. The former deal with describing and analyzing the gathered data, while the later was more concerned with making decisions or inferences pertaining to phenomena described in the data.

The data gathered through classroom observations analyzed qualitatively. The analysis aimed to identifying instances of codeswitching which would be first of all analyzed using Poplack (1980) categories of the types of code switching. After that the instances of code switching, it analyzed further to find out which functions and reasons they serve using Canagarajah (1995) and Hoffman (1991). After an instance identified as belonging to a specific functional category, it analyzed further.

Some steps employed in this data analysis. First, the researcher was examining the field notes and transcripts collected from classroom observation to identify English Indonesian code switching data practiced by English lecturers in EFL instruction in the classroom. Second, the researcher was coding and labeling of each data sample utilized according its potential type. Third, all the codes was screen and the data labeled with similar codes was grouped together,

followed by a careful examination of the relationships between among different codes.

Code of similar nature then classified in mayor categories to suggest the types, functions and reasons of English Indonesian code switching in EFL instruction in the classroom. Fourth, each type re-examined carefully to ascertain that it accurately represented the nature of its supporting data. Fifth, verification done through studying the theories, looking at the data and confirming with the ones regarding the use of English-Indonesian code switching practiced by English lecturers in EFL instruction in the classroom.

CHAPTER IV

FINDINGS

This chapter present and analyzes the data concerning teacher and students' code switching in EFL classrooms. The result and findings are provided based on the research problem i.e. (4.1) The types of code switching in EFL classroom, (4.2) The functions of the teacher and students' code switching in EFL classrooms, and (4.3) The reasons lecturer and students code switching in EFL classrooms. Data in the form of speech in English and Indonesian suspected of having symptoms switching code is recorded along with the context it came in and encoded by the sequence of observation, order parts and order row (OB1/P3/L4). This step is intended to facilitate checking of data in speech.

4.1 Types of Code Switching

As explained before, there are three different types of code switching: inter-sentential code switching, tag-switching and intra-sentential code switching (Poplack, 1980). In the following, the present analyzed according to these three types. This analysis serves as a starting point to the later analysis of the functions of code switching.

4.1.1 Inter-sentential code switching

As suggested above, the inter-sentential code switching occurs between sentences or clauses, or between turns. In the type of code used in classroom when, for example, translating or explaining something

(grammar, exercise etc.). Both lecturer and students using inter-sentential code switching; Furthermore, the type of code that is used quite a lot in IPDN NTB Campus. There are 130 cases (37,04%). Inter-sentential code switching can also occur between turns. In such cases the previous turn in the following languages in language A and language B. Switching occur in the clause or sentence boundaries, where each clause or sentence in one language or the other.

Examples of the data presented in quotations (OB2/P6/L2) as shown below in bold and italicized on line 2.

Example 1

(The conversation between the lecturer and students about the work to be done)

- (1) L: Ok, guys, First at all you will have a task to do with your friends
- (2) L: I'll give you minutes to find the partner. Please do the exercise with oral practice. **Silahkan lihat di layar! Dan praktekan dialogue berdasarkan table di layar!** Do it now!

(OB2/P6/L2; 8)

In this case, inter sentential code switching was used by lecturer to ask his students to practice their speaking ability in front of the class.

Example 2

(Even code switching by the lecturer when asked student to introduce themselves in a loud voice)

- (1) L: Okey, Now, Please, try to introduce your friends. Describe your friends' identity. **Silahkan coba memperkenalkan teman anda, oke? Siapa yang maju?**
- (2) **S2: Saya pak. Ruth. I will try**
- (3) **L: Oke. Silahkan! Speak loudly, Ok?**

(OB2/P5/L2;8)

Inter sentential code switching occurred when the lecturer ask his students to introduce their friends and request to students who the first perform in the classroom as show in line 1

4.1.2 Tag-switching

Tag-switching means inserting tags in one language for words expressed in another language. In this class means that when speaking, an English lecturers or a student can enter the tag speech in Indonesia, or vice versa. The used of tag switching are 119 cases (33,90%). In addition, the tags can move freely in a sentence, they do not have the constraints of syntax. Tag-switching occurs in the classroom, but there are only a few examples from there. It is widely used by students. Tag and set certain phrases in the language that affirmed in his speech expressed in another language. Example for tag code switching can be shown below in bold and italicized on line 8.

Example 3

(Tag switching occurred when lecturer ask the student mention the prefix and give example in line 3)

- (1) S2: ***Bukan*** Brian ***pak***, Rudi sir.
- (2) L: Okay, Sorry, Rudi. ***Silahkan cari awalan dalam bahasa Inggris dan give example!***
- (3) S3: ***apa yaa....awalan Pre contohnya*** Pre-test pak, dan eee...
awalan post, contohnya Postest.. ***ya kan pak?***
- (4) Ss: {noise}

(OB2/P2/L2)

In this case, student used tag switching to make sure about her answer, after lecturer ask her to answer the question and explain or give example. It can be seen on example 3 line 3.

Example 4

(Tag switching used by lecture to make understand his students when lecturer explain the grammar)

(1) L: **Contoh kedua yang salah:** When we increase maintenance service, **we reduced** repair costs. **Yang benar:** When we increase maintenance services, we **reduce** repair costs. **Perhatikan verbnya, yaa kan?.**

(OB5/P3/L3)

In this case, lecturer used code switching from English to Indonesia to explain grammar.

4.1.3 Intra-sentential code switching

Intra-sentential code switching occurred within a sentence. In this study, the use of intra sentential occurred 102 cases (29,06%). According to Poplack (1980), it requires a lot of integration and therefore it is only used by the most fluent bilinguals. However, She would argued that while Poplack's view may be true of naturally occurring discourse, in classroom discourse there is intra- sentential code switching although the participants are not all fluent bilinguals. This type of switching occurred within a clause or sentence boundary. For example show below:

Example 5

(Intra code switching employed by lecturer when he asked the students to put the picture on the whiteboard)

- (1) L: Ok. Dimas. Can you help me! **Tempelkan di** whiteboard!
- (2) S8: {hang on the picture}
- (3) L: Who is he? **Gambar siapa ini?**
- (4) Ss: Maher Zein
- (5) L: Maher Zein. Ok. This is my idol. **Dapatkah kamu gambarkan** seperti apa dia?

(OB2/P7/L2;7;12)

Related to the use of intra sentential code switching, in this case, it can be seen on example 5 line 1, when lecture ask a student to put the picture on whiteboard. Lecturer use Indonesian language to make easy for students understand lecture direction.

From three types of code switching employed by lecturers and students in EFL classrooms at IPDN NTB, dominantly used inter sentential code switching, follow by tag switching and the last is intra sentential code switching.

4.2. Functions of code switching in EFL classrooms

The focus of this part explained different functional categories that found in the classroom. Base on this function, the researcher analyze the function of code switching in the classroom detail in this study. According to Canagarajah (in Yletyinen, 2004: 53), there are many functions of the code switching in the classroom, are as follows:

4.2.1 Explanation

Explanation occurs when (usually) the lecturers want or see the

need to repeat what has been said before in other languages to help students understand. In the EFL class describes commonly occur in the first language, the mother tongue of the students, because students are less competent in a foreign language and may need clarification to help them better understand the lesson.

Canagarajah (1995) stated that there are different strategies for explaining the issues being taught; she mentions repetition, reformulation, clarification and exemplification as such strategies.

In this case, Lecturer practice code switching from English to Indonesian performed is used to explain the concept of the function or meaning of the English forms or explains about consistent verb tense. By doing the above code, students better understand the material in question so that they can understand of English. The following describes an example of the data for these functions.

Example 6

(1) L: Now we discuss about Consistent Verb Tense. The tense of a verb when an action **sudah terjadi, sedang terjadi atau akan terjadi**. Verb have three basic tenses: present, past, and future. It's important to keep verb tenses consistent as you write. A passage that begins in present tense should continue in present tense. If it begins in past tense, it should stay in past tense. Do not mix tenses, **jadi tidak bisa dicampur, ya? ...harus konsisten**.

(OB5/P3/L1-3)

4.2.2 Code switching in clarification misunderstandings

There are some cases where misunderstandings occur during lessons and to clean than the code used. Code switching function seen in

classroom. When there is a need to remove misunderstandings that usually occur that lecturers have misunderstood something and fix student uses an embedded language.

English lecturer often practiced code switching from English to Indonesian to clarification misunderstanding occurs during a lesson. The code switching practices for clearing misunderstanding was displayed in the following data as shown in bold forms on line 2-4.

Example 7

(Conversation occurred when lecturer was clarifying misunderstanding)

- (1) S1 : Yes, sir. (read the text no. 9). My book group selected the known world by Edwar P. John.
- (2) L : **Mana yang benar, A atau B. Please explain !**
- (3) S1 : **Yang B pak, Karena yang A, tidak menggunakan huruf besar pada huruf awal kata "The Known World".**
- (4) L : Okey. So, Jawaban B yang benar. Ya, the next question, Hendro, **nomer 10. Silahkan dibaca dengan keras.**

(OB4/P8/L14-18)

4.2.3 Unofficial interactions

Unofficial interactions that are not demanded by the lesson are called unofficial interactions. In her study discovered that it was the mother tongue that used in these instances. She describes the unofficial interactions as cases of student to student interaction, for example in group activities where procedural matters are discussed. However, sometimes the lecturer employs this function as well, for instance, to discuss extra- pedagogical matters such as happenings in the town. All in

all, this function of code switching occurs when either the students or the lecturer are talking about issues not related strictly to the lesson.

Event code switching from English to Indonesian happens when a discussion among students about the material that would be presented by their group. It can be seen from the following example as shown in bold forms on line 2-3.

Example 8

(Code switching was employed by students when they were discussing about their task in group)

- (1) L: Yes, He is famous. Well, Now, I want to aa.. {each other} .. of you talk about your friend idol, right? **Jadi (.) Tanya masing-masing temannya (.) siapa masing-masing idolanya, lalu** describe in front of your class. Ok, **silahkan dalam groupnya!** I'll give you 5 minutes! **Buatlah kelompok 4-5 orang.**
- (2) **S1: Ok. Please try, Ayo, group kita idolanya siapa? Who our idol?**
- (3) **S2: Anu aja, ya.. father aja.. ayah gitu, lho!**
- (4) **S1: are you agree? Bagaimana? Ya udah kalo gitu!**

(OB1/P7/L21-31)

4.2.4 Moving from one activity to another

Three previous code switching function (call for help, the students help each other and self-correction) have been used by the students. However, as a function of the explanation shows, the lecturer also uses code switching. Function moving from one activity to another is employed by the lecturers and students. Both use the code switch to mark a shift in the lesson. This marks a shift in the lesson activity occurs when lecturers move from one topic to another: from discussing training to teach grammar and vice versa, of learning grammar to see the chapter and

of giving instructions to perform listening comprehension.

English lecturer sometimes practiced code switching from English to Indonesian to moving from one activity to another. The example of data was displayed in the following data as shown in bold forms on line 1.

Example 9

(Lecturer employed code switching after explain the previous topic, and then want to move to the other activity)

- (1) L: Please make your identity base on the screen, and you can develop this identity with important thing that need to be known by someone. I'll give you about five minutes to write your identity on your paper.
- (2) L: {After 5 minutes} Ok. Have you finished? ***Sudah selesai ? Sekarang, anda mulai memperkenalkan diri di depan kelas.*** You should describe your identity. ***Siapa yang pertama?***
- (3) Ss: (student who sitting behind) ***Mulai dari depan aja, for the first, pak?***
- (4) L: Ok. ***Kalau begitu*** we start from you (pointed the students who sitting behind)

(OB1/P1/L6)

4.2.5 Students' comments

Previous category functions dealing with unauthorized communication occurs at the same time as the lesson was going on. Informal interaction took place had nothing to do with the content of this lesson. Student comments function different from the function of informal interaction in the comments made by the students associated with the situation. The students mainly commented on the exercise or activity, or event associated with exercise.

The practice of code switching occurs by students of English to Indonesian to provide comment or clarification when she come late to the class. This can be seen in the following example as shown in bold forms on line 3-5.

Example 10

(Conversation was occurred when lecturer was teaching, suddenly a student came late)

- (1) L: Let's start with practice to answer the questions. I appoint to student one by one. We start from, hallo, Mr, what is your name? Please read the questions loudly!
- (2) S1: Riswan sir. **Siap pak**. Which sentences below best summarizes this passage? Jawaban yang benar adalah jawaban D, yaitu: If a General Appliance product is defective when purchased, the company will repair or replace it.
- (3) S5: (suddenly a student came in) **Pak, ijin terlambat**.
- (4) L: Why do you come late, Miss?
- (5) S5: **Ijin pak, saya dipanggil di bagian keprajaan**.

(OB3/P5/L3-5)

4.2.6 Lecturer admonitions

The name for this category comes from Canagarajah's (1995:183) article dealing with functions of code switching. He explains this function as one that is used when the lecturer is disappointed with the students, and (s)he uses the mother tongue to express this anger or frustration.

The use of a language code by English lecturer from English to Indonesian language on the data below, because the English lecturer wanted to show his unpleasant feeling. The example of the reason was

presented in data as shown in bold form on line 1 and 3.

Example 11

(Lecturer use code switching when lecturer discussing a topic but some student talk each other to make noisy in the classroom).

- (1) **L: Ok. The next, apa lagi? Coba yang ngobrol aja dari tadi..
Junjung**
- (2) **S16: Apa maksudnya tadi, pak?** Which one, sir?
- (3) **L: Makanya perhatikan apa yang dijelaskan.** Okay, Please! find a prefix and give an example.
- (4) **S6: Apa yaa.** Hmm... prefix dis **dalam** disqualification sir.

(OB2/P1/L15-17)

4.2.7 Students helping each other

Previous function outlines communication student-lecturer, in which the student requests assistance from lecturers who provide answers to questions. In the classroom there are also some cases in which students help each other when doing an activity that involves the whole class. Usually this type of code occurs when lecturers ask students something in English which (s) he cannot understand and another student to help with translating the lecturer questions. Cook (2001) see this as a positive way to use their mother tongue in the classroom. By translating the lecturer's words the students ensure that students who are weaker know what happened. It does not always have to be a lecturer who translated the question. Moreover, by letting students help each other lecturer creates a more natural communication situations. He can be consulted in the event of a problem, but he encourages students to solve problems between

them, the one that knows what the lecturer say can help weaker students to explain the words of lecturer.

Form of code switching from English to Indonesian conducted by lecturers of English in English language learning is intended to explain a word that is difficult for the students, so that students ask for help from his friends to answer the question. Here's an example of code in the form of bold below on line 1-3:

Example 12

(Code switching occurred when a student asked to introduce himself in front of the classroom)

- (5) S16: Good morning (.) friends. I will introduce myself, my family and my reason study in IPDN. My name is Nerius Maling. I am Papua boy. I was born in Papua on the second of March 1997. I graduated from SMAN 1 Jayapura. I am ..aaa.. **Apa anak tunggal ?**
- (6) Ss: Only a child, bro!

(OB1/P1/L42;44)

4.2.8 Student initiation

Those switch motivated by, for example, the desire to ask for help or to remove misunderstandings. In this section, the case of code where the code switch of Indonesian by lecturer, followed by student also switch to Indonesian.

Event code switching is done from English into Indonesian by the students can be seen in the following examples as shown in bold forms on line 2.

Example 13

(Code switching to Indonesia was practiced by lecturer and followed by students)

- (1) L: **Kita lanjutkan untuk bacaan kedua yaitu tentang Telephone service.** Begin answer from no 7, okey?
- (2) S12: Ok, **Tujuan dari bacaan ini adalah,** The answer is To inform
- (3) L: **For the next, after read question loudly and answer the question, untuk berikutnya silahkan sebutkan nama temannya yang akan menjawab nomor berikutnya, Ok.**
- (4) S10: According to the passage, who will install your telephone?
Yang B, pak. A serviceman. Oh yaa, siapa yaa? Oo hmm Ms.Dewi untuk nomor 9 pak.

(OB3/P6/L2)

4.2.9 Requesting for help

When students are faced with problems or questions during the lesson, they usually resort to code switch to find the answer to their problems. One common function is code switching request assistance. This function is used by students; they use it when they want to ask for help. The students ask for help when they do not know where they are supposed to be in the book (for example, want to know about the number of rows in a chapter), or when they do not know how to pronounce a word or when they need a translation of a word or when they want to ask for something from another student.

In the following example, the use of code switching from English to Indonesian carried out by a student who had difficulty in expressing difficult words in the English language. So that the student asked his help to reveal the correct English. This can be seen in the following examples are shown in the form of words in bold:

Example 14

- (7) S16: Oh ya. I am only a child in my family. I choose study in IPDN because I want to be a civil servant who can build my area that still ...
aa .. **daerah tertinggal. Apa yaa tertinggal?**
- (8) Ss: Undevelopment or traditional

(OB1/P1/L42; 44)

In this case, student difficult to find appropriate English words because of lack of knowledge. So, he asked his friend to help him to continue his speech.

4.2.10 Grammar explanation

Grammar explanation in that during teaching grammar in first language the lecturer uses English words which s/he does not translate. The base language is first language Indonesian is used because the lecturer is teaching English grammar; thus the examples are in English.

English lecturer employed code switching from English to Indonesian to explanation the grammar as shown on the data below. The data as shown in bold forms on line 2-6.

Example 15

- (1) **S4: Verb mean is "Kata kerja", sir.**
- (2) L: Good. You can say in Indonesia "**Kata kerja**". In this lesson, I'd like to explain about "Verb". How to use verbs correctly in the sentence. Verb **dipengaruhi oleh** "Tense".
- (3) S3: What is the tense mean sir?
- (4) L: **Apa yang dimaksud dengan Tense?**
- (5) Ss: Tidak tahu pak.

- (6) L: OK. Tense is **bentuk kata kerja sesuai dengan waktu**. This mean that **bentuk kata kerja untuk sekarang dan kemaren berbeda**. For example: I am going to school now, berbeda dengan I went to school yesterday. **Untuk sekarang Verb nya ditambah dengan +ING, jadi GOING, sementara untuk kemaren verb GO berubah menjadi WENT**. So, verb depend on the time.
Dapat dimengerti?
- (7) Ss: Yes, sir
- (8) L: Look at the exercise

(OB5/P1/L10)

4.2.11 Self-corrections

Apart from being used to help others, students also use the self-correction code switch. Transfer function code is very common. Students use self-correction in greeting them with start in English but include one word or several words in Indonesian in the middle of the speech. When the self-correction occurs, the student usually produce answers to questions lecturers and when (s) he realizes that an error has occurred in the answer (s) he corrects it by inserting the word and then continued his answer, but now with a more precise answer.

The use of language code by students from English to Indonesia in self-correction in their utterance because he want to help other students to answer question from lecturer. The example of function was presented in data below, as shown in bold words or phrases in line 7.

Example 16

(This conversation between lecturer and students when a student was answering the meaning of English word with wrong answer. Another student correct the answer)

- (1) L : What is the meaning of the “capitalization”?
- (2) L : **Saya akan tunjuk yang dibelakang, Brian. okey? Do You know? (menunjuk satu praja)**
- (3) Ss: Laughall
- (4) S6 : **Siap pak, May be “Penjajahan” Pak.**
- (5) Ss : (All students Laugh)
- (6) S1 : **No...no...no.... Bukan itu maksudnya.**
- (7) S2 : **Siap pak, Huruf capital. Capital letter.**
- (8) L : Good, capitalization mean (.) **adalah menggunakan hurup besar.**

(OB4/P1/L8-9)

4.3 Reasons lecturers and students code switching

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

2.3.4 Talking about a particular topic

Lecturers sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his emotional feelings in a language that is not his everyday language. Of this statements mean that the speaker wishes to emphasize on a particular topic to other persons.

Example 17

- (1) L: Okay, Prefixes ***atau awalan artinya bagian kata yang ditempatkan di awal kata, biasanya satu suku kata. Kalau dalam bahasa Indonesia seperti me-, ber-, ke-, di- dan lain-lain.*** How about in English? ***Siapa yang dapat menyebutkan contoh awalan dalam bahasa Inggris? Angkat tangan!***

(OB2/P2/1)

In example above, Lecturer explained the problem prefixes using Indonesian language to the students so that students more easily understand the concept prefixes in English.

2.3.5 Interjection (inserting sentence fillers or sentence connector)

Interjection is kind of sentence fillers or sentence connector that is frequently used by people naturally such as “By the way”, Anyway, Ans, etc. interjection is also called as a short exclamation like “Dam!, Hey!, Well, Look!, etc.

As an interjection includes exclamations or sentence fillers such as: nah, an, lah (conceding the obvious), lho (an exclamation of surprise), anu (indicating hesitation) and tag questions;

Example 18

- (1) L : ***Nah,.. Artinya kalau menemukan kata baru, maka apakah kita mengerti artinya, pernah kita mendengar? Atau pernah digunakan dalam suatu kalimat yang pernah kita baca? Kalau belum maka kita cari di kamus, bagaimana cara membaca dan mencari artinya sesuai dengan yang ada dalam kalimat.*** This is a process to find the new vocabulary, Okay. Do you understand?

- (2) Ss : yes, sir

(OB2/P1/L1)

2.3.6 Repetition used for clarification

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

Here, instead of the code is also used to perform the repetition of words to describe something. To facilitate others to understand how the speaker. For example, when a teacher explains the lesson to the students, on the other hand they use other languages to understand the students.

Example 19

(1) S5: ***Apa itu test TOEIC pak.***

(2) L: TOEIC adalah tes of English for International Communication. ***Test bahasa Inggris untuk mengetahui kemampuan berkomunikasi secara internasional.***

(OB3/P2/L2)

The above examples, the lecturer is clarifying or explaining the notion of TOEIC that asked by the students. To more easily understood by students, the lecturer use codeswitching to Indonesian.

2.3.7 Intention of Clarification the speech content for the interlocutor

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

Rather code is also often used to clarify the content of the speech, which is used for materials in conversations or teaching. For example, teachers took the meaning of sentence, for the object of discussion with the students.

Example 20

- (1) L: Ok, ***Perhatikan ! Pertama***, Skim the reading passage to determine the main idea and the overall organization of ideas in the passage.
Artinya bahwa kita baca sepintas bacaan untuk menentukan ide pokok dan pengorganisasian ide-ide dalam bacaan.

(OB3/P2/L1)

In the above example, the lecturer explained the principle in answering questions about reading comprehension. To avoid misunderstanding for students in understanding the content, the lecturers use codeswitching to Indonesian.

CHAPTER V

DISCUSSION

The findings of this study show that both the lecturer and the students practice codeswitching in EFL classrooms. In this chapter, dealing with finding and result of this study. After analyzing the data and classifying on the types, functions and the reasons of codeswitching, the researcher intend to discuss the findings that have been investigated in this section to answer the research questions. Base on the research finding, it is clear the English lecturers utterances shows types, function and the reasons of codeswitching, in following discussions:

5.1. Types of code switching

The data from previous chapter shows that three types of code switching have different frequency of occurrence, i.e. inter sentential switching occurred 130 times (37,04%) of the total code switching occurrence, tag switching occurred 112 (31,91%) of total all code switching occurrence, and intra sentential occurred 109 times (31,05%). In this respect, the type of code switching with the most frequent occurrences is inter sentential switching. This is in line with the assumption of Ene (2007; see also Gregio & Gil, 2006) who states that code switching will be more often occurs in the speech of less fluent bilinguals. Nevertheless, this phenomena happened during the interaction and might facilitate the classroom teaching and learning process (Gregio, 2007).

By applying Poplack's (in Yletyinen, 2004 see also Ene, 2007;

Chaiwichian, 2007) types of code switching in EFL classroom context, the findings reveals that code switching was employed by lecturer and students in classrooms, although the categorizations were originally used to describe naturally occurring discourse. In this study, however, such as inter sentential was usually occurred in situations when grammar was being taught and served many functions i.e. explanation, requesting help or unofficial interaction.

The findings furthermore show that inter sentential switching was naturally occurred in a single turn (switch within a sentence or clause) i.e. when a student initiated code switching to Indonesia in a situation while the others speaking in English, to request help. This is in line with study of Timm (in Mujiono, 2012) who says that learner's code switching refers to speakers' effort to formulate sentences in the second language and to resort somewhere along the line to the first language for lack of knowledge about the grammatical structures or to fill a lexical gap in second language. Inter sentential switching could be natural choice for a student since then he/she did not have to know both English and Indonesian grammar to be able to produce a grammatically correct utterance.

Tag switching was common feature of classroom code switching as the findings suggested. This might be because the classroom activities were much space for free speaking because the lecturer usually uncontrolled the turns when students have the turn to speak. Furthermore in lecturer activities, the discussion did flow naturally. In such situations, the students focused only on the

production of a correct sentence. They did have more attention on the discussion being present.

Intra sentential was a less employed in situation when teaching and learning grammar which demonstrated the nature of that situation i.e. mode of studying is Indonesian but the examples are in English or vice versa.

Similarly, finding of Pei-she Weng (2010) support this study when he said that the use of code switching and first language would facilitate the learning of a second language. First, students like the lecturers to use Indonesian in their classroom. Second, students think it is necessary for the lecturers to use Indonesian in explaining complex grammar rules, complex concepts, and defining new vocabulary. Thus, first language can be a useful and important element to help second language learners to learn a foreign language during the learning process.

Similarly, Merritt et al., and Yletyinen (2004) found in their study of the types of codeswitching that codeswitching often functions as an attention getting device which is supported by this study as well. Both these previous studies also found that English is the formal code while the mother tongue is the informal code. This applies to this study as well to an extent, since using English has a clear pedagogical function whereas Indonesian can also serve a social function, for example, when students comment in Indonesian on an exercise to form a bond between them.

It can be conclude that in this study, all of three types of code switching

by Poplack used by lecturers in EFL classroom at IPDN NTB Campus in academic year 2014/2015. Codeswitching is useful strategy in teaching learning process. It mean that this study supporting Poplack theory about the types of codeswitching in EFL classroom.

5.2 Functions of code switching

The second discussion is the functions of codeswitching used by the lecturers in EFL classroom at IPDN NTB Campus. From 15 (fifteen) functions of codeswitching by Canagarajah, researcher found only 11 (eleven) functions of codeswitching used by lecturers and students in the classroom. They are base on the more frequency that used: (1). Explanation, (2). Codeswitching in Clarification misunderstandings, (3). Unofficial Interactions, (4). Moving from one activity to Another, (5). Students' Comments, (6). Lecturers Admonitions, (7). Students Helping Each Other, (8). Students Initiation, (9). Requesting for Help, (10). Grammar Explanation, and (11). Self-corrections.

The four functions of codeswitching were not found in this study are: (1). Not knowing the English Counterpart, (2). Checking for Understanding, (3). Grammar Translation, and (4). Lapses.

The result of the function shows that the analysis of the lecturer and the students mostly used codeswitching. When students employ codeswitching it is not, however, always because they lack the vocabulary in English to say what they want to say. They may also use codeswitching when, for instance, they want to catch the lecturer's attention. This happens, for example, when a

student wants to comment on an exercise the class is doing. By switching to Indonesian the student can indicate to the lecturer that (s)he has something to say and that the lecturer should listen. When English is the mode of instruction, Indonesian jumps out in the context, which suggests that there is perhaps some other reason besides answering the lecturer's question, for using Indonesian.

In addition, students want to help the less competent students by codeswitching to Indonesian to translate what the lecturer has asked a less competent student. These instances reveal that the students are not switching to Indonesian only when they do not know the English words, they also switch to Indonesian to catch the lecturer's attention or to help others. This suggests that the students know that it is acceptable to use Indonesian in English classrooms.

As mentioned above, lecturers practice codeswitching both from English to Indonesian and from Indonesian to English. When the lecturer switches from English to Indonesian his reasons may be to make sure everyone understands what he is saying to them (i.e. explaining) or to check that everyone understands the words in a chapter or in an activity. This is understandable since the lecturer's duty is to teach the students and a part of this teaching is making sure everyone knows what they are supposed to do or understand the chapter they are about to listen to.

Furthermore, as the students and the lecturer usually share a mother tongue of Indonesian, it clearly is accepted that both languages are employed

when teaching a foreign language in Indonesia. The reason for the lecturer's codeswitching can also be the fact that switching to Indonesian in an unexpected moment can have a powerful effect, for instance, when reprimanding the students. If the switch is unexpected to the students they know that the reason must be a serious one; thus they listen more carefully.

Catching the students' attention can also happen when the language is switched from Indonesian to English, for example, when the lecturer moves from one classroom activity to another. The students know that they have to pay more attention to the lecturer's words as English is not their stronger language. In the function of moving from one activity to another codeswitching occurs both from Indonesian to English and vice versa. When the switch is from English to Indonesian, the reason is usually that the lecturer begins to teach grammar. These two instances above show that there is a difference in the direction of the switch. A switch from Indonesian to English is employed when beginning a classroom sessions related to communication (e.g. a speaking), a chapter or a listening comprehension.

When the direction of the switch is from English to Indonesian, its purpose is usually to start teaching and learning grammar. All in all, employing codeswitching, when moving from one classroom episode to another, is an effective way to separate different classroom episodes. The lecturer has chosen to use English for certain classroom activities (e.g. having a discussion or going through a chapter in the book) while Indonesian is reserved for the other

activities which include teaching grammar or preparing for test. Therefore, when the language changes the students can also expect a shift to something else in the lesson.

As mentioned above, the lecturer employs codeswitching from English to Indonesian. It seems that these switches are usually a conscious choice since by practicing codeswitching the lecturer can for instance help students who do not understand something. Codeswitching takes place in different parts of the lessons: when teaching grammar, working through a chapter, doing exercises and checking them, having a discussion or when playing games. The findings show that especially the students use English mostly in materials – dependent talk. The students use English when it is demanded by the activity or the textbook, but Indonesian for unofficial interactions during the lessons, for commenting on the exercise etc.

It was interesting to find out how the students sometimes make a distinction with the exercise (e.g. answering the lecturer's question in English) and the other activity (e.g. requesting help or correcting oneself in Indonesian) by employing codeswitching. The students know that they are required to use English when they are doing, for instance, a question-answer exercise. But when they want to, for example, ask the lecturer something they switch to Indonesian. This tendency was visible in IPDN NTB Campus. This behaviour by the students indicates that the two languages in the classroom have different roles and meaning. As the context is teaching English as classroom subject to

Indonesian student, the students treat it accordingly. English is used when the activities demand it (e.g. the lecturer asks questions he wants the students to answer), but Indonesian is used when the students want to know something relating to the activity (e.g. what a word is in English or a line number in a chapter) or when communicating with another student. This indicates that the students do not see classroom environment as a real communication situation where they could use English at all times. They know that Indonesian is an allowed language, so resorting to it when a problem arises is usually the first thing to do. This is not to say that they should not do so, it is understandable to use Indonesian if one has, for example, limited vocabulary.

However, especially in IPDN NTB Campus the lecturer should encourage the students to use English most of the time, for example, ask them to repeat in English what they have said in Indonesian. Besides material-dependent talk, the lecturer use codeswitching from Indonesian to English also when managing the classroom (moving from one activity to another), when slipping an English word to an otherwise Indonesian utterance and sometimes when engaging in an unofficial interaction with a student.

This would indicate that as the lecturer is a more confident communicator, his range of using English is wider. Moreover, the lecturer has to consider the pedagogical aspect of teaching the students to communicate in English which shows in the way the lecturer trying to use as much English as possible.

The findings indicate that Indonesian is used a lot in student-to-student talk, for examples, unofficial interactions or commenting on an exercise; in disciplinary talk, when the lecturer reprimands the students; and in students initiation to lecturer. Using Indonesian when reprimanding the students is more effective, since Indonesian is their mother tongue, so they cannot claim to not understanding the lecturer. The use of Indonesian in some instances, for example, student-to-student communication, indicates that it is a closer language to the students; they express more intimate thoughts in Indonesian while English is almost solely reserved for the communication demanded by the textbook or materials.

Furthermore, when students use Indonesian instead of English they may want to indicate to the other students that they want to level with them, if they were using English the others might feel that this student was showing off his/her English skills.

Grammar teaching is an interesting feature of classroom discourse as far as codeswitching is concerned. This study has treated grammar as being codeswitching since there is language alternation in such situations. However, this study aware the fact that codeswitching which occurs when teaching grammar differs from other functions of codeswitching. Other times codeswitching may serve a social, discourse or pedagogical function, but when grammar is being taught these functions do not apply for the most part. The pedagogical aspect applies to a certain extent since the aim is to teach the

students English grammar. Grammar teaching could be seen as serving an exemplary function since the examples are in English but the actual teaching takes place in Indonesian. At the same time, this study recognises that there are arguments against treating grammar teaching as codeswitching since there is not a possibility to choose which language to use, the language for teaching grammar is usually Indonesian, the codeswitching occurs since the examples are in English.

The findings of this study have similarities to other studies done on functions of codeswitching. Canagarajah (1995) found that English is only used for material – based communication, while the mother tongue is reserved for other activities. The findings of this study support this idea. However, this study also found that English is sometimes also used for other activities in EFL classrooms, for instance, in unofficial interactions or in student initiation. There was only one instance of both of these functions, still it is noteworthy to discover that English is used in such situations sometimes. This would suggest that the limitations for using English and the mother tongue in Indonesia are not as strict as they appear to be Jaffna where Canagarajah conducted his study.

Interestingly, even though Canagarajah' and Merritt et al.'s studies have been conducted in an ESL context, there are similarities to EFL classrooms but also differences in the occurrences of codeswitching.

5.3 Reasons Lecturers and Students Motivate Codeswitching

This research also found the reasons of code switching. The several reasons used by the Lecturer in teach in EFL classroom at IPDN NTB Campus. The first, an interjection this found occurred because of natural and when utterance who was teaching with spontaneous. Interjection is word expressions, which are inserted into a sentence to convey surprise, strong emotion, or again attention, in this study the Lecturers used interjection in classroom, and this study also found the reasons of code switching as an intention clarifying the speech content for the students, it means to make the contents of his speech runs smoothly and can be understood by the students. The Lecturers were using them because to make the students understand, in this study also found that the Lecturers used repetition for clarification. The researcher just fined four reasons of code switching among seven the reasons of code switching. Interjection, repetition used for clarification, talking about a particular topic, and intention of clarifying the speech contents for the interlocutor.

Overall the teacher using code switching in order to better understand for students and the atmosphere was not tense and not get bored. Furthermore, the researcher would assume that code switching can be a useful strategy in bilingual class instruction. If the aim is to make meaning clear and to transfer the knowledge to the students in an affection way.

The result of this study is similar with Mingfa Yao (2011) study. This accordance suggests that teachers and students a have similar positive attitude to teachers' codeswitching in EFL classroom. While Liu Jingxia (2010) also stated

that the switching to first language is prevalent in the EFL classroom and that it plays a positive role in the process of teaching and learning of English language.

The findings of this study suggest that codeswitching is not thought of as a forbidden practise or bad behaviour. The lecturers allow the students to use codeswitching; they do not indicate verbally that they want the students to use English in certain situations. However, by their own language choices they demonstrate to the students that, for instance, English is the only language in some situations. This is shown by the way the lecturers respond in English to a student's Indonesian question or the way they quickly go back to speaking English if they switch to Indonesian due to a lapse or a student's codeswitching.

Furthermore, the findings suggest that it is more common to switch from English to Indonesian than the other way around. This would indicate that English is the mode of instruction over half of the time during lessons, both the lecturers and the students use English in activities, but Indonesian is employed to help facilitate the communication or to make a distinction between the exercise at hand and the other activity, for example, in requesting help.

It can be concluded that Indonesian and English go side by side in EFL classrooms in Madya Praja class at IPDN NTB Campus in academic year 2014/2015, both languages seem to have their own functions in the classroom although some functions overlapping. Finally, the use of code-switching enables the lecturers to convey precise meaning which helps enhance learning (Gumperz, 1982). Possibilities of misunderstanding are minimised as their native language is also used while

teaching learning process.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

From some of the findings obtained through analysis of the data in this study, some conclusions can be drawn about the types, functions and the reasons or factors causing the emergence of code in the teaching of English in the teaching of English as foreign language in Madya Praja class at IPDN NTB Campus in academic year 2014/2015 are as follows:

6.1 The types of code switching in EFL teaching English as in IPDN NTB

Campus can be divided into three kinds: (1) Inter sentential code switching, (2) Tag switching, (3) Intra sentential code switching. Of the three kinds of code switching performed is dominant over Inter sentential code followed by the tag switching and Intra sentential code switching. Because learning takes place in English, the use of code switching mainly from English to Indonesian considered the most effective in delivering course material.

6.2 This study found 11 (eleven) code switching functions are sorted by frequency of use, namely: (1) Explanation (2) Code of switching in clearing misunderstandings, (3) Unofficial interactions, (4) Moving from one activity to another, (5) Student's comments, (6) Lecturer admonitions, (7) Students helping each other, (8) Students initiation, (9) Requesting help, (10) Grammar explanation, (11) Self Corrections.

6.3 It can be concluded that there are four factors among seven the reasons of code switching that cause or reason code switching. They are : Interjection, repetition used for clarification, talking about a particular topic, and intention of clarifying the speech contents for the interlocutor. Of the seven factors that cause this code switching, factors repetition for clarification is the most dominant. This is caused by the lecturer utterance always translate from English to Indonesian with the aim that students understand the material presented. This is because many of the terms that were not understood by the students so that lecturers should explain to instill an understanding to the students.

This study has many limitations, besides very short time available, also limited sample size does not allow to draw conclusions about language teaching at IPDN in general. The lecturers who agree to participate are not likely to be representative. However, qualitative research requires informants who are willing to observe and share their thoughts and experiences, interested in discussing the dilemma of teaching so that in-depth interviews to be honest and helpful. Only from experienced lecturer is possible to get an understanding of the way that they have formed a pragmatic approach to language teaching and how they balance the use of TL and L1. Observations were carried out aiming to be as unintrusive as possible. The study set out to describe the proper use of language should be done with a more quantitative focus.

5.2 Suggestions

Associated with the conclusion of the findings in this data analysis, suggestions proposed are: Various of codeswitching found in the teaching of English as a foreign language in Madya Praja at IPDN NTB Campus in academic year 2014/2015 is used as a medium of communication, should be minimized its use in teaching and learning to train students to use language correctly. Conditions of code in learning can be protected given the interest of communication should be established between lecturers and students. Rather codeswitching can facilitate knowledge transfer lecturers while students can more easily absorb the material presented lecturers. The factors that cause codeswitching in learning activities by educators should be considered to familiarize students use correct language. Necessary to study more specific and comprehensive functions such as code switching explains, confirms, expressing feelings and so on. The emergence of some linguists view related to the field of sociolinguistics will produce diverse studies. Therefore, it needed a similar study by taking the data in different locations and the theories used as a reference in the analysis of the data found.

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Appendices

APPENDIC 1.1
CLASSROOM OBSERVATION (I) TRANSCRIPTION
MADYA PRAJA CLASS D-6

Date : Hold on (February 13th, 2015)
Class : Madya Praja D-6
Number of students : 27 students
Length of the lesson : 2 x 50 minutes
Material of the study : Introduction
Part I

- (9) L : Hallo, Good morning. How are you this morning?
(10) Ss: Good morning sir, I am fine, and you?
(11) L: I am fine too. Okay. Before we start our study, Please! Pray at the moment.
(12) Ss: Ok, get ready please, before we study, we pray first. Please (.) pray (...) begin!
(13) Ss: {all students pray}
(14) L: Thanks. Okay. Before we continue, who is absent today?
(15) Ss: Andyka Eka Putra, sir.
(16) L: Do you know why he absent today?
(17) Ss: Because he is ***Dinas Dalam***, sir.
(18) L: Piket ? Piket mean posted guard or ***piket jaga***.
(19) L: Ok, students. Last week, at the first meeting, I explained about the rule of English lesson in this semester. Now, It is the second meeting for us in this semester. So, what is the best thing to do if we meet someone for the first time?
(20) Ss: {inaudible}
(21) L: ***Please, guess! Apa yang harus dilakukan kalau kita bertemu seseorang untuk pertama kali? You know?***
(22) Ss: ***Maybe, Perkenalan, sir.***
(23) Ss: ***Maybe, Memperkenalkan diri, sir.***
(24) L: Okay, How to say in English?
(25) Ss: Introduce
(26) Ss: Introduction, sir.

- (27) L: Okay, Introduction. In this morning we'd like to discuss about Introduction. Are you ready? ***Apa sudah siap?*** I want to know your speaking ability (.) how to introduce yourself.
- (28) Ss: I am Ready sir (.) ***Sudah pak.***
- (29) L: Ok, what do you want to know from someone for the first meeting?
- (30) Ss: We want to know (.) name (.) ***Nama...?***
- (31) L: what else?
- (32) Ss: May be, ***Alamat (.) dan status.***
- (33) L: Okey (.) ***yess. Apa lagi yang perlu diketahui? Please mention!***
- (34) ***Ss: Address atau Asal (.) dari mana, and then (.) pendidikan, pak.***
- (35) L: Well. The important thing to know is identity. ***Ya. Identitas, kan?***
- (36) L: Oke (.) In this session (.) I'd like to know your speaking ability (.) How to introduce yourself (.) in front of the class.
- (37) L: {Lecturer show the kind of identity like name, address, education etc. in slide)
- (38) L: Please make your identity base on the screen, and you can develop this identity with important thing that need to be known by someone. I'll give you about five minutes to write your identity on your paper.
- (39) L: {After 5 minutes} Ok. Have you finished? ***Sudah selesai ? Sekarang, anda mulai memperkenalkan diri di depan kelas.*** You should describe your identity. ***Siapa yang pertama?***
- (40) Ss: (student who sitting behind) ***Mulai dari depan aja, for the first, pak?.***
- (41) L: Ok. ***Kalau begitu*** we start from you (pointed the students who sitting behind)
- (42) Ss: {all students laugh}... ***betul... siapa suruh ngomong?*** Come on, Bro (.) Haa.
- (43) L: OK. What is your name?
- (44) S16: Nerius Maling
- (45) L: Ok. Please introduce yourself, your family, the reasons to choose study in IPDN and your hobby. Ok. ***Silahkan!***
- (46) ***S16: May I here, sir? Boleh dari sini ?***
- (47) ***Ss: Please! In front of the class sir. Ayo, maju di depan kelas! Haa..***

- (48) **L: Yes. Di depan kelas. Ok, Coba dibayangkan (.) bahwa anda sekarang sedang menjadi praja yang baru.** So, you should introduce yourself in front of your friends, Okay?
- (49) S16: {Student stand up in front of the class}
- (50) S16: Good morning (.) friends. I will introduce myself, my family and my reason study in IPDN. My name is Nerius Maling. I am Papua boy. I was born in Papua on the second of March 1997. I graduated from SMAN 1 Jayapura. I am ..aaa.. **Apa anak tunggal ?**
- (51) Ss: Only a child, bro!
- (52) S16: Oh ya. I am only a child in my family. I choose study in IPDN because I want to be a civil servant who can build my area that still ... aa .. **daerah tertinggal. Apa yaa tertinggal?**
- (53) Ss: Undevelopment or traditional
- (54) S16: Oh ya. My area still undevelopment . My hobby is sports like football and (.) ahm ... futsal. I like study in IPDN because I have friends from many other region in Indonesia. My best friend is Revaldy. He is from Manado. That's all. Thank you.
- (55) L: That's good. So, who the next?

Part 2

- (1) S1: I am sir. Andi
- (2) L: Ok, Please!
- (3) S1: Hello guys, Now, I will introduce myself to all of you. My name is Andy Wahyu Setyawan. You can call me Andi. I am Makasar Boy (.) and I was born in Makasar, on 22nd of November 1994, in small village in Makasar, South Sulawesi. I am Moslem. I always pray in every pray time. Sometimes I pray in my room and sometimes I pray at the Mosque. I really like sport in my free time. I usually play football, volley ball, tennis and basketball with my friends in the field behind our dormitory. I study in IPDN because I want to be civil servant after finish my study. I am happy study here because there are a lot of friends from other region in Indonesia. They are from Aceh until Papua. My parents live in Makasar. My father is civil servant and my mother **is ibu rumah tangga. Apa sih, ibu rumah tangga bahasa Inggrisnya?**
- (4) Ss: Housewife

- (5) S1: Oh ya. My mother is housewife. My favorite food is **Bakso**. Ok, that's all.
Thank you
- (6) L: Okay. That's very good. **Siapa yang mencoba lagi?**
- (7) Ss: [inaudible]

Part 3

- (1) L: Okay. The next, please, **itu yang tidur lelap di tengah itu**. Halo, What is your name?
- (2) Ss: Haa...haa...
- (3) S2: My name is Alvianus, pak
- (4) L: Yaa. Please, Introduce yourself in front of the class. Suaranya yang keras, ya?
- (5) S2: {stand in front of the class}.
- (6) S2: Good morning friends, I will introduce myself. My name is Alvianus Java. I was born on September 20th, 1994. So, I am 20 years old. I am the first child from five siblings. My hobby is play games. I study in IPDN because IPDN is the best university in Indonesia and later, I want to be a civil servant. My father is civil servant and my mother is civil servant, too. I have four brothers. They are students. I have a good friend. His name is Daniel Kawari. He come from Papua. He study in AKMIL. That's all. Thank you.

Part 4

- (1) L: The next, **yang perempuan (.) mana suaramu?**. How about you, What is your name?
- (2) S19: Ovi Alrianti, sir.
- (3) L: Okey. Please!
- (4) S19: Oke, Friends. Good morning. How are you today? Thank you for the opportunity. Let me introduce myself. My name is Ovi Alrianti (.) People call me OVI. I was born in Palangki on June 4th, 1994, and now (.) I am 21 years old. I come from Sumatra Barat
- (5) Ss; West Sumatra province.
- (6) S19: Oh yaa. I am from West Sumatra province. I graduated my study from senior high school SMAN 1 Pariaman, which took place not far from my house. I study in IPDN because IPDN is the favorite university. I have favorite

food like Martabak Mesir and hot orange. My hobbies are playing basketball, listening music, traveling and watching movie. I have two sisters and two brothers. My father is Policemen and my mother is housewife. My favorite color is yellow and pink.

(7) Ss: Your friends

(8) S19: Yaa. Let me tell you about my good friend. Her name is Rahmadhani Pratiwi. She come from Riau Province. She has characteristic feature of a high body, slim, beautiful face and she has sexy lips. Rahma often told me about his village where the village has a great tourist spot. Rahma and I have one thing in common hobby is singing. She is a vocalist in campus IPDN NTB. She has a good voice to captivate the boy. She has big family, father, mother, two sisters and two brothers. Her father is a Policeman and her mother is housewife. They live in Riau province. That's all. Thank you.

Part 5

(4) L: Okey, Now, Please, try to introduce your friends. Describe your friends' identity. ***Silahkan coba memperkenalkan teman anda, oke? Siapa yang maju?***

(5) **S2: Saya pak. Ruth. I will try**

(6) **L: Oke. Silahkan! Speak loudly, Ok?**

(7) S2: Hai, friends. Let' me introduce my friend. Her name Rizky Anisa. She was born in Pekanbaru on September 8th, 1995. She come from Riau. She was the last child of four children. She was also studying in IPDN. Her hobby is reading books, sport and eating bakso. She is my best friend. That's all. Thank you.

Part 6

(1) L: Good. Okey, now, we will study about an idol. Anda sudah dengan kata "Idol"?

(2) Ss: May be, (.) ***Idola, ya pak?***

(3) **L: Ya idola (.)** everyone have an idol (.) I have an idol (.) Now I want to ask another students (.) How about you Aziz (.) Abdul Aziz? Anda punya idola?

(4) S1: My idol is Prophet Muhammad SAW.

- (5) L: Ok. Why? Please describe your idol.
- (6) S1: Prophet Muhammad is my idol (.) because (.) I think he is a perfect person in the world. I choose him to be my idol because he has many characters. He is kindness, he is special, he is intelligence and he is honesty. After that, **Beliau tidak sombong dan sangat sederhana**. So, I think not wrong to make him is my idol.
- (7) L: **Tidak sombong mean not arrogant and very simple**. Ok. Very Good, Aziz.

Part 7

- (6) L: Now, giliran yang perempuan, ya. How about you Eza. Ok, Eza. I want to ask you about your idol.
- (7) S12: Ok, sir. My idol is Afgan
- (8) L: Can you describe your idol?
- (9) S12: He is singer. I like his song and musicality (.) moreover, he is handsome and he has very good voice. Saya sangat suka senyumnya.
- (10) L: Ok. I have idol too (.) Do you want to know (.) who my idol. Ok (.) I want show you one picture.
- (11) L: {show a picture}. Do you know him?
- (12) Ss: Yess.
- (13) L: Ok. Dimas. Can you help me! **Tempelkan di** whiteboard!
- (14) S8: {hang on the picture}
- (15) L: Who is he? **Gambar siapa ini?**
- (16) Ss: Maher Zein
- (17) L: Maher Zein. Ok. This is my idol. **Dapatkan kamu gambarkan** seperti apa dia?
- (18) Ss: He has good voice
- (19) L: Good. What else? Who want to try? Apa lagi?
- (20) Ss: He is **ganteng, sir**.
- (21) L: **Ganteng** (.) mean (.) Handsome. How about you, Brian?
- (22) S6: He is smart
- (23) L: What else?
- (24) S16: Dia **singer** terkenal di dunia, sir.

- (25) L: Yes, He is famous. Well, Now, I want to aa.. {each other} .. of you talk about your friend idol, right? **Jadi (.) Tanya masing-masing temannya (.) siapa masing-masing idolanya, lalu** describe in front of your class. Ok, **silahkan dalam groupnya!** I'll give you 5 minutes! **Buatlah kelompok 4-5 orang.**
- (26) S1: **Ok. Please try, Ayo, group kita idolanya siapa? Who our idol?**
- (27) S2: **Anu aja, ya.. father aja.. ayah gitu, lho!**
- (28) S1: **are you agree? Bagaimana? Ya udah kalo gitu!**
- (29) S4: **What is father name? Namanya, Umurnya berapa?**
- (30) S2: **We call OBAMA, deh, 50 tahun aja**
- (31) S1: **Ciri-cirinya bagaimana? What he look like?**
- (32) S3: **Dia kalem, kind and handsome, terus apa lagi, ya?**
- (33) S2: **Then, dia punya kumis.**
- (34) S3: **What else? Oh ya, dia punya sawah gitu (.) di belakang rumah.**
- (35) S4: **Dia selalu membantu kalau kita butuh dia. He wises, deh.**
- (36) S1: **Finally, Setelah itu diakhirnya nanti, bilang apa?**
- (37) S5: Thank you so much, **gitu lho?**
- (38) S1: **Ya udah. That's all.**

Part 8

- (1) L: Ok, students. Have you finish? Please group One to present your idol, Please!
- (2) Ss: Ok. Thank you for my time. My idol is father. He is 50 years old. He is calm, kind, wise and handsome. He has mustache, and he has field behind the house. He always help us when we need him. Thank you so much.
- (3) L: Good. Group two, Please describe your idol.
- (4) S1: Good morning friend. We have an idol. My group idol is teacher (.) English teacher. She is beautiful girl and she can sing English song with good voice. She is smart, friendly and easy going. She always teaches me (.) how to speak English. All of us very happy taught by her. Thank you.

- (5) L: Ok. Very good. This morning, we have discussed about introduction, introduce your friends, and describe your idol.
- (6) L: I think is enough for today. I think (.) I'll give you homework. Please describe and explain detail about your house. ***Ini PR untuk pertemuan yang akan datang. Ada pertanyaan? So, kalau tidak ada pertanyaan,*** Ok, Thank you for your attention, see you next time. Good bye.

APPENDIC 1.2

CLASSROOM OBSERVATION (2) TRANSCRIPTION

Date : Hold on Friday (February 27th, 2015)
Class : Madya Praja D-6
Number of students : 28 students
Length of the lesson : 2 x 50 minutes
Material of the study : Vocabulary Terms and Language Origins
Part I

- (56) L : Good morning. How are you this morning?
(57) Ss : Good morning sir, I am fine, and you?
(58) L : I am fine too. Okey, **minggu lalu apa materi kita?**
(59) Ss : Capitalization sir.
(60) L : (start the lesson) Now we are going to discuss about Vocabulary Terms and Language Origins. What does it mean? **Ayo apa artinya ?**
(61) S4 : Vocabulary **atau perbendaharaan kata** sir.
(62) S8 : My be **Daftar kata-kata, pak.**
(63) L : **Bagaimana dengan** Language Origins, **apa artinya?** Do you know?
(64) S2 : May be, **Bahasa asli pak**
(65) L : **Ada pendapat yang lain ?** Do you have idea?
(66) Ss : {inaudible)
(67) L : Language origins **adalah asal bahasa.** So, Vocabulary Terms and Language Origins **artinya ada daftar kata-kata dan asal usul bahasa.** You know?
(68) L : there are three ways we learn vocabulary : (1) from the sound of words (2) from the structure of words and (3) From the context of words – how words are used in communication.
(69) L : Therefore, when you encounter unfamiliar words, you should ask yourself: Does this word sound like anything I've ever heard? Does any part of the word look familiar? Or How is this word used in the sentence I just read or heard? **Mengerti maksudnya?**
(70) Ss : {inaudible)
(71) L : **So, ketika kita menemukan kata-kata baru, kita harus melihat apakah kata itu sama dengan yang pernah kita dengar? Atau apakah kata**

itu sering kita dengar? (.) Dan bagaimana kata itu digunakan dalam kalimat yang pernah kita dengar atau kita baca, ya kan? Is it correct?

(72) Ss : **Maksudnya sir ? what does it mean?**

(73) L : **Artinya kalau menemukan kata baru, maka apakah kita mengerti artinya, pernah kita mendengar? Atau pernah digunakan dalam suatu kalimat yang pernah kita baca? Kalau belum maka kita cari di kamus, bagaimana cara membaca dan mencari artinya sesuai dengan yang ada dalam kalimat.** This is a process to find the new vocabulary, Okay. Do you understand?

(74) Ss : yes, sir

(75)

Part 2

(5) L: Okay, we continue to the next. Each lesson of this book presents a word list, so, you can try this process. As you read each word list, you will find that you already recognize some of the words—may be from your reading and listening vocabularies—and the ones you don't know you will learn as you proceed through the lesson.

(6) L: Word parts –Prefixes, Suffixes, and Roots. **Apa artinya?** Masih ingat?

(7) Ss: {inaudible}

(8) L: In Indonesian language, **artinya prefixes adalah awalan, suffixes adalah akhiran dan roots adalah asal kata.**

(9) L: Okay, Prefixes **atau awalan artinya bagian kata yang ditempatkan di awal kata, biasanya satu suku kata. Kalau dalam bahasa Indonesia seperti me-, ber-, ke-, di- dan lain-lain.** How about in English? **Siapa yang dapat menyebutkan contoh awalan dalam bahasa Inggris? Angkat tangan!**

(10) S1: **saya pak.** Prefix im-- **dalam** impossible

(11) L: Great. What else?

(12) S4: In **contohnya** dalam in-consistent, in-correct.

(13) L: **Apa lagi, coba yang ngantuk-ngantuk... yaah. Kamu... si... Brian!**

(14) S2: **Bukan Brian pak,** Rudi sir.

(15) L: Okay, Sorry, Rudi. **Silahkan cari awalan dalam bahasa Inggris dan give example!**

(16) S3: apa yaa....Pre-test pak, dan eee... post test.. **ya kan pak?**

(17) Ss: {noise}

- (18) L: Good answer. **Yaah, Biar dia ngantuk tapi memperhatikan.**
- (19) L: **Ok. The next, apa lagi? Coba yang ngobrol aja dari tadi.. Junjung**
- (20) **S16: Apa maksudnya tadi, pak?** Which one, sir?
- (21) L: **Makanya perhatikan apa yang dijelaskan.** Okay, Please! find a prefix and give an example.
- (22) S6: **Apa yaa.** Hmm... prefix dis **dalam** disqualification sir.
- (23) L: **That's right. Yaa, banyak contoh** prefix **seperti:** in-, anti-, pre-, post-, un-, non-, con-, dis- ect.

Part 3

- (1) L: (Lecturer continue to discuss the lesson)
- (2) L: **Berikutnya bagian dari kata adalah** Suffixes **atau apa ayo.....?**
- (3) Ss: **akhiran,** sir. Is it right?
- (4) L: **Coba berikan contoh** suffixs. **Yang ngantuk lagi, itu?**
- (5) **S6: Ini pak** Farid.
- (6) L: Okay, Farid. **Sebutkan contoh! Give example!**
- (7) **S7: Akhiran "tion" dalam** Capitalization
- (8) L: **yaah. Bagus.** So, **Banyak lagi akhiran dalam bahasa Inggris, seperti:** --ion, --ship, --nes ect. You will learn more about suffixes and their meaning in next time.
- (9) L: For example. The word sterilize is a verb meaning to sanitize. As an adjective, it takes the suffix, --ile and becomes sterile. As a noun, it takes the suffix -tion and becomes sterilization. The suffix changes the word's job in a sentence, and it also helps give you a clue as to be meaning of an unfamiliar word. You will learn more about suffixes and their meanings and job in next chapter.
- (10) L: Okay, we continue to the roots. It's the pieces of words that carry direct meaning are called roots. **Dasar kata yang mempunyai arti.** Many English words stem from ancient Greek and Latin words, and because so many English words have their source in certain recurring root words, knowing some of the most commonly used roots gives you access to many words at once.
- (11) Ss: {Inaudible}
- (12) L: Thus, when you combine your knowledge of prefixes and suffixes with your knowledge of roots, you can figure out the meaning of many

unfamiliar words. For example, **kata COGN artinya TAHU** [the word COGN mean to know]. **Kata yang termasuk rootnya adalah RECOGNIZE artinya mengetahui** [Words that include this root are recognize, meaning to identify as known], **INCOGNITO artinya tidak dikenal** [incognito, meaning unknown], dan COGNITION **artinya pengetahuan** [and cognition, meaning knowledge]. **Anda dapat melihat bagaimana mengetahui dasar dari tiga kata di atas, dengan memahami prefixes dan suffixes dapat membantu untuk mengetahui makna kata yang baru** [You can see how knowing the base of these three words, in addition to having knowledge of prefixes and suffixes can really help you work out the meaning of unfamiliar words].

- (13) S4: **ooh.. gitu ya pak. Jadi harus kita tahu** suffixes dan prefixes **nya ya?**
- (14) L: **Ya. Istilahnya affiksasi. Jadi harus sering membaca dan menghafal kosa kata yang baru kita dengar, sehingga tinggal ditambah** prefixes dan suffixes.
- (15) L: You'll learn more about roots in next times.

Part 4

- (1) L: Okay, **sambil jalan kita teruskan dengan istilah SYLLABLES**
- (2) L: When you were first learning to read, you learned about syllables, the parts of words that carry separate sounds **atau suku kata**. Breaking words into syllables is one of the best strategies for seeing if a word is in your listening or reading vocabularies. It's also help you break larger words into smaller, more manageable, and often more recognizable parts. This will be especially helpful in chapter IV, 5, 6 and 7, when you are working with vocabulary List that teach you about prefixes, suffixes and roots. By breaking word down into syllables, you will be able to identify the meaning of unfamiliar words that contain these word parts.

Part 5

- (1) L: **oh...yaa selanjutnya, eh ya**, now, we look Preposition of Time and Place. Look at the itinerary and answer the questions. Ok. Please open book! The International Business Person. (Lecturer show the itinerary on screen).

Date	Depart	Arrive	Flight	Hotel
Monday 9/10	New York 6:14 am	Rio 5:32 pm	Pan Am 201	Hotel Rio 12Blvd of the American
Monday 9/17	Rio 5:54 am	Paris 10:18pm	Vargis 102	Hotel Mary 678 St. Anne
Tuesday 9/18	Paris 2:30 pm	Marseille 10:35 am	Air France 47	Hotel Niva Quai des Anglais
Thursday 9/20	Marseille 2:30 pm	Algiers 5:56 pm	Air France 309	Hotel Geneva Place Ali
Sunday 9/23	Algiers 6:34 am	Rome 8:48 am	Alitalia 445	Transit
Sunday 9/23	Rome 11:17 am	Moskow 7:25 pm	Aeroflot 570	Intourist Hotel
Friday 9/28	Moskow 11:05 pm		Aeroflot 571	
Saturday 9/29		Beijing 10:14 am		Friendship Hotel

1. What day does the traveler leave for Rome?
 2. What time does she arrive in Moscow?
 3. What street is the Hotel Mary on?
 4. When can the traveler find the Hotel Geneva?
 5. What times does she get to Rome?
 6. When does she leave Algiers?
 7. Where will she stay in Marseille?
 8. What airline does she fly on to go to from Paris to Marseille?
- (2) L: aha.. we start with no one, please. Ovi, Please no 1!
- (3) S8: I know the answer.... The answer is a..
- (4) L: **Ayo cepat.** Can you?
- (5) Ss: {crowded and laugh}
- (6) S8: What day does the traveler leave for Rome? The answer is Sunday sir.
- (7) L: **Berikutnya, di pojok belakang. Answer for number 2**
- (8) S10: ahmm.. What time does she arrive in Moscow? Sunday: 7:25 pm sir.
- (9) L: **The next question, saya tunjuk untuk jawab no 3.** Ok, Gusti.
- (10) S11: What street is the Hotel Mary on? Ahm... on 678 St. Anne, sir.

(11) L: aha hmmm good, ok, you..do.. understand about it.

Part 6

(3) L: Ok, guys, First at all you will have a task to do with your friends

(4) L: I'll give you minutes to find the partner. Please do the exercise with oral practice. **Silahkan lihat di layar! Dan praktekan dialogue berdasarkan table di layar!** Do it now!

(5) S1: ***Apa semua harus dikerjakan pak?*** Is it correct?

(6) S3: *Dialognya di depan kelas pak?*

(7) L: Yes, You should practice in front of the class!

(8) S6: *Ada yang tidak punya partner, pak.*

(9) L: ***Mana partnernya?***

(10) Ss: ***Ijin Dinas dalam di Asrama pak.*** He is in Dormitory sir.

(11) L: You with me. Talk and discuss about the exercise. ***Jangan ngobrol dulu!*** Now, we discuss about these exercise !

Part 7

(1) L: {Lecturer begin the lesson}

(2) L: Okay, now, we discuss about restatement. Often, restatement and contrast clues will lead you sight to the meaning of unfamiliar words. For example, read the following sentence and see if you can figure out the meaning of the italicized word from closely examining the surrounding text.

(3) L: *Although when Hannah joined the company she was promised perquisites every six months, she has been working at the company for two years and has never received any sort of bonus.*

(4) L: What the meaning of perquisites here? ***Kira-kira apa maknanya.***

(5) Ss: {inaudible}

(6) L: ***Coba lihat awal kalimat,*** Although mean "***walaupun***" ***coba, terjemahkan kalimat itu!***

(7) S2: ***Walaupun ketika Hannah bergabung di perusahaan itu dia dijanjikan "perquisites" setiap 6 bulan, dia bekerja di perusahaan itu untuk dua tahun dan tanpa pernah menerima bonus.***

(8) S3: So, perquisites ***artinya bonus, yaa kan pak?***

(9) L: Great. So, kita bisa menebak makna kata itu melalui petunjuk, atau ungkapan yang diulang dengan kata yang lain, seperti “perquisite” diulang dengan kata “bonus”. This is a restatement. Kata “walaupun” ini menunjukkan pernyataan kontras. Faham maksud saya?

(10) Ss: Yes, sir.

(11) L: Coba analisa kalimat berikutnya. Saya tunjuk aja yaa. Septiana, please read and translate!

(12) S2: Haa...Bukan Septiana, pak, tapi Septarina.

(13) L: Ohh yaaa, sorry, saya lupa tadi. Okay, silahkan!

(14) S10: She was exempt from duty that day. She was excused because she had been injured. Artinya: “Dia apa yaa..artinya “ was exempt” dari tugas hari ini. Dia was excused apa pak,karena dia sedang sakit.

(15) L: excused artinya apa?

(16) Ss: ijin, pak

(17) L: excused artinya (.) aa...dijijinkan. Ini kalimat passive, rumusnya (tobe + V3).

(18) S10: oh yaa.. diijinkan, karena dia sedang sakit.

APPENDIC 1.3

CLASSROOM OBSERVATION (3) TRANSCRIPTION

Date : Hold on Wednesday (March 04th, 2015)
Class : Madya Praja D-4
Number of students : 28 students
Length of the lesson : 2 x 50 minutes
Material of the study : Reading: How to answer Reading Test.
Part I

- (76) L : Good afternoon. How are you this afternoon?
(77) Ss : Good afternoon sir, I am fine, and you?
(78) L: It is not so bad. I am very glad to see you again, after long holiday last week.
(79) Ss: Me too, sir. We miss you sir.
(80) Ss: Ooo.... yaaa
(81) L: Okay, Do you remember what our topic last time.
(82) Ss: Vocabulary Terms and Language Origins, sir.
(83) L: Okay, before we continue to our material for this afternoon. Please submit your homework. ***Siapa ketua tingkat D-4. Silahkan dikumpulkan dan diurutkan sesuai dengan nomor absen.*** Please, do it.
(84) Ss: Yes, sir.
(85) L: ***This homework for midterm. Jadi bobotnya 30%. So, bagi yang tidak mengumpulkan pada hari ini, sesuai dengan kesepakatan, maka nilainya akan dikurangi.***

Part 2

- (3) L: Okay, ***sudah kumpulkan homeworknya semua?***
(4) Ss: ***Yes.....Sudah semua, pak.***
(5) L: Are you ready to study now?
(6) Ss: Yes, sir.
(7) L: ***Coba bantu sambungkan Laptop saya ke LCD.*** Please help me to connect my Laptop to LCD, please!
(8) Ss: ***Kabelnya sedang diambil di ruang TU pak.*** Wait for moment, sir!

- (9) L: Ok, Our material this afternoon is reading. I'd like to discuss how to answer the reading question. **Ingat, untuk semester yang akan datang, biasanya akan diadakan tes TOEIC untuk praja semester IV.**
- (10) S5: **Apa itu test TOEIC pak.**
- (11) L: TOEIC adalah tes of English for International Communication. **Test bahasa Inggris untuk mengetahui kemampuan berkomunikasi secara internasional.**
- (12) L: Yaa, Reading Comprehension is one section in TOEIC, TOEFL and other test. I'd like to explain you **bagaimana strategi-strategi dalam menjawab soal –soal Reading Comprehension.**
- (13) L: Ok, **Perhatikan ! Pertama**, Skim the reading passage to determine the main idea and the overall organization of ideas in the passage. **Artinya bahwa kita baca sepintas bacaan untuk menentukan ide pokok dan pengorganisasian ide-ide dalam bacaan.**
- (14) L: **Kemudian kedua**, Look ahead at the question to determine what types of questions you must be answered. What the meaning of this sentence?
- (15) S3: **Lihatlah pertanyaan untuk menentukan jenis pertanyaan yang akan dijawab.**
- (16) L: Ok, Yang **Ketiga**, Find the section of the passage that deals with each question. Hallo, **praja yang bicara**, What is your name?
- (17) S7: **Siap, Andri pak.**
- (18) L: Translate the sentence, please!
- (19) S7: **Yang mana pak? What number?**
- (20) L: Number three, please!
- (21) S7: **Temukan bagian dari bacaan yang menguraikan setiap pertanyaan.**
- (22) L: Yaa, Read the part of the passage that contains the answer carefully. **Yaa, Siska, coba diartikan!**
- (23) S26: **Bacalah (.) bagian dari teks (.) yang mengandung jawaban (.) dengan teliti.**
- (24) L: **Okay, ini adalah strategi-strategi secara umum dalam menjawab pertanyaan Reading Comprehension.**

- (1) L: **Selanjutnya**, Types of questions and sample questions
- (2) L: First, Understand Main Ideas, For examples: What is the topic of the passage? (**apa topic dari bacaan itu**) What is the subject of the passage? (**apa subjek dari bacaan itu**), What is the main idea of the passage? (**apa ide pokok dalam bacaan**) What is the title of the passage? (**apa judul bacaan**) What is the main purpose of the passage? (**apa tujuan utama bacaan itu**) Do you understand?
- (3) Ss: Yess, sir.
- (4) L: Second, Recognize the Organization of ideas, For examples: How is the information in this passage organized? (**bagaimana informasi itu diorganisasikan**)
- (5) L: How is the information in the second paragraph related to the information in the first paragraph? (**bagaimana hubungan informasi di paragraf pertama dan kedua**).
- (6) L: Third, Answer stated Detail Questions, for examples: According to the passage ... (**menurut bacaan ...**), It is stated in the passage .. (**dinyatakan dalam bacaan ...**), The passage indicate that ... (**bacaan mengindikasikan bahwa ...**), The author mentions that ... (**penulis menyebutkan bahwa ...**), Which of the following is true ...? (**Yang mana berikut ini yang benar ...?**).
- (7) L: The next, Find “Unstated” details, for examples: Which of the following is not stated? Which of the following is not mentioned? Which of the following is not discussed? All of the following are true EXCEPT ...
- (8) L: The fifth, Find Pronoun Referent, for example: What does “.....” in line X refer to?

Part 4

- (1) L: **Selanjutnya**, Answer Implied Detail Questions, for example: It is implied in the passage that ... (**tersirat dalam bacaan bahwa ...**), It can be inferred from the passage that ... (**dapat diduga dari bacaan bahwa ...**), It is most likely that ... (**kemungkinan besar bahwa ...**), What probably happened ... (**apa kemungkinan yang akan terjadi selanjutnya ...**).
- (2) L: Seventh, Answer Transition Questions, for examples: The paragraph preceding the passage most likely ... (**paragraf sebelumnya dari bacaan kemungkinan tentang ...**), What is most likely in the paragraph following the passage? (**apa kemungkinan besar isi bacaan pada paragraf berikutnya**).

- (3) L: Next, Understand vocabulary in context, for examples: What is the meaning of ... ? (*apa arti dari kata ?*), Which of the following is closest in meaning to ... ? (*yang mana dari berikut ini paling mendekati artinya dengan ... ?*), The word “...” in line X is closest in meaning to which of the following? (*kata “...” di baris ke X paling mendekati artinya dengan yang berikut ini*).
- (4) L: Next, Determine where specific information is found, for examples: Where in the passage ... ? (*dimana dalam bacaan ... ?*), In which line(s) ... ? (*pada baris yang mana ...?*)
- (5) L: The last, Determine the tone, Purpose, or Course, for examples: What is the tone of the passage? (*bagaimana nada dari bacaan itu?*), What is the author’s purpose in this passage? (*apa tujuan penulis dalam bacaan ini*), In which course would this reading be assigned? (*pelajaran yang mana dapat diambil dari bacaan ini*).
- (6) L: Do you understand my explanation? *Yang belum jelas dapat ditanyakan, okay?*
- (7) Ss: {inaudible}
- (8) L: Well, let’s practice in reading comprehension. Please, you have to spend not more than 5 minutes to read and answer each passage? Do it now!
- (9) Ss: {read the passage}

Part 5

- (6) L: Let’s start with practice to answer the questions. I appoint to student one by one. We start from, hallo, Mr, what is your name? Please read the questions loudly!
- (7) S1: Riswan sir. **Siap pak**. Which sentences below best summarizes this passage? Jawaban yang benar adalah jawaban D, yaitu: If a General Appliance product is defective when purchased, the company will repair or replace it.
- (8) S5: **Pak, ijin terlambat**.
- (9) L: Why do you come late, Miss?
- (10) S5: **Ijin pak, saya dipanggil di bagian keprajaan**.
- (11) L: **Ok, sudah, silahkan duduk. Oh ya, berikutnya, baca yang keras no. 2**

- (12) **S8: Siap pak**, Where should the defective product be taken for repair or replacement? **Jawabannya c**, To an authorized service facility.
- (13) L: Great. For number 3, please, lady?
- (14) S9: **siap pak**. The author mentions all of the following procedures for customers to received satisfactions from the company, EXCEPT, **Jawabannya D**, Wait for one year from the date of purchase for free replacement.
- (15) L: **Jadi kalau sudah mengerti strategi untuk menjawab reading, tidak akan sulit untuk menemukan jawaban yang benar. Okay. Please continue!**
- (16) **S15: Saya pak**, Another word which is often used in place of “warranty” in line 3 is, D, Guarantee, **pak**.
- (17) L: **Berikutnya, the next question!**
- (18) S20: The word “it” in line 4 refers to, C, Product **pak**.
- (19) L: Finally, **Terakhir untuk text ini**
- (20) S25: We may assume that General Appliance Company would replace a product under which of the following circumstances? **Jawabannya B**, When the product was recently purchased.

Part 6

- (5) L: **Kita lanjutkan untuk bacaan kedua yaitu tentang Telephone service.**
Begin answer from no 7, okey?
- (6) S12: The purpose of the passage is, The answer is To inform
- (7) L: **For the next, after read question loudly and answer the question, untuk berikutnya silahkan sebutkan nama temannya yang akan menjawab nomor berikutnya, Ok. Biar disebut kolusi, ndak apa-apa, kan?**
- (8) S10: According to the passage, who will install your telephone? **Yang B, pak.**
A serviceman. **Oh yaa, siapa yaa? Oo hmm Ms.Dewi untuk nomor 9 pak.**
- (9) S11: The author mentions all of the following as steps for securing telephone service EXCEPT, aa hm (read the answer) Give the servicemen a key to your apartment, sir. Mr, Made for no. ten.
- (10) S12: The word “samples” in line 2 most closely means, aa...emmm....
examples, B pak.
- (11) L: **Okey, siapa yang ditunjuk berikutnya, please!**
- (12) **S12: Oh yaa, lupa aku. Berikutnya** Ms. Intra, for number eleven.

- (13) S13: The word “their” in line 5 refers to, D, Students. **Sekarang untuk no 12, Mr. Miklas**
- (14) S17: We can infer from this passage that, B, The person requesting telephone service must be at home when it is installed.

Part 7

- (1) L: **Kita lanjutkan untuk bacaan ketiga yaitu ATMs. Silahkan dijawab** Mr, Harry. After that, please, call your friend to do the next question, **Mengerti, kan?**
- (2) S21: Yes, sir. **Pertanyaannya adalah** ; What is the main idea of this passage? **Jawabannya**, The main idea of this passage is B, How to used the City Bank Machine Teller. **Betul kan** Sir?
- (3) L: Great. Next call your friends.
- (4) S21: **Ohh ya lupa pak.** I call Mr. Bonar untuk nomor 14.
- (5) Ss: {laughs}
- (6) S7: Alright. **Saya akan mencobanya**, sir.
- (7) S7: **Soalnya adalah:** What happen when you remove your card from the machine? **Ya sebentar dulu** sir, hmm (he’s thinking few second)
- (8) S7: Okay sir, The correct answer is A. Your identification number appears on a screen. **Bagaimana pak?**
- (9) L: Are you sure? **Apa artinya itu?**
- (10) S7: (translate) **Nomor ID muncul di layar pak. Oh ya pak, jadi yang benar adalah jawaban B**, The drawer opens with your cash in it.
- (11) L: **Iya, makanya kalau jawab, look at the text carefully.**
- (12) Ss: Yes sir.

Part 8

- (1) L: **Yah, kita lanjutkan untuk nomor 15. I choose the girl, Please, Siska.**
- (2) S26: **Dibaca dulu soalnya, right sir? Loudly sir?**
- (3) L: Yes, of course. Read loudly!
- (4) S26: (she read loudly). **Yang benar adalah answer ...**
- (5) L: **Ingat ada kata EXCEPT artinya kecuali. It mean that?**
- (6) SS: **Mencari yang salah pak. Incorrect answer**

- (7) L: Okay. **Lanjut.**
- (8) S26: **Yang benar jawaban yang D.** The card must be reclaimed in person from a bank teller. **Untuk nomor berikutnya, Ms Lala**
- (9) S14: OK, The question is: In line 3 “slot” is closest in meaning to D, is box, sir.
- (10) L: Great, Slot mean box. The next question by Mr. Randy
- (11) S22: The word “it” in line 12 refers to B, Card, sir.
- (12) L: **Ya, jadi** pronoun “It” **merujuk kepada** Card. Who for the last number? **Yang terakhir, siapa?** Ohh ya, Yoga, please answer the last number, please!
- (13) S28: It may be concluded from this passage that is **adalah yang benar** A.
- (14) L: Ok. Well I think it is not difficult to answer reading question if you understand the strategies how to find the answer, **ya khan?**
- (15) L: I think time is enough.

Part 9

- (1) L: Before we close this class, for your homework, please make short dialogue. You can choose the place, such as: in Dorm, Airport, Menza or in the Classroom.
- (2) S5; **Apa maksudnya Dorm pak?**
- (3) L: Dorm mean Dormitory, **you know ?**
- (4) Ss: **Asrama, sir.**
- (5) L: **Ya, asrama mahasiswa. Asrama kalian. Anda boleh pilih salah satu tempat, dan buatlah dialog singkat ini. And practice for the next week.**
- (6) Ss: **Berapa orang for one group, sir?**
- (7) L: **One group for two students, biar semua dapat praktek berbicara.** OK?
- (8) L: Do you have any questions?
- (9) Ss: No sir.
- (10) L: Ok, If no questions, no suggestion, and no comment. Thank you for your attention, and see you next week. Happy nice weekend. Bye..bye
- (11) Ss; Bye...bye, thank you sir.
- (12)

APPENDIC 1.4

CLASSROOM OBSERVATION (4) TRANSCRIPTION

Date : Hold on Friday (March 06th, 2015)
Class : Madya Praja D-7
Number of students : 28 students
Length of the lesson : 2 x 50 minutes
Material of the study : Capitalization

Part I

- (2) L: Ok (.), Today (.) we'd like to discuss about Capitalization.
- (3) L: (showing the word through in focus and asking students the meaning of word "capitalization")
- (4) L : What is the meaning of the "capitalization"?
- (5) L : ***Saya akan tunjuk yang dibelakang, Brian. okey? Do You know? (menunjuk satu praja)***
- (6) Ss: Laughall
- (7) S6 : ***Siap pak, May be "Penjajahan" Pak.***
- (8) Ss : (All students Laugh)
- (9) S1 : ***No...no...no.... Bukan itu maksudnya.***
- (10) S2 : ***Siap pak, Huruf capital. Capital letter.***
- (11) L : Good, capitalization mean (.) ***adalah menggunakan hurup besar.***
- (12) L : Okey, let see the reading text.
- (13) L : I explain the rule of capitalization (.) and after that, (.) I ask you to capitalize the word in the text. ***Kapan kita memberikan huruf besar pada kata dalam kalimat,***
- (14) L : This is capitalization rules. ***Aturan-aturan dalam pemberian huruf besar.***
- (15) L : Ok, ***Berilah huruf besar di awal kata dalam kalimat.*** If the first word is a number, write it as a word. Capitalize the pronoun I or the contraction I'm and abbreviations B.C or A.D. Capitalize the first word of a

quotation. Do not capitalize the first word of a partial quotation. **Paham maksudnya?**

- (16) S1 : **siap, pak. I understand (.) Paham.**
- (17) L : How about you (pointed students who speak to another).
- (18) S3 : **Ya pak siap, Apa artinya quotation tadi pak?**
- (19) L : Who can answer the question?
- (20) S4 : **siap pak, quotation artinya "kutipan"**
- (21) L : Alright. **Benar. So quotation mean kutipan/petikan!**

Part 2

- (1) L : Okey, **Look at the example on the screen (.) berikut sebutkan dimana harus diberikan huruf besar.**
- (2) Ss : yes, sir. **Dilanjutkan**
- (3) L : Number one, How about you Gilang, can you?
- (4) Ss : {inaudible}
- (5) S10 : Alright, **I try, sir. Yang diberikan hurup besar adalah kata I, yang berarti Saya.**
- (6) S7 : **Satu hurup awal kata "What" dalam kutipan, yaitu : I said "What's the name of your dog?"**

Part 3

- (1) L : Well, let's try to capitalize the words from the text. They are some words not capitalize, do you understand? **Mengerti maksudnya?**
- (2) Ss : no response
- (3) L : (re-explaining the capitalization rules) once again, **silahkan digarisbawahi kata yang belum diberikan huruf besar dalam text tersebut.** For example: the movie terrified me at first, after a few minutes, I began to calm down.
- (4) S8 : Mr. Gilang said "find some words happened there"
- (5) L : Yeah that's right, so please you capitalize the words.
- (6) S4 : hmm... yes
- (7) L : more, look into the screen. **Ada berapa lagi untuk digaris bawahi di situ?**
- (8) S3 : **boleh kita gunakan pen** sir?
- (9) L : yeah, you can do it.

Part 4

- (1) L : Okey, next question
- (2) S18 : (read question) "what are you doing?" my supervisor asked. "trying to finish the memo I've been writing," I implied.
- (3) S9 : **Yang mana itu, pak ? What number, sir?**
- (4) L : **Pertanyaan no 2.** Which one is correct. A, B, or C.
- (5) S19 : **Yang benar jawaban no B pak.** "What are you doing?" my supervisor asked. "Trying to finish memo I've been writing," I replied.
- (6) L : Very good. Yang C is correct, **ya kan?**
- (7) S11 : **Bagaimana dengan answer B pak?**
- (8) L : **Incorrect answer,(.) karena awal kata dalam kalimat tidak menggunakan huruf besar,** yaitu "My supervisor asked, Okey?"
- (9) L : Please, see next question.

Part 5

- (1) L : Pease read the question! **Coba baca pertanyaannya!**
- (2) S3 : a. we saw pottery made in 1550 A.D.
- (3) S4 : b. We saw pottery made in 1550 a.d.
- (4) S5 : c. We saw pottery made in 1550 A.D.
- (5) L : Well. **Yang benar jawaban yang mana ? Which one is correct?**
- (6) S6 : **Yang benar answer yang C,** pak.
- (7) L : Great, **Ya, jadi jawabannya adalah yang C**
- (8) Ss : **How about (.) Jawaban yang pertama,** sir?
- (9) L : **Ada yang bisa jelaskan?** Can you explain?
- (10) S13 : It's not **correct pak, karena kata di awal kalimat tidak menggunakan huruf besar.**
- (11) L : Very good answer. So, the correct answer is C, **ya kan?**
- (12) Ss : yes, sir.

Part 6

- (1) L : Okey, we continue to the next rule. Proper nouns, part one.
- (2) L : Use capital letter for : days of week (Sunday, Monday etc), Months (January, February etc), Holidays (Christmas, Halloween), Historical events,

periods, documents (Civil war=historical event, Dark Ages=historical period), Declaration of Independence (document)

- (3) L : **Untuk special** events, calendar events **seperti** (Bau Nyale Festival=special event, Mother's Day=calendar event). **Kemudian** capitalize names of people and places (John Doe, Habibi Center)
- (4) S1 : **Apa maksudnya** Halloween, sir?
- (5) L : Halloween **adalah acara khusus yang dirayakan setiap tanggal 31 Oktober malam dengan menggunakan pakaian yang unik, seperti pakaian pocong, hantu** dll.
- (6) L : Okey, go on to the next practice. Using these rules, choose the correctly capitalized version of each of the following pairs.
- (7) Ss : Who will answer, **pak?**
- (8) L : Please! **Praja yang sedang tidur itu**, Please Mr..... Rianda. Read loudly,
- (9) Ss : (Laugh)
- (10) S21 : Ahmmm (...) What number.....**Nomer berapa pak?**
- (11) L : Number five (5a).
- (12) S21: a. Chaucer was one of the foremost poets from the Middle ages.
- (13) S28 : b. Chaucer was one of the foremost poets from the Middle Ages.
- (14) L : Which one is the correct answer. **Ayo, mana yang benar?**
- (15) **S4 : Hmm... B yang benar pak. Answer B is correct.**
- (16) **L : Jelaskan, why answer A, salah.**
- (17) **S5 : Because, huruf a pada kata "ages" tidak menggunakan huruf besar pak.**
- (18) L: Very good answer.

Part 7

- (1) L : Look to the next, who will read and answer the question? Fitri.. you
- (2) S8 : The Martin will begin their summer with a weeklong Memorial Day celebration at a beautiful lakeside hotel.
- (3) L : What does it mean? Terjemahkan, **Apa maksudnya** ? You Jerry
- (4) S17 : **Martin akan memulai musim panas mereka sepanjang minggu dengan merayakan Memorial Day di hotel pinggir danau yang indah.**
- (5) L : That's right. So, **which one is correct, dan jelaskan yang salah!**

(6) S9: The correct answer is **A**, *karena yang B tidak menggunakan huruf besar pada huruf pertama pada kata "day", gitu, pak.*

(7) L : *Gimana yang lain? Do you understand?*

(8) Ss : yes, sir.

Part 8

(5) L : Well, now, I explain you about Proper Nouns, part two.

(6) L : Capitalize the names of structures and buildings like (Washington Memorial, Empire State Building). So, ***nama-nama bangunan pakai huruf besar.***

(7) L: Names of trains, ships, aircraft, and other modes of transportation like (Queen Elizabeth, Discovery, Lion Air, Sioux Lines, Trans World Airlines). ***Nama-nama alat transportation.***

(8) L: Names of products like ***atau nama produksi*** (Corn King Hams, Dodge Intrepid)

(9) L: Names of officials like (Mayor Daley, President Clinton, President Jokowi)

(10) L: Works of art and literature like (Black Elk Speaks (book), "Mending Wall" (poem), Mona Lisa (painting).

(11) L: Ethnic groups, races languages, nationalities like (Asian American, Caucasian, French, Indian).

(12) Ss : {inaudible}

(13) L: Well, Look the next practice

(14) S4 : Sorry sir, ***ijin pak, mau ke toilet.***

(15) L : Okey, ***silahkan!*** Who will read number nine ?

(16) S1 : Yes, sir. (read the text no. 9). My book group selected the known world by Edwar P. John.

(17) L : ***Mana yang benar, A atau B. Please explain !***

(18) S1 : ***Yang B pak, Karena yang A, tidak menggunakan huruf besar pada huruf awal kata "The Known World".***

(19) L : Okey, Hendro, the next question, ***nomer 10. Silahkan dibaca dengan keras.***

(20) S13 : We caught a vanguard Airlines flight to Orlando.

(21) L : ***Jawaban yang benar adalah yang mana? Explain clearly!***

(22) ***S13 : The correct answer is A. Dan jawaban B salah karena tidak menggunakan huruf besar di awal kata "airlines".***

(23) L : Yes.. **Look the rules, seperti yang sudah dijelaskan tadi, yaa kan?**

Part 9

- (1) L : **Coba perhatikan lagi** (explain the others rule of capitalize)
- (2) L : We continue to the next rules. **Perhatikan aturan-aturan huruf besar berikut.**
- (3) L : Capitalize : the names of cities, states, and governmental units (Des Moines, Iowa, Barrow, Alaska, Republic of Africa)
- (4) L : Street, Highways, and roads (Grand Avenue, Interstate 29, Deadwood Road)
- (5) L : Landmarks and geographical locations (Continental Divide, Grand Canyon)
- (6) L : Public Areas and bodies of water (Superior Forest, Missouri River)
- (7) L : Institutions, Organizations and businesses (Dartmouth College, Lion Club, Dodge Trucks)
- (8) L : Do you have any questions? **Ada yang mau ditanyakan?**
- (9) Ss : {inaudible}
- (10) L : Okey, **Siapa yang akan membacakan soal berikut?** Ok, Intan!
- (11) S14 : Both English and French are spoken in Montreal
- (12) L : **Yang benar adalah yang mana dan explain ?**
- (13) S14 : **The correct answer is jawaban A. Yang B salah karena tidak menggunakan huruf besar di awal kata "English". Pak.**
- (14) L : That's right. **Berikutnya nomor 16.**
- (15) S15 : (read the text) Near a body of water called firth and forth, you can see Edinburgh, Scotland.
- (16) L : **Coba praja yang ngantuk itu, please read loudly (.) nomor 17**
- (17) S10 : There is an incredible view of the Pacific ocean from Big sur, California.
- (18) L : Please find the answer and explain the wrong one.
- (19) S10 : The answer is B. **Yang salah A pak, karena tidak menggunakan huruf besar pada awal kata "Ocean".**

Part 10

- (1) L : Okey, **kita lanjutkan lagi.** We still have time about fifteen minutes.
- (2) Ss : Yaa

- (3) L : ***Saya akan jelaskan tentang*** Proper Adjectives. Proper adjective are adjectives—that is, words that modify nouns--- formed from a proper noun, often the name of place. For instance, the proper noun Canada becomes the proper adjective *Canadian* when it modifies another noun, as in *Canadian bacon*. Note that the noun is not capitalized unless it is a proper noun in its own right. Example : English muffin, Polish sausage, Japanese yen.
- (4) S3 : ***Jadi sama dengan Indonesian artist***, sir.
- (5) L : ***yaa, seperti American accent.***
- (6) L : ***Kerjakan tiga soal terakhir dan jelaskan jawaban yang salah.***
- (7) Ss : yes, sir. Aah
- (8) S6 : ***Ijin, saya pak. I will try for Soal nomor 20.***
- (9) L : Okey. ***Silahkan dibaca yang keras! Yang lain jangan ribut, dengarkan temannya mau baca.*** Are you ready?
- (10) S6 : Yes, sir. Some residents of Ireland still speak the Gaelic Language. ***Ini salah pak, karena huruf L pada kata "Language" seharusnya huruf kecil pak.*** So, the corret answer is B.
- (11) L : Great explanation.
- (12) Ss : ***Time is up, sir (.) Waktunya habis*** pak.
- (13) L : ***Ohh yaa, untuk minggu depan kita akan bahas mengenai*** Vocabulary Terms and Language Origins. Okay, See you next week ***dan selamat berakhir pekan.*** Bye bye.

APPENDIC 1.5

CLASSROOM OBSERVATION (5) TRANSCRIPTION

Date : Hold on Wednesday (March 11th, 2015)
Class : Madya Praja D-5
Number of students : 28 students
Length of the lesson : 2 x 50 minutes
Material of the study : Verb Tense

Part I

- (86) L : Good afternoon. How are you this afternoon?
(87) Ss: Good afternoon sir, I am fine, and you?
(88) L: I am fine. Okay, class. I'd like to remind you about the topic we discussed last week. What is it about? ***Apa yang telah kita pelajari pada pertemuan minggu lalu? Masih ingat?***
(89) Ss: Reading comprehension sir. ***Strategi-strategi menjawab reading pak.***
(90) L: Well. This is the score of your reading exercise last week. The most of you got high score, but some of you still got low score. May be ***praja yang tidur (.) ya?***
(91) L: Okay, students. Now, ***topic kita adalah*** Verb Tense. Do you know the meaning of Verb? ***Ayo sudah siap? Ada yang masih ingat verb?***
(92) ***S4: Verb mean is "Kata kerja", sir.***
(93) L: Good. You can say in Indonesia "***Kata kerja***". In this lesson, I'd like to explain about "Verb". How to use verbs correctly in the sentence. Verb ***dipengaruhi oleh "Tense"***.
(94) S3: What is the tense mean sir?
(95) L: ***Apa yang dimaksud dengan Tense?***
(96) Ss: Tidak tahu pak.
(97) L: OK. Tense ***is bentuk kata kerja sesuai dengan waktu***. This mean that ***bentuk kata kerja untuk sekarang dan kemaren berbeda***. For example: I am going to school now, berbeda dengan I went to school yesterday. ***Untuk***

sekarang Verb nya ditambah dengan +ING, jadi GOING, sementara untuk kemaren verb GO berubah menjadi WENT. So, verb depend on the time.

Dapat dimengerti?

- (98) Ss: Yes, sir
(99) L: Look at the exercise

Part 2

- (1) L: Let see at the Practice one. Who will try to answer number one
- (2) S12: **Siap saya sir, Kemas.** The coach just (blow, blew, blown) the whistle for the fourth time. The correct answer is blew, **BENTUK VERB PERTAMA pak.**
- (3) L: Great. Number two, **siapa yang mau mencoba no. 2.** Don't worry to make mistake. **Anda harus berani mencoba, tidak masalah kalau salah.** OK?
- (4) S9: **Saya Intan, sir.** Mr. Marks has not (do, did, done) a very good job of communicating with the staff. Done **bentuk verb ketiga, pak.**
- (5) L: Good. **Berikutnya siapa? Next...next...?**
- (6) S19: **Saya Puji, sir.** The snow (come, came) very early this winter. **Yang benar CAME bentuk verb dua, sir.**
- (7) L: **Ya, bagus. Nomor selanjutnya? Praja yang laki-laki mana?** Where are you?
- (8) S11: **Saya Jonathan sir.** Louise had already (speak, spoke, spoken) to the insurance agent several times. **Yang betul SPOKEN bentuk verb 3, pak.**
- (9) L: Okay. Question Number Five, **ayo siapa lagi?**
- (10) S21: **Saya Aisy, sir.** The buzzer will (ring, rang, rung) when it is time to enter the room. **Jawabannya adalah RING verb satu, pak.**
- (11) L: **Yak, selanjutnya?**
- (12) S26: **Saya Wira, pak.** Has your department (go, went, gone) to lunch? **Yang benar adalah GONE verb tiga, pak.**
- (13) L: Well, next?
- (14) S7: **Saya Frans, pak.** Jason (see, saw, seen) the car leaving the parking area. **Yang benar adalah SAW verb dua.**
- (15) L: **Yak, mana lagi berikutnya?** Who the next?
- (16) S17: Naufal, pak. The city has not yet (begin, began, begun) the new recycling program. **Yang benar adalah BEGUN verb tiga, sir.**
- (17) L: Okay. **Dua nomor lagi, ayo.** Two questions more!

- (18) S24: Trisna, sir. Olivia couldn't believe that she had actually (forget, forgot, forgotten) the key to her office again. FORGOTTEN verb **tiga, pak**.
- (19) L: **Terakhir, siapa? The last question, who....?**
- (20) S22: **Saya Satria**, sir. Jonathan was very nervous when he (take, took, taken) has place at the podium. **Yang benar TOOK**, verb **dua, pak**.
- (21) L: Great. **Tidak ada yang sulit, ini hanya pengulangan saja, if you remember the rules, Ok?**

Part 3

- (2) L: Now we discuss about Consistent Verb Tense. The tense of a verb when an action **sudah terjadi, sedang terjadi atau akan terjadi**. Verb have three basic tenses: present, past, and future. It's important to keep verb tenses consistent as you write. A passage that begins in present tense should continue in present tense. If it begin in past tense, it should stay in past tense. Do not mix tenses, **jadi tidak bisa dicampur, ya? ...harus konsisten**.
- (3) L: **Contoh kalimat salah**: Dany opened the car door and looks for his briefcase. **Yang benar adalah**: Dan opened the car door and looked for his briefcase.
- (4) L: **Contoh kedua yang salah**: When we increase maintenance service, we reduced repair costs. **Yang benar**: When we increase maintenance services, we reduce repair costs. **Perhatikan verbnya**, ya kan?.
- (5) L: However, sometimes a writer must show that an action occurred at another time regardless of the tense in which the passage was begun. To allow this, each of these three tenses has three subdivisions: progressive, perfect, and progressive perfect.
- (6) L: **SUdah mengerti khan? Ada yang masih bingung dengan Tense!**

Part 4

- (1) L: Now, I explain about Present tense. Present tense **adalah satu bentuk tense dari kelompok Present yang paling banyak mendapatkan porsi penggunaan. Karena sering, hampir semua ekspresi kalimat disampaikan dalam bentuk present tense, meskipun seharusnya dalam bentuk past atau dalam bentuk tense yang lain. Kelompok ini adalah**
- (1). Present tense: **contoh**: Activists lobby for change

(2) Present Continuous Tense (Progressive);

Contoh: Activists *are lobbying* for change

(3). Present Perfect tense,

Contohnya: Activists *have lobbied* for change, and

(4). Present Perfect Continuous Tense (Perfect Progressive),

Contoh: Activists *have been lobbying* for change

Ok, You can see, **perbedaan penggunaan verb untuk masing-masing contoh di atas.**

(2) **L: Semua contoh bentuk** present tense **diatas** can be used together without constituting a shift in tense. Look at the following paragraph **Untuk melihat bagaimana itu terjadi. Kata kerjanya di** highlighte, and the brackets **atau dalam kurung** adalah tense nya. Please read the text in the book!

Part 5

(3) L: Let's see the example habits in this text. **Ada beberapa contoh teks tentang** present tense, **seperti menggambarkan kebiasaan-kebiasaan dalam sehari-hari.**

(4) L: Read the text on the book, please!

(5) How about you? Do you like sport? Do you have a hobby?"

(6) L: **Contoh teks di atas adalah,** how to use present tense. **Dapat dimengerti ya ? Topik di atas menjelaskan kegiatan sehari-hari yang sering kita lakukan.** I go to school by **Apa misalnya.....?**

(7) S5: walk foot, sir.

(8) Ss: {laugh....all}

(9) L: hmm... by foot.

Part 6

(10) L: Next, Past tense Forms. Past tense shows action that happened in the past. **Kelompok ini adalah**

(1). Past tense: occurred in the past **atau Terjadi masa lampau**

contoh: Local officials spoke to the management

The reporter covered the meetings

(2) Past Continuous Tense (Progressive): continuing action in the past **atau sudah sedang terjadi masa lampau.**

Contoh: Local officials were speaking to the management.

The reporter was covering the meeting.

(3). Past Perfect tense: completed prior to another action **atau sudah selesai terjadi.**

Contoh: Local officials had spoken to the management

The reporter had covered the meetings

(4). Past Perfect Continuous Tense (Perfect Progressive): continuing action started in the past **atau melanjutkan kejadian yang dimulai pada masa lampau.**

Contoh: Local officials had been speaking to the management.

The reporter had been covering the meeting.

(1) Ok, You can see, **perbedaan penggunaan verb untuk masing-masing contoh di atas.**

(2) The past progressive tense shows a continuing action in the past. An auxiliary verb (was or were) precedes the progressive (--ing) form of verb. SO, **suatu kejadian sudah sedang berlangsung ketika ada kejadian yang lain. Contoh:** I was reading novel when you came. **Saya sedang membaca novel ketika anda datang, kemarin.** The past perfect tense shows an action completed in the past or completed before some other past action. The auxiliary verb HAD precedes the past participle form of the verb. **Artinya, kejadian sudah selesai. Contoh:** I had finished my homework. The past perfect progressive tense shows continuing action that began in the past. The auxiliary verbs HAD BEEN precede the progressive form of the verb. All the below past tense forms can be used together in writing a passage without constituting a shift in tense. The paragraph on the next page illustrates how this is done. The verbs are highlighted for you, and the brackets identify the tense. **Jadi yang ada dalam kurung merupakan identitas tense nya.**

Part 7

(1) L: Ok, **sekarang, kita lanjutkan diskusi tentang** Future Tense Forms

(2) L: Future tense shows actions that has yet to happen. **Kejadian atau peristiwa yang belum terjadi. The auxiliary verbs atau kata bantunya adalah:** will, would, or shall **berada sebelum kata kerja.**
Kelompok ini adalah

(1). Future tense: action that will happen, **peristiwa belum terjadi.**

contoh: We will begin a letter writing campaign

Newspaper will cover this case

(2) Future Continuous Tense (Progressive): continuing action that will happen.

contoh: Everyone will be writing letters.

Newspaper will be covering this case

(3). Future Perfect tense: action that will be completed by a certain time. So, **peristiwa yang akan diselesaikan dalam waktu tertentu.**

contoh: By summer, We will have written roams of letters

By summer every Newspaper will have written about this case

(4). Future Perfect Continuous Tense (Perfect Progressive): continuing action that will be completed by a certain time. **Melanjutkan kegiatan yang akan selesai dalam waktu tertentu.**

contoh: Legislators will have been receiving letters throughout the year.

Newspaper will have been covering the case throughout the year.

(3) L: Ok, You can see, **perbedaan penggunaan verb untuk masing-masing contoh di atas.**

Part 8

(1) L: Ok, now, we continue to the how verb tenses convey the meaning.

(2) L: Managing verb tense carefully helps writers avoid the confusion that comes with thoughtless use. These examples illustrate how verb tense can completely change the meaning of a sentence.

(3) L: Example: Beth discovered that Nick had left work and gone home

Beth discovered that Nick had left work and went home.

(4) L: **Pada kalimat pertama, karena** gone is the participle form, it goes with had left in the second part of the sentence. So Nick is the one who had gone home. **Pada kalimat kedua,** went is in the simple past tense like discovered in the first part of the sentence. So, this time, it's Beth who went home.

(5) L: Example: Cory told the officer that she had answered the phone and drank a can of soda pop.

Cory told the officer that she had answered the phone and had drunk a can of soda pop.

- (6) L: In the first sentence, drank is in the same tense as told—they're both past tense. So, Cory was drinking around the same time as she was telling. In the second sentence, had drunk matches had answered, so in this case, Cory was drinking around the time she answered the phone.
- (7) L: Now, **kita lanjutkan diskusi tentang** Have, not of.
- (8) L: When forming the various perfect tenses, people sometimes write of when they should write have, probably because they are writing what they hear. I should've (should've is a contraction of should have) sounds a lot like I should of. But the proper form in writing is have, not of.
- (9) L: Example:
- (10) Wrong: I could of seen the difference if I had looked more closely.
- (11) Correct: I could have seen the different if I had looked more closely.
- (12) Wrong: The park ranger should of warned the campers about the bears.
- (13) Correct: The park ranger should have warned the campers about the bears.

Part 9

- (1) L: **Sekarang, kita lanjutkan diskusi tentang perubahan** Verb Tense.
- (2) L: Sometimes, you have to switch from past tense to present to avoid implying an untruth.
- (3) L: Examples:
- (4) Wrong: I met the new technician. He was very personable.
- (5) (what happened? Did he die?)
- (6) Correct: I met the new technician. He is very personable.
- (7) Wrong: We went to the new Italian restaurant on Vine last night. The atmosphere was wonderful. (What happened? Did it burn down during the night).
- (8) Correct: We went to the new Italian restaurant on Vine last night. The atmosphere is wonderful.
- (9) L: Even if a passage is written in past tense, a statement that continues to be true is written in present tense.
- (10) L: Example:

- (11) During Galileo's time, few people believed [past] that the Earth revolves [present] around the sun.
- (12) The building engineer explained [past] to the plumber that the pipes run [present] parallel to the longest hallway in the building.

Part 10

- (1) L: Now, **kita lanjutkan diskusi tentang** Subjunctive Mood.
- (2) L: When Tevys in Fiddler on the roof sings, "If I were a rich man ... " he uses the verb were to signal that he is, in fact, not a rich man. Normally, the verb was would be used with the subject I, but were serves a special purpose. This is called the subjunctive were. It indicates a condition that is contrary to fact.
- (3) L: Example:
- (4) If I were a cat, I could sleep all day long and never have to worry about work.
- (5) If he were more attentive to details, he could be a copy editor.
- (6) L: Let see the Practice. Circle the correct verb form in each of the following sentences. Okay, **siapa yang bisa jawab, kita mulai dari nomor satu.**
- (7) **S15: Saya pak,** (She read the question) yang benar HAD RUNG
1. Before I opened the door, I (ring, rang, had rung) the doorbell.
- (8) L: That's good. **Berikutnya, ayo coba!**
- (9) **S9: Siap** sir, (he read the question). Have read, sir
2. By the time I get to Phoenix, he will (read, have read) my goodbye letter.
- (10) L: Good. **Nomor selanjutnya. Saya tunjuk, yang di belakang**
- (11) S2: (she read). IS pak
3. The scientist explained why Saturn (is, was) surrounded by rings.
- (12) L: I think, it's not difficult, **ya kan?** Who Next?
- (13) S6: I am sir. WERE sir.
4. I would ask for a transfer if I (was, were) you.
- (14) L: That's right. Who next?
- (15) Ss: Yes sir. 5. The leaves on the trees have already (begin, began, begun) to fall. So the answer is BEGUN, sir.
- (16) L: Ok. **Selanjutnya?** Who will try?
- (17) Ss: Saya coba pak. 6. The doctor took my pulse and (measures, measured) my blood pressure. **Jawabannya** is MEASURED pak.
- (18) L: Good. **Terus siapa lagi? Ayo, jangan malu-malu ya? Do not be shy!**

- (19) **Ss: Ya pak, saya.** 7. The president wishes he would (of, have) taken a stock option rather than a salary increase. The answer is HAVE, sir.
- (20) L: Well, **tiga nomor lagi. Siapa?** Ryan, for number eight (8).
- (21) Ss: Oke, pak. 8. Boewich wishes he would have ordered a bigger sweatshirt because his (is, was) too small. Answer is IS, pak.
- (22) L: **Yaak, bagus. Ayo dua nomor lagi, silahkan! Two question left!**
- (23) **Ss: Nomor 9 pak.** 9. Ms. Grey announced that the floor manager (is, was) responsible for work schedules. Jawabannya adalah IS.
- (24) L: Ahaa. **Ayo untuk nomor terakhir, nomor sepuluh. The last question, please!**
- (25) **Ss: Siap pak saya. 10.** We could cut transportation costs if the plant (was, were) closer to the retail outlets. **Jawabannya WAS.**
- (26) L: Okey, **tidak ada yang sulit, khan? It is not difficult, Ok?**
- (27) L: All right. I think, It's enough. Thank for your coming, thank you.
Bye...bye.

APPENDIC 2

Table 1. Types of code switching occurances in Madya Praja D-6 (February 13th, 2015)

No	Lecturers/Students utterances	Type of code switching		
		Inter-sentential CS	Intra-sentential CS	Tag-switching
1.	Ss: Because he (...) Dinas Dalam , sir.		√	
2.	L: Picket ? Picket mean posted guard or piket jaga		√	
3.	L: Please, guess! Apa yang harus dilakukan kalau kita bertemu seseorang untuk pertama kali? You know?			√
4.	Ss: Maybe, Perkenalan, sir		√	
5.	Ss: Maybe, Memperkenalkan diri, sir.		√	
6.	L: Oke, Introduction. In this morning we'd like to discuss about Introduction. Are you ready? Apa sudah siap? I want to know your speaking ability (.) how to introduce yourself.	√		
7.	Ss: I am ready sir (.) Sudah pak.	√		
8.	Ss: We want to know (.) name (.) Nama...?		√	
9.	Ss: May be, Alamat (.) dan status.		√	
10.	L: Okey (.) yes. Apa lagi yang perlu diketahui? Please mention!	√		
11.	Ss: Address atau Asal (.) dari mana, and then (.) pendidikan pak.		√	
12.	L: Well. The important thing to know is identity. Ya. Identitas, kan?			√
13.	L: {After 5 minutes} Ok. Have you finished? Are you ready? You should describe your identity. Siapa yang pertama?	√		
14.	Ss: (student who sitting behind) Mulai dari depan aja, for the first, pak.		√	
15.	L: Ok. Kalau begitu we start from you (pointed the students who sitting behind)		√	
16.	Ss: {all students laugh}... betul... siapa suruh ngomong? Come on, bro (.) Haa.	√		
17.	L: Ok. Please introduce yourself, your family, the reasons to choose study in IPDN and your hobby. Ok. Silahkan!	√		
18.	S16: May I here, sir? Boleh dari sini, pak?	√		
19.	Ss: Please! In front of the class, sir. Ayo, maju di depan kelas! Haa..	√		
20.	L: Yes. Di depan kelas. Ok,coba dibayangkan (.) bahwa anda sekarang sedang menjadi praja yang baru. So, you should			√

	introduce yourself in front of your staff, Okay?			
21.	S16: I am aa.. anak tunggal ?		√	
22.	S16: Oh ya. I am only a child in my family. I choose study in IPDN because I want to be a civil servant who can build my area that still ... aa .. tertinggal. Apa ya ketinggalan?	√		
23.	S1: My mother is ibu rumah tangga bahasa Inggrisnya? Apa sih, ibu rumah tangga bahasa Inggrisnya?		√	
24.	L: Okey. That's very good. Siapa yang mencoba lagi?	√		
25.	L: Okey. The next, please, itu yang mengantuk di tengah itu. Halo, What is your name?	√		
26.	L: The next, yang perempuan (.) mana suaramu? How about you? What is your name?	√		
27.	L: Okey, Now, Please, try to introduce your friends. Describe your friends' identity. Silahkan coba memperkenalkan teman anda, oke? Siapa yang maju?			√
28.	S2: Saya pak. Ruth.I will try.	√		
29.	L: Oke. Silahkan! Speak loudly, ok?			√
30.	Ss: May be, (.) Idola, ya, pak?			√
31.	L: Ya idola (.) everyone have an idol (.) I have an idol (.) Now I want to ask another students (.) How about you Aziz (.) Abdul Aziz?	√		
32.	S1: After that, beliau tidak sombong dan sangat sederhana. So, I think not wrong to make him is my idol.	√		
33.	L: Tidak sombong meant not arrogant and very simple. Ok, Very good, Azis!		√	
34.	L: Ok. Dimas, Can you help me! Tempelkan gambar ini di whiteboard!	√		
35.	L: Who is he? Gambar siapa ini?	√		
36.	L: Maher Zein. Ok. This is my idol. Dapatkah kamu gambarkan seperti apa dia?		√	
37.	L: Good. Who want to try? Apa lagi?	√		
38.	Ss: He is ganteng, sir.		√	
39.	L: Ganteng (.) mean (.) handsome. How about you, Brian?		√	
40.	S16: Dia singer terkenal di dunia, sir.		√	
41.	L: He is famous. Well, Now, I want to aa.. {each other} .. of you talk about your friend idol, right? Jadi (.) Tanya masing-masing temannya (.) siapa masing-masing idolanya, lalu describe in front of your class. Ok, silahkan dalam groupnya! I'll give you 5 minutes! Buatlah kelompok 4-5 orang.	√		

42.	S1: Ok. Please try, Ayo, group kita idolanya siapa? Who is our idol?	√		
43.	S2: Anu aja, ya.. father aja.. ayah gitu, lho!		√	
44.	S1: Are you agree? Bagaimana? Ya udah kalo gitu!	√		
45.	S4: What is our father name? Namanya, umurnya berapa?	√		
46.	S2: We call OBAMA aja deh, umurnya 50 tahun aja		√	
47.	S1: Ciri-cirinya bagaimana? What he look like?	√		
48.	S3: Dia kalem, kind and handsome, terus apa lagi, ya?		√	
49.	S2: Then, dia punya kumis.		√	
50.	S3: What else? Oh ya, dia punya sawah gitu (.) di belakang rumah.	√		
51.	S4: Dia selalu membantu kalau kita butuh dia. He wises, deh.	√		
52.	S1: Finally, Setelah itu diakhirnya nanti, bilang apa?		√	
53.	S5: Thank you so much, gitu lho?		√	
54.	S1: Ya udah. That's all.	√		
49.	L: I think is enough for today. I think (.) I'll give you homework. Please describe and explain detail about your house. Ini PR untuk pertemuan yang akan datang. Ada pertanyaan? So, kalau tidak ada pertanyaan, Ok, Thank you for your attention, see you next time. Good bye.	√		

Table 2. Types of code switching occurrences in Madya Praja D-6 (February 27th , 2015)

No	Lecturers/Students utterances	Type of code switching		
		Inter-sentential CS	Intra-sentential CS	Tag-switching
1.	L : I am fine too. Okey, minggu lalu apa materi kita?	√		
2.	L : (start the lesson) Now we are going to discuss about Vocabulary Terms and Language Origins. What does it mean? Ayo apa artinya ?	√		
3.	S4 : Vocabulary atau perbendaharaan kata sir.		√	
4.	S8 : May be, Daftar kata-kata pak.		√	
5.	L : Bagaimana dengan Language Origins, apa artinya? Do you know?	√		
6.	S2 : May be, Bahasa asli pak		√	

7.	L : Ada pendapat yang lain ? Do you have idea?	√		
8.	L : Language origins adalah asal bahasa . So, Vocabulary Terms and Language Origins artinya ada daftar kata-kata dan asal usul bahasa . You know?		√	
9.	L : Therefore, when you encounter unfamiliar words, you should ask yourself: Does this word sound like anything I've ever heard? Does any part of the word look familiar? Or How is this word used in the sentence I just read or heard? Mengerti maksudnya?	√		
10.	L: So, ketika kita menemukan kata-kata baru, kita harus melihat apakah kata itu sama dengan yang pernah kita dengar? Atau apakah kata itu sering kita dengar? (.) Dan bagaimana kata itu digunakan dalam kalimat yang pernah kita dengar atau kita baca, ya kan? Is it correct?			√
11.	Ss : Maksudnya Pak ? What does it mean?	√		
12.	L : Artinya kalau menemukan kata baru, maka apakah kita mengerti artinya, pernah kita mendengar? Atau pernah digunakan dalam suatu kalimat yang pernah kita baca? Kalau belum maka kita cari di kamus, bagaimana cara membaca dan mencari artinya sesuai dengan yang ada dalam kalimat. This is a process to find the new vocabulary, Okay. Do you understand?	√		
13.	L: Word parts –Prefixes, Suffixes, and Roots. Apa artinya? Do you remember?	√		
14.	L: In Indonesian language, artinya prefixes adalah awalan, suffixes adalah akhiran dan roots adalah asal kata.		√	
15.	L: Okay, Prefixes atau awalan artinya bagian kata yang ditempatkan di awal kata, biasanya satu suku kata. Kalau dalam bahasa Indonesia seperti me-, ber-, ke-, di- dan lain-lain. How about in English? Siapa yang dapat menyebutkan contoh awalan dalam bahasa Inggris? Angkat tangan!		√	
16.	S1: saya pak. Prefix im-- dalam impossible		√	
17.	S4: In contohnya in-consistent, in-correct.		√	
18.	L: Apa lagi, coba yang ngantuk-ngantuk... yaa. Kamu... si... Brian!		√	
19.	S2: Bukan Brian, but Rudi sir.		√	
20.	L: Okay, Sorry, Rudi. Silahkan cari awalan dalam bahasa Inggris dan give example!	√		
21.	S3: apa yaa....Pre- contohnya Pre-test pak, dan eee... post			√

	contohnya Post-test.. <i>ya kan pak?</i>			
22.	L: Good answer. <i>Yaah, Biar dia ngantuk tapi memperhatikan.</i>	√		
23.	L: <i>Ok, the next, apa lagi? Coba yang ngobrol aja dari tadi.. Junjung</i>		√	
24.	S16: <i>Apa maksudnya tadi, pak?</i> Which one sir?	√		
25.	L: <i>Makanya perhatikan apa yang dijelaskan.</i> Okay, Please! find a prefix and give an example.	√		
26.	S6: <i>Apa yaa.</i> Hmm... prefix dis dalam disqualification sir.		√	
27.	L: That's right. <i>Yaa, banyak contoh</i> prefix <i>seperti:</i> in-, anti-, pre-, post-, un-, non-, con-, dis- ect.		√	
28.	L: <i>Berikutnya bagian dari kata adalah</i> Suffixes <i>atau apa ayo.....?</i>		√	
29.	Ss: <i>akhiran, sir. Is it right, sir?</i>			√
30.	L: <i>Coba berikan contoh</i> suffixs. <i>Yang ngantuk lagi,itu?</i>		√	
31.	S6: <i>Ini pak, Farid.</i>		√	
32.	L: Okay, Farid. <i>Sebutkan contoh! Give example!</i>	√		
33.	S7: <i>Akhiran "tion" dalam</i> Capitalization		√	
34.	L: <i>yaah. Bagus.</i> So, <i>Banyak lagi akhiran dalam bahasa Inggris, seperti:</i> --ion, --ship, --nes ect. You will learn more about suffixes and their meaning in next time.		√	
35.	L: Okay, we continue to the roots. It's the pieces of words that carry direct meaning are called roots. <i>Dasar kata yang mempunyai arti.</i>	√		
36.	L: Thus, when you combine your knowledge of prefixes and suffixes with your knowledge of roots, you can figure out the meaning of many unfamiliar words. For example, <i>kata COGN artinya TAHU</i> [the word COGN mean to know]. <i>Kata yang termasuk rootny adalah RECOGNIZE artinya mengetahui</i> [Words that include this root are <u>recognize</u> , meaning to identify as known], <i>INCOGNITO artinya tidak dikenal</i> [<u>incognito</u> , meaning unknown], dan <i>COGNITION artinya pengetahuan</i> [and <u>cognition</u> , meaning knowledge]. <i>Anda dapat melihat bagaimana mengetahui dasar dari tiga kata di atas, dengan memahami prefixes dan suffixes dapat membantu untuk mengetahui makna kata yang baru</i> [You can see how knowing the base of these three words, in addition to having knowledge of prefixes and suffixes can really help you work out the meaning of unfamiliar words].	√		
37.	S4: <i>ooh.. gitu ya pak. Jadi harus kita tahu</i> suffixes dan prefixes			√

	<i>nya ya?.</i>			
38.	L: <i>Ya. Jadi harus sering membaca dan menghafal kosa kata yang baru kita dengar, sehingga tinggal ditambah</i> prefixes dan suffixes.		√	
39.	L: Okay, <i>sambil jalan kita teruskan dengan istilah SYLLABLES</i>		√	
40.	L: When you were first learning to read, you learned about syllables, the parts of words that carry separate sounds <i>atau suku kata.</i>		√	
41.	L: <i>oh...yaa selanjutnya, eh ya</i> , now, we look Preposition of Time and Place. Look at the itinerary and answer the questions.	√		
42.	L: <i>Ayo cepat.</i> Can you?	√		
43.	L: <i>Berikutnya, di pojok belakang. Answer for no.two.</i>	√		
44.	L: <i>The next question, saya tunjuk untuk jawab no three.</i> Ok, Gusti.	√		
45.	L: I'll give you minutes to find the partner. Please do the exercise with oral practice. Silahkan lihat di layar! Dan praktekan dialogue berdasarkan table di layar! Do it now!	√		
46.	S1: <i>Apa semua harus dikerjakan pak?</i> Is it correct?	√		
47.	S6: <i>Ada yang tidak punya partner pak.</i>		√	
48.	L: <i>Mana partnernya?</i>		√	
49.	Ss: <i>Ijin Dinas dalam di Asrama pak.</i> He is in Dormitory, sir.	√		
50.	L: What the meaning of perquisites here? <i>Kira-kira apa maknanya.</i>	√		
51.	L: <i>Coba lihat awal kalimat</i> , Although mean " <i>walaupun</i> " <i>coba, terjemahkan kalimat itu!</i>		√	
52.	S2: <i>Walaupun ketika Hannah bergabung di perusahaan itu dia dijanjikan "perquisites" setiap 6 bulan, dia bekerja di perusahaan itu untuk dua tahun dan tanpa pernah menerima bonus.</i>		√	
53.	S3: So, perquisites <i>artinya bonus, yaa kan pak?</i>			√
54.	L: Great. So, <i>kita bisa menebak makna kata itu melalui petunjuk, atau ungkapan yang diulang dengan kata yang lain, seperti "perquisite" diulang dengan kata "bonus".</i> This is a restatement. <i>Kata "walaupun" ini menunjukkan pernyataan kontras. Faham maksud saya?</i>		√	
55.	L: <i>Coba analisa kalimat berikutnya. Saya tunjuk aja yaa. Septiana, please read and translate!</i>	√		
56.	S2: <i>Haa...Bukan Septiana, pak, tapi Septarina.</i>		√	

57.	L: Ohh yya, sorry, saya lupa tadi. Okay, silahkan!		√	
58.	S10: She was exempt from duty that day. She was excused because she had been injured. Artinya: "Dia apa yaa..artinya " was exempt" dari tugas hari ini. Dia was excused apa pak,karena dia sedang sakit.		√	
59.	L: excused artinya apa?		√	
60.	L: Yaa...dijinkan. Ini kalimat passive, rumusnya (tobe + V3+ed).		√	
61.	S10: oh yaa.. diijinkan, karena dia sedang sakit.		√	

Table 3. Types of code switching occurances in Madya Praja D-4 (March 04th , 2015)

No.	Lecturers/Students utterances	Type of code switching		
		Inter-sentential CS	Intra-sentential CS	Tag-switching
1	2	3	4	5
1.	L: Okay, before we continue to our material for this afternoon. Please submit your homework. Siapa ketua tingkat D-4. Silahkan dikumpulkan dan diurutkan sesuai dengan nomor absen. Please, do it.	√		
2.	L: This homework for midterm. Jadi bobotnya 30%. So, bagi yang tidak mengumpulkan pada hari ini,sesuai dengan kesepakatan, maka nilainya akan dikurangi.	√		
3.	L: Okay, sudah kumpulkan homeworkny semua?		√	
4.	Ss: Yes.....Sudah semua, pak.		√	
5.	L: Coba bantu sambungkan Laptop saya ke LCD. Please help me to connect my Laptop to LCD, please!	√		
6.	Ss: Kabelnya sedang diambil di ruang TU pak. Wait for moment, sir!	√		
7.	L: Ok, Our material this afternoon is reading. I'd like to discuss how to answer the reading question from TOEFL test. Ingat, untuk semester yang akan datang, biasanya akan diadakan tes TOEIC untuk praja semester IV.	√		
8.	S5: Apa itu test TOEIC pak.		√	
9.	L: TOEIC adalah tes of English for International Communication. Test bahasa Inggris untuk mengetahui kemampuan berkomunikasi secara internasional.	√		
10.	L: Ok. Perhatikan! Pertama, Skim the reading passage to	√		

	determine the main idea and the overall organization of ideas in the passage. Artinya bahwa kita baca sepintas bacaan untuk menentukan ide pokok dan pengorganisasian ide-ide dalam bacaan.			
11.	L: Kemudian kedua , Look ahead at the question to determine what types of questions you must answer. What the meaning of this sentence?	√		
12.	S3: Lihatlah pertanyaan untuk menentukan jenis pertanyaan yang akan dijawab, sir.		√	
13.	L: Ok, Yang ketiga , Find the section of the passage that deals with each question. Hello, praja yang bicara , What is your name?	√		
14.	S7: Siap, Andri pak.		√	
15.	S7: Yang mana pak? What number ?	√		
16.	S7: Temukan bagian dari bacaan yang menguraikan setiap pertanyaan, ok.			√
17.	L: Yaa, Read the part of the passage that contains the answer carefully. Yaa, Siska, coba diartikan!	√		
18.	S26: Bacalah (.) bagian dari teks (.) yang mengandung jawaban (.) dengan teliti.		√	
19.	L: Okay, ini adalah strategi-strategi secara umum dalam menjawab pertanyaan Reading Comprehension.		√	
20.	L: Selanjutnya , Types of questions and sample questions	√		
21.	L: First, Understand Main Ideas, For examples: What is the topic of the passage? (apa topic dari bacaan itu) What is the subject of the passage? (apa subjek dari bacaan itu), What is the main idea of the passage? (apa ide pokok dalam bacaan) What is the title of the passage? (apa judul bacaan) What is the main purpose of the passage? (apa tujuan utama bacaan itu) Do you understand?	√		
22.	L: Second, Recognize the Organization of ideas, For examples: How is the information in this passage organized? (bagaimana informasi itu diorganisasikan)	√		
23.	L: How is the information in the second paragraph related to the information in the first paragraph? (bagaimana hubungan informasi di paragraf pertama dan kedua).	√		
24.	L: Third, Answer stated Detail Questions, for examples: According to the passage ... (menurut bacaan ...), It is stated in the passage .. (dinyatakan dalam bacaan ...), The passage	√		

	indicate that ... (<i>bacaan mengindikasikan bahwa ...</i>), The author mentions that ... (<i>penulis menyebutkan bahwa ...</i>), Which of the following is true ...? (<i>Yang mana berikut ini yang benar ...?</i>).			
25.	L: <i>Selanjutnya</i> , Answer Implied Detail Questions, for example: It is implied in the passage that ... (<i>tersirat dalam bacaan bahwa ...</i>), It can be inferred from the passage that ... (<i>dapat diduga dari bacaan bahwa ...</i>), It is most likely that ... (<i>kemungkinan besar bahwa ...</i>), What probably happened ... (<i>apa kemungkinan yang akan terjadi selanjutnya ...</i>).	√		
26.	L: Seventh, Answer Transition Questions, for examples: The paragraph preceding the passage most likely ... (<i>paragraph sebelumnya dari bacaan kemungkinan tentang ...</i>), What is most likely in the paragraph following the passage? (<i>apa kemungkinan besar isi bacaan pada paragraph berikutnya</i>).	√		
27.	L: Next, Understand vocabulary in context, for examples: What is the meaning of ... ? (<i>apa arti dari kata ?</i>), Which of the following is closest in meaning to ... ? (<i>yang mana dari berikut ini paling mendekati artinya dengan ... ?</i>), The word "...” in line X is closest in meaning to which of the following? (<i>kata "...” di baris ke X paling mendekati artinya dengan yang berikut ini</i>).	√		
28.	L: Next, Determine where specific information is found, for examples: Where in the passage ... ? (<i>dimana dalam bacaan ... ?</i>), In which line(s) ... ? (<i>pada baris yang mana ...?</i>)	√		
29.	L: The last, Determine the tone, Purpose, or Course, for examples: What is the tone of the passage? (<i>bagaimana nada dari bacaan itu?</i>), What is the author’s purpose in this passage? (<i>apa tujuan penulis dalam bacaan ini</i>), In which course would this reading be assigned? (<i>pelajaran yang mana dapat diambil dari bacaan ini</i>).	√		
30.	L: Do you understand my explanation? <i>Yang belum jelas dapat ditanyakan, okay?</i>			√
31.	S1: Riswan sir. <i>Siap pak</i> . Which sentences below best summarizes this passage? <i>Jawaban yang benar adalah jawaban D, yaitu: If a General Appliance product is defective when purchased, the company will repair or replace it.</i>	√		
32.	S5: <i>Pak, ijin terlambat.</i>			
33.	S5: <i>Ijin pak, saya dipanggil di bagian keprajaan.</i>			
34.	L: <i>Ok, please sit down. Oh ya, berikutnya, baca yang keras no.</i>	√		

	2			
35.	S8: Siap pak , Where should the defective product be taken for repair or replacement? Jawabannya c , To an authorized service facility.		√	
36.	S9: siap pak . The author mentions all of the following procedures for customers to received satisfactions from the company, EXCEPT, Jawabannya D , Wait for one year from the date of purchase for free replacement.		√	
37.	L: Jadi kalau sudah mengerti strategi untuk menjawab reading, tidak akan sulit untuk menemukan jawaban yang benar. Okay. Please continue!	√		
38.	S15: Saya pak , Another word which is often used in place of “warranty” in line 3 is, D, Guarantee, pak .		√	
39.	L: Berikutnya, the next question!		√	
40.	L: Finally, Terakhir untuk text ini.		√	
41.	S25: We may assume that General Appliance Company would replace a product under which of the following circumstances? Jawabannya B , When the product was recently purchased.	√		
42.	L: Kita lanjutkan untuk bacaan kedua yaitu tentang Telephone service. Begin answer from no 7, okey?			√
43.	L: For the next, after read the question loudly and answer the question, untuk berikutnya silahkan sebutkan nama temannya yang akan menjawab nomor berikutnya, Ok.	√		
44.	S10: According to the passage, who will install your telephone? Yang B, pak. A serviceman. Oh yaa, siapa yaa? Oo hmm Ms.Dewi untuk nomor 9 pak.	√		
	L: Okey, siapa yang ditunjuk berikutnya, please answer the question!.		√	
45.	S12: Oh yaa, lupa aku. Next, please Ms. Intra for number eleven!		√	
46.	S13: The word “their” in line 5 refers to, D, Students. Sekarang untuk no 12, Mr. Miklas	√		
47.	L: Kita lanjutkan untuk bacaan ketiga yaitu ATMs. Silahkan dijawab Mr, Harry. After that, please, call your friend to do the next question, Mengerti, kan?	√		√
48.	S21: Yes, sir. Pertanyaannya adalah ; What is the main idea of this passage? Jawabannya , The main idea of this passage is B, How to used the City Bank Machine Teller. Betul kan Sir?	√		√
49.	S21: Ohh ya lupa pak . I call Mr. Bonar untuk nomor 14.	√		

50.	S7: Alright. Saya akan mencobanya , sir.		√	
51.	S7: Soalnya adalah : What happen when you remove your card from the machine? Ya sebentar dulu sir, hmm (he's thinking few second)	√		
52.	S7: Okay sir, The correct answer is A. Your identification number appears on a screen. Bagaimana pak?	√		
53.	L: Are you sure? Apa artinya itu?			√
54.	S7: (translate) Nomor ID muncul di layar pak. Oh ya pak, jadi yang benar adalah jawaban B , The drawer opens with your cash in it.	√		
55.	L: Iya, makanya kalau jawab, look at the text carefully.	√		
56.	L: Yah, kita lanjutkan untuk nomor 15. I choose the girl, please, Miss Siska!	√		
57.	S26: Dibaca dulu soalnya, right sir? Loudly sir?			√
58.	L: Yes, of course. Baca dengan keras!	√		
59.	S26: (she read loudly). Yang benar adalah jawaban ...		√	
60.	L: Ingat ada kata EXCEPT artinya kecuali. It mean that.....?		√	
61.	SS: Mencari yang salah pak. Incorrect answer.	√		
62.	L: Okay. Lanjut. Continue		√	
63.	S26: Yang benar jawaban yang D. The card must be reclaimed in person from a bank teller. Untuk nomor berikutnya, Ms Lala	√		
64.	L: Ya, jadi pronoun "It" merujuk kepada Card. Who for the last number? Yang terakhir, siapa? Ohh ya, Yoga, please answer the last number, please!	√		
65.	S28: It may be concluded from this passage that is adalah yang benar A.	√		
66.	L: Ok. Well I think it is not difficult to answer reading question if you understand the strategies how to find the answer, ya khan?			√
67.	S5; Apa maksudnya Dorm pak?			√
68.	L: Dorm mean Dormitory, you know?			√
69.	Ss: Asrama, sir.		√	
70.	L: Ya, asrama mahasiswa. Asrama kalian. Anda boleh pilih salah satu tempat, dan buatlah dialog singkat ini. And practice for the next week.	√		
71.	Ss: Berapa orang for one group, sir? L: One group for two students, biar semua dapat praktek berbicara. OK?		√	

Table 4. Types of code switching occurrences in Madya Praja D-7 (March 06th, 2015)

No.	Lecturers/Students utterances	Type of code switching		
		Inter-sentential CS	Intra-sentential CS	Tag-switching
1	2	3	4	5
1.	L : <i>Saya akan tunjuk yang dibelakang, Brian. okey? Do You know? (menunjuk satu praja)</i>			√
2.	S6 : <i>Siap pak, May be "Penjajahan" Pak.</i>		√	
3.	S1 : <i>No...no...no.... Bukan itu maksudnya.</i>		√	
4.	S2 : <i>Siap pak, Huruf capital. Capital letter.</i>	√		
5.	L : Good, capitalization mean (.) <i>adalah menggunakan huruf besar.</i>	√		
6.	L : I explain the rule of capitalization (.) and after that, (.) I ask you to capitalize the word in the text. <i>Kapan kita memberikan huruf besar pada kata dalam kalimat,</i>	√		
7.	L : This is capitalization rules. <i>Aturan-aturan dalam pemberian huruf besar.</i>	√		
8.	L : Ok, <i>Berilah huruf besar di awal kata dalam kalimat.</i> If the first word is a number, write it as a word. Capitalize the pronoun I or the contraction I'm and abbreviations B.C or A.D. Capitalize the first word of a quotation. Do not capitalize the first word of a partial quotation. <i>Paham maksudnya?</i>	√		
9.	S1 : <i>siap, pak. I understand (.) Paham.</i>		√	
10.	S3 : <i>Ya pak siap, Apa artinya quotation tadi pak?</i>		√	
11.	L : Alright. <i>Benar. So quotation mean kutipan/petikan!</i>		√	
12.	L : Okey, <i>Look at the example on the screen (.) berikut sebutkan dimana harus diberikan huruf besar.</i>	√		
13.	Ss : yes, sir. <i>Dilanjutkan</i>		√	
14.	S10 : Alright, <i>I try, sir. Yang diberikan huruf besar adalah kata I, yang berarti Saya.</i>		√	
15.	S7 : <i>Satu huruf awal kata "What" dalam kutipan, yaitu : I said "What's the name of your dog?"</i>	√		
16.	L : Well, let's try to capitalize the words from the text. They are some words not capitalize, do you understand? <i>Mengerti maksudnya?</i>	√		
17.	L : (re-explaining the capitalization rules) once again, <i>silahkan digarisbawahi kata yang belum diberikan huruf besar dalam text tersebut.</i> For example: the movie terrified me at first, after a few minutes, I began to calm down.	√		

18.	L : more, look into the screen. Ada berapa lagi untuk digaris bawah di situ?	√		
19.	S3 : boleh kita gunakan pen sir?		√	
22.	S9 : Yang mana itu, pak ? What number, sir?	√		
23.	L : Pertanyaan no 2. Which one is correct. A, B, or C.		√	
24.	S19 : Yang benar jawaban no B pak. “What are you doing?” my supervisor asked. “Trying to finish memo I’ve been writing,” I replied.	√		
25.	L : Very good. Yang C is correct, ya kan?			√
26.	S11 : Bagaimana dengan answer B pak?		√	
27.	L : Incorrect answer,(.) karena awal kata dalam kalimat tidak menggunakan huruf besar, yaitu “My supervisor asked, Okey?”			√
28.	L : Pease read the question! Coba baca pertanyaannya!	√		
29.	L : Well. Yang benar jawaban yang mana ? Which one is correct?			√
30.	S6 : Yang benar answer yang C, pak.		√	
31.	L : That’s good, Ya, jadi jawabannya adalah yang C		√	
32.	Ss : How about (.) Jawaban yang pertama, sir?			√
33.	L : Ada yang bisa jelaskan? Can you explain?	√		
34.	S13 : It’s not correct pak, karena kata di awal kalimat tidak menggunakan huruf besar.		√	
35.	L : Very good answer. So, the correct answer is C, ya kan?			√
36.	L : Untuk special events, calendar events seperti (Bau Nyale Festival=special event, Mother’s Day=calendar event). Kemudian capitalize names of people and places (John Doe, Habibi Center)		√	
37.	S1 : Apa maksudnya Halloween, sir?			√
38.	L : Halloween adalah acara khusus yang dirayakan setiap tanggal 31 Oktober malam dengan menggunakan pakaian yang unik, seperti pakaian pocong, hantu dll.		√	
39.	Ss : Who will answer, pak?		√	
40.	L : Please! Praja yang sedang tidur itu, Please Mr..... Rianda. Read loudly, S21 : Ahmmm (....) What number..... Nomer berapa pak?	√		
41.	L : Which one is the correct answer. Ayo, mana yang benar?	√		
42.	S4 : Hmm... B yang benar pak. Answer B is correct.		√	
43.	L : Jelaskan, why answer A, salah.		√	
44.	S5 : Because, huruf a pada kata “ages” tidak menggunakan huruf besar pak.		√	

45.	L : What does it mean? Terjemahkan, Apa maksudnya ? You Jerry			√
46.	S17 : Martin akan memulai musim panas mereka sepanjang minggu dengan merayakan Memorial Day di hotel pinggir danau yang indah.		√	
47.	L : That's right. So, which one is correct, dan jelaskan yang salah!	√		
48.	S9: The correct answer is A, karena yang B tidak menggunakan huruf besar pada huruf pertama pada kata "day", gitu, pak.	√		
49.	L : Gimana yang lain? Do you understand?	√		
50.	L : Capitalize the names of structures and buildings like (Washington Memorial, Empire State Building). So, nama-nama bangunan pakai huruf besar.	√		
51.	L: Names of trains, ships, aircraft, and other modes of transportation like (Queen Elizabeth, Discovery, Lion Air, Sioux Lines, Trans World Airlines. Nama-nama alat transportation.		√	
52.	L: Names of products like atau nama produksi (Corn King Hams, Dodge Intrepid)		√	
53.	S4 : Sorry sir, ijin pak, mau ke toilet.		√	
54.	L : Okey, silahkan! Who will read number nine ?			√
55.	L : Mana yang benar, A atau B. Please explain !		√	
56.	S1 : Yang B pak, Karena yang A, tidak menggunakan huruf besar pada huruf awal kata "The Known World".		√	
57.	L : Okey, Hendro, the next question, nomer 10. Silahkan dibaca dengan keras.	√		
58.	L : Jawaban yang benar adalah yang mana? Explain clearly!	√		
59.	S13 : The correct answer is A. Dan jawaban B salah karena tidak menggunakan huruf besar di awal kata "airlines".		√	
60.	L : Yes.. Look the rules, seperti yang sudah dijelaskan tadi, yaa kan?			√
61.	L : Coba perhatikan lagi (explain the others rule of capitalize)	√		
62.	L : We continue to the next rules. Perhatikan aturan-aturan huruf besar berikut.	√		
63.	L : Do you have any questions? Ada yang mau ditanyakan? L : Okey, Siapa yang akan membacakan soal berikut? Ok, Intan!	√		
64.	L : Yang benar adalah yang mana dan explain ?			√
65.	S14 : The correct answer is jawaban A. Yang B salah karena		√	

	tidak menggunakan huruf besar di awal kata "English". Pak.			
66.	L : That's right. Berikutnya nomor 16.		√	
67.	L : Coba praja yang ngantuk itu, please read loudly (.) nomor 17		√	
68.	S10 : The answer is B. Yang salah A pak, karena tidak menggunakan huruf besar pada awal kata "Ocean".		√	
69.	L : Okey, kita lanjutkan lagi. We still have time about fifteen minutes.	√		
70.	L : Saya akan jelaskan tentang Proper Adjectives.		√	
71.	S3 : Jadi sama dengan Indonesian artist, sir.		√	
72.	L : yaa, seperti American accent.		√	
73.	L : Kerjakan tiga soal terakhir dan jelaskan jawaban yang salah.		√	
74.	S6 : Ijin, saya pak. I will try for Soal nomor 20.		√	
75.	L : Okey. Silahkan dibaca yang keras! Yang lain jangan ribut, dengarkan temannya mau baca. Are you ready?			√
76.	S6 : Yes, sir. Some residents of Ireland still speak the Gaelic Language. Ini salah pak, karena huruf L pada kata "Language" seharusnya huruf kecil pak. So, the corret answer is B.	√		
77.	Ss : Time is up, sir (.) Waktunya habis pak.	√		
78.	L : Ohh yaa, untuk minggu depan kita akan bahas mengenai Vocabulary Terms and Language Origins. Okay, See you next week dan selamat berakhir pekan. Bye bye.	√		

Table 5. Types of code switching occurances in Madya Praja D-5 (March 11th, 2015)

No.	Lecturers/Students utterances	Type of code switching		
		Inter-sentential CS	Intra-sentential CS	Tag-switching
1	2	3	4	5
1.	L: I am fine. Okay, class. I'd like to remind you about the topic we discussed last week. What is it about? Apa yang telah kita pelajari pada pertemuan minggu lalu? Masih ingat?	√		
2.	Ss: Reading comprehension sir. Strategi-strategi menjawab reading pak.	√		
3.	L: Iya ya. Well. This is the score of your reading exercise last week. The most of you got high score, but some of you still got low score. May be praja yang tidur ya?	√		

4.	L: Okay, students. Now, topic kita adalah Verb Tense. Do you know the meaning of Verb? Ayo sudah siap? Ada yang masih ingat verb? S4: Kata kerja, sir.	√		
5.	L: Good. You can say in Indonesia " Kata kerja ". In this lesson, I'd like to explain about "Verb". How to use verbs correctly in the sentence. Verb dipengaruhi oleh "Tense".		√	
6.	L: Tense is bentuk kata kerja sesuai dengan waktu . This mean that bentuk kata kerja untuk sekarang dan kemaren berbeda . For example: I am going to school now, berbeda dengan I went to school yesterday. Untuk sekarang Verb nya ditambah dengan +ING, jadi GOING, sementara untuk kemaren verb GO berubah menjadi WENT . So, verb depend on the time. Dapat dimengerti?	√		
7.	S12: Siap saya sir, Kemas . The coach just (blow, blew, blown) the whistle for the fourth time. The correct answer is blew, BENTUK VERB PERTAMA pak .		√	
8.	L: Great. Number two, siapa yang mau mencoba no. 2 . Don't worry to make mistake. Anda harus berani mencoba, tidak masalah kalau salah . OK?	√		√
9.	S9: Saya Intan, sir . Mr. Marks has not (do, did, done) a very good job of communicating with the staff. Done bentuk verb ketiga, pak .	√		
10.	L: Good. Berikutnya siapa?	√		
11.	S19: Saya Puji, sir . The snow (come, came) very early this winter. Yang benar CAME bentuk verb dua, sir .	√		
12.	L: Ya, bagus. Nomor selanjutnya? Praja yang laki-laki mana?			
13.	S11: Saya Jonathan sir . Louise had already (speak, spoke, spoken) to the insurance agent several times. Yang betul SPOKEN bentuk verb 3, pak .	√		
14.	L: Okay. Question Number Five, ayo siapa lagi?	√		
15.	S21: Saya Aisy, sir . The buzzer will (ring, rang, rung) when it is time to enter the room. Jawabannya adalah RING verb satu, pak .		√	
16.	L: Yak, selanjutnya?			
17.	S26: Saya Wira, pak . Has your department (go, went, gone) to lunch? Yang benar adalah GONE verb tiga, pak .		√	
18.	S7: Saya Frans, pak . Jason (see, saw, seen) the car leaving the parking area. Yang benar adalah SAW verb dua .	√		

19.	L: <i>Yak, mana lagi berikutnya?</i>			
20.	S17: Naufal, pak. The city has not yet (begin, began, begun) the new recycling program. <i>Yang benar adalah</i> BEGUN <i>verb tiga</i> , sir.		√	
21.	L: Okay. <i>Dua nomorm lagi, ayo.</i>			√
22.	S24: Trisna, sir. Olivia couldn,t believe that she had actually (forget, forgot, forgotten) the key to her office again. FORGOTTEn verb <i>tiga, pak.</i>		√	
23.	L: <i>Terakhir, siapa?</i>			
24.	S22: <i>Saya Satria</i> , sir. Jonathan was very nervous when he (take, took, taken) has place at the podium. <i>Yang benar</i> TOOK, verb <i>dua, pak.</i>		√	
25.	L: Great. <i>Tidak ada yang sulit, ini hanya pengulangan saja, kalau anda perhatikan aturannya.</i>		√	
26.	L: Now we discuss about Consistent Verb Tense. The tense of a verb when an action <i>sudah terjadi, sedang terjadi atau akan terjadi.</i> Verb have three basic tenses: present, past, and future. It's important to keep verb tenses consistent as you write. A passage that begins in present tense should continue in present tense. If it begin in past tense, it should stay in past tense. Do not mix tenses, <i>jadi tidak bisa dicampur, ya? ...harus konsisten.</i>	√		
27.	L: <i>Contoh kalimat salah:</i> Dany opened the car door and looks for his briefcase. <i>Yang benar adalah:</i> Dan opened the car door and looked for his briefcase.	√		
28.	L: <i>Contoh kedua yang salah:</i> When we increase maintenance service, we reduced repair costs. <i>Yang benar:</i> When we increase maintenance services, we reduce repair costs. <i>Perhatikan verbnya</i> , ya kan?.	√		
29.	L: Now, I explain about Present tense. Present tense <i>adalah satu bentuk tense dari kelompok Present yang paling banyak mendapatkan porsi penggunaan. Karena sering, hampir semua ekspresi kalimat disampaikan dalam bentuk present tense, meskipun seharusnya dalam bentuk past atau dalam bentuk tense yang lain. Kelompok ini adalah:</i> (1) Present tense: <i>contoh:</i> Activists <u>lobby</u> for change (2) Present Continuous Tense (Progressive); <i>Contoh:</i> Activists <u>are lobbying</u> for change (3). Present Perfect tense, <i>Contohnya:</i> Activists <u>have lobbied</u> for change, and	√		

	(4). Present Perfect Continuous Tense (Perfect Progressive), Contoh: Activists <i>have been lobbying</i> for change Ok, You can see, perbedaan penggunaan verb untuk masing-masing contoh di atas.			
30.	L: Semua contoh bentuk present tense diatas can be used together without constituting a shift in tense. Look at the following paragraph Untuk melihat bagaimana itu terjadi. Kata kerjanya di highlighte, and the brackets atau dalam kurung adalah tense nya.	√		
31.	L: Let's see the example habits in this text. Ada beberapa contoh teks tentang present tense, seperti menggambarkan kebiasaan-kebiasaan dalam sehari-hari.	√		
32.	L: Contoh teks di atas adalah, how to use present tense. Dapat dimengerti ya ? Topik di atas menjelaskan kegiatan sehari-hari yang sering kita lakukan. I go to school by Apa misalnya.....?	√		
33.	L: Next, Past tense Forms. Past tense shows action that happened in the past. Kelompok ini adalah (1). Past tense: occurred in the past atau Terjadi masa lampau contoh: Local officials spoke to the management The reporter covered the meetings (2) Past Continuous Tense (Progressive): continuing action in the past atau sudah sedang terjadi masa lampau. So, yang ada dalam kurung merupakan identitas tense nya.	√		
34.	L: Future tense shows actions that has yet to happen. Kejadian atau peristiwa yang belum terjadi. The auxiliary verbs atau kata bantunya adalah: will, would, or shall berada sebelum kata kerja. Kelompok ini adalah (1). Future tense: action that will happen, peristiwa belum terjadi. (2) Future Continuous Tense (Progressive): continuing action that will happen. (3). Future Perfect tense: action that will be completed by a certain time. So, peristiwa yang akan diselesaikan dalam waktu tertentu. (4). Future Perfect Continuous Tense (Perfect Progressive): continuing action that will be completed by a certain time. Melanjutkan kegiatan yang akan selesai dalam waktu	√		

	tertentu. L: Ok, You can see, perbedaan penggunaan verb untuk masing-masing contoh di atas.			
35.	L: Pada kalimat pertama, karena gone is the participle form, it goes with had left in the second part of the sentence. So Nick is the one who had gone home. Pada kalimat kedua, went is in the simple past tense like discovered in the first part of the sentence. So, this time, it's Beth who went home.	√		
36.	L: Let see the Practice. Circle the correct verb form in each of the following sentences. Okay, siapa yang bisa jawab, kita mulai dari nomor satu.	√		
37.	S15: Saya pak, (She read the question) yang benar HAD RUNG Before I opened the door, I (ring, rang, had rung) the doorbell.		√	
38.	L: That's good. Berikutnya, ayo coba!		√	
39.	S9: Siap sir, (he read the question). Have read, sir By the time I get to Phoenix, he will (read, have read) my goodbye letter.		√	
40.	L: Good. Nomor selanjutnya. Saya tunjuk, yang di belakang		√	
41.	L: I think, it's not difficult, ya kan? Who Next?	√		√
42.	L: Oke. Selanjutnya?		√	
43.	Ss: Saya coba pak. 6. The doctor took my pulse and (measures, measured) my blood pressure. Jawabannya is MEASURED pak.		√	
44.	L: Good. Terus siapa lagi? Ayo, jangan malu-malu ya?	√		
45.	Ss: Ya pak, saya. 7. The president wishes he would (of, have) taken a stock option rather than a salary increase. The answer is HAVE, sir.		√	
46.	L: Well, tiga nomor lagi. Siapa? Ryan, nomor 8		√	
47.	L: Yaak, bagus. Ayo dua nomor lagi, silahkan!			
48.	Ss: Nomor 9 pak. 9. Ms. Grey announced that the floor manager (is, was) responsible for work schedules. Jawabannya adalah IS.	√		
49.	L: Ahaa. Ayo untuk nomor terakhir, nomor sepuluh.			
50.	Ss: Siap pak saya. 10. We could cut transportation costs if the plant (was, were) closer to the retail outlets. Jawabannya WAS.		√	
51.	L: Okey, tidak ada yang sulit, khan?			√

APPENDIC 3

Table 2.1 The function of Lecturers and Students Code switching

NO.	FUNCTIONS OF CODE SWITCHING	Lecturers/Students Utterances
1.	Explanation	<p>L: yaah. Bagus. So, Banyak lagi akhiran dalam bahasa Inggris, seperti: --ion, --ship, --nes ect. You will learn more about suffixes and their meaning in next time.</p> <p>L: Okay, we continue to the roots. It's the pieces of words that carry direct meaning are called roots. Dasar kata yang mempunyai arti.</p> <p>L: oh...yaa selanjutnya, eh ya, now, we look Preposition of Time and Place. Look at the itinerary and answer the questions.</p> <p>L: Coba lihat awal kalimat, Although mean "walaupun" coba, terjemahkan kalimat itu!</p> <p>L: Great. So, kita bisa menebak makna kata itu melalui petunjuk, atau ungkapan yang diulang dengan kata yang lain, seperti "perquisite" diulang dengan kata "bonus". This is a restatement. Kata "walaupun" ini menunjukkan pernyataan kontras. Faham maksud saya?</p> <p>L: Yaa...dijinkan. Ini kalimat passive, rumusnya (tobe + V3+ed).</p> <p>L: Ok. Perhatikan! Pertama, Skim the reading passage to determine the main idea and the overall organization of ideas in the passage. Artinya bahwa kita baca sepintas bacaan untuk menentukan ide pokok dan pengorganisasian ide-ide dalam bacaan.</p> <p>L: Kemudian kedua, Look ahead at the question to determine what types of questions you must answer. What the meaning of this sentence?</p> <p>L: Yaa, Read the part of the passage that contains the answer carefully. Yaa, Siska, coba diartikan!</p> <p>L: Okay, ini adalah strategi-strategi secara umum dalam menjawab pertanyaan Reading Comprehension.</p> <p>L: First, Understand Main Ideas, For examples: What is the topic of the passage? (apa topic dari bacaan itu) What is the subject of the passage? (apa subjek dari bacaan itu), What is the main idea of the passage? (apa ide pokok dalam bacaan) What is the title of the passage? (apa judul bacaan) What is the main purpose of the passage? (apa tujuan utama bacaan itu) Do you understand?</p>

1.	Explanation	<p>L: Second, Recognize the Organization of ideas, For examples: How is the information in this passage organized? (bagaimana informasi itu diorganisasikan)</p> <p>L: How is the information in the second paragraph related to the information in the first paragraph? (bagaimana hubungan informasi di paragraf pertama dan kedua).</p> <p>L: Third, Answer stated Detail Questions, for examples: According to the passage ... (menurut bacaan ...), It is stated in the passage .. (dinyatakan dalam bacaan ...), The passage indicate that ... (bacaan mengindikasikan bahwa ...), The author mentions that ... (penulis menyebutkan bahwa ...), Which of the following is true ...? (Yang mana berikut ini yang benar ...?).</p> <p>L: Selanjutnya, Answer Implied Detail Questions, for example: It is implied in the passage that ... (tersirat dalam bacaan bahwa ...), It can be inferred from the passage that ... (dapat diduga dari bacaan bahwa ...), It is most likely that ... (kemungkinan besar bahwa ...), What probably happened ... (apa kemungkinan yang akan terjadi selanjutnya ...).</p> <p>L: Seventh, Answer Transition Questions, for examples: The paragraph preceding the passage most likely ... (paragraf sebelumnya dari bacaan kemungkinan tentang ...), What is most likely in the paragraph following the passage? (apa kemungkinan besar isi bacaan pada paragraf berikutnya).</p> <p>L: Next, Understand vocabulary in context, for examples: What is the meaning of ... ? (apa arti dari kata ?), Which of the following is closest in meaning to ... ? (yang mana dari berikut ini paling mendekati artinya dengan ... ?), The word “...” in line X is closest in meaning to which of the following? (kata “...” di baris ke X paling mendekati artinya dengan yang berikut ini).</p> <p>L: Next, Determine where specific information is found, for examples: Where in the passage ... ? (dimana dalam bacaan ... ?), In which line(s) ... ? (pada baris yang mana ...?)</p> <p>L: The last, Determine the tone, Purpose, or Course, for examples: What is the tone of the passage? (bagaimana nada dari bacaan itu?), What is the author’s purpose in this passage? (apa tujuan penulis dalam bacaan ini), In which course would this reading be assigned? (pelajaran yang mana dapat diambil dari bacaan ini).</p>
		<p>L: Do you understand my explanation? Yang belum jelas dapat ditanyakan, okay?</p> <p>S4: ooh.. gitu ya pak. Jadi harus kita tahu suffixes dan prefixes nya</p>

2.	Clarrification misunderstanding	<p>ya? S1: <i>Apa semua harus dikerjakan pak?</i> Is it correct? S3: So, perquisites <i>artinya bonus, yaa kan pak?</i> S5: <i>Ijin pak, saya dipanggil di bagian keprajaan</i> S10: According to the passage, who will install your telephone? <i>Yang B, pak. A serviceman. Oh yaa, siapa yaa? Oo hmm Ms.Dewi untuk nomor 9 pak.</i> S21: Yes, sir. <i>Pertanyaannya adalah</i> ; What is the main idea of this passage? <i>Jawabannya</i>, The main idea of this passage is B, How to used the City Bank Machine Teller. <i>Betul kan Sir?</i> S7: Okay sir, The correct answer is A. Your identification number appears on a screen. <i>Bagaimana pak?</i> S7: (translate) <i>Nomor ID muncul di layar pak. Oh ya pak, jadi yang benar adalah jawaban B</i>, The drawer opens with your cash in it. S26: <i>Dibaca dulu soalnya, right sir?</i> Loudly sir? Ss: May be, (.) <i>Idola, ya pak?</i> S1: <i>Yang B pak, karena yang A, tidak menggunakan huruf besar pada huruf awal kata "The known World".</i> <i>S13: The correct answer is A. Dan jawaban B salah karena tidak menggunakan huruf besar di awal kata "airlines".</i> S7: (translate) <i>Nomor ID muncul di layar pak. Oh ya pak, jadi yang benar adalah jawaban B</i>, The drawer opens with your cash in it.</p>
3.	Unofficial interactions	<p><i>S1: Ok. Please try, Ayo, group kita idolanya siapa? Who our idol?</i> <i>S2: Anu aja, ya.. father aja.. ayah gitu, lho!</i> <i>S1: are you agree? Bagaimana? Ya udah kalo gitu!</i> <i>S4: What is father name? Namanya, Umurnya berapa?</i> <i>S2: We call OBAMA, deh, 50 tahun aja</i> <i>S1: Ciri-cirinya bagaimana? What he look like?</i> <i>S3: Dia kalem, kind and handsome, terus apa lagi, ya?</i> <i>S2: Then, dia punya kumis.</i> <i>S3: What else? Oh ya, dia punya sawah gitu (.) di belakang rumah.</i> <i>S4: Dia selalu membantu kalau kita butuh dia. He wises, deh.</i> <i>S1: Finally, Setelah itu diakhirnya nanti, bilang apa?</i> S5: Thank you so much, <i>gitu lho?</i> S1: <i>Ya udah. That's all.</i></p>
4.	Moving to another topic	<p>L: <i>Berikutnya bagian dari kata adalah Suffixes atau apa ayo.....?</i> L: Okay, <i>sambil jalan kita teruskan dengan istilah SYLLABLES</i> L: <i>oh...yaa selanjutnya, eh ya</i>, now, we look Preposition of Time and Place. Look at the itinerary and answer the questions. Ok. Please open book!</p>

		<p>After that, please, call your friend to do the next question, Mengerti, kan?</p> <p>L: Selanjutnya, Types of questions and sample questions</p> <p>L: Selanjutnya, Answer Implied Detail Questions</p> <p>L: Kita lanjutkan untuk bacaan kedua yaitu tentang Telephone service.</p> <p>L: Kita lanjutkan untuk bacaan ketiga yaitu ATMs. Silahkan dijawab Mr, Harry.</p> <p>L: Yah, kita lanjutkan untuk nomor 15. I choose the girl, Please, Siska.</p> <p>L : (start the lesson) Now we are going to discuss about Vocabulary Terms and Language Origins. What does it mean? Ayo apa artinya ?</p> <p>L: Kita lanjutkan untuk bacaan kedua yaitu tentang Telephone service. Begin answer from no 7, okey?</p> <p>L: Kita lanjutkan untuk bacaan ketiga yaitu ATMs. Silahkan dijawab Mr, Harry. After that, please, call your friend to do the next question, Mengerti, kan?</p> <p>L: Okay, students. Now, topic kita adalah Verb Tense. Do you know the meaning of Verb? Ayo sudah siap? Ada yang masih ingat Verb?</p>
5.	Students comments	<p>S5: Pak, ijin terlambat.</p> <p>S5: Ijin pak, saya dipanggil di bagian keprajaan.</p> <p>S12: Oh yaa, lupa aku. Next, please Ms. Intra for number eleven!</p> <p>S6: Ada yang tidak punya partner pak.</p> <p>S10: oh yaa.. diijinkan, karena dia sedang sakit.</p> <p>S3: Lihatlah pertanyaan untuk menentukan jenis pertanyaan yang akan dijawab, sir.</p> <p>Ss: {all students laugh}... betul... siapa suruh ngomong? Come on, Bro (.) Haa</p> <p>Ss: Ijin Dinas dalam di Asrama pak. He is in Dormitory, sir.</p>
6.	Lecturer Admonitions	<p>L: Ok, Yang ketiga, Find the section of the passage that deals with each question. Hallo, praja yang bicara, What is your name?</p> <p>L: Coba berikan contoh suffixs. Yang ngantuk lagi, itu?</p> <p>L : Please! Praja yang sedang tidur itu, Please Mr..... Rianda. Read loudly,</p> <p>L : Coba praja yang ngantuk itu, please read loudly (.) nomor 17</p> <p>L : Okey. Silahkan dibaca yang keras! Yang lain jangan ribut, dengarkan temannya mau baca. Are you ready?</p> <p>L: Apa lagi, coba yang ngantuk-ngantuk... yaa. Kamu... si... Brian!</p> <p>L: Coba berikan contoh suffixs. Yang ngantuk lagi, itu?</p>
		S5: Apa maksudnya Dorm pak?

7.	Students helping each other	<p>Ss: Asrama, sir. Ss: Berapa orang for one group, sir? S10: She was exempt from duty that day. She was excused because she had been injured. Artinya: “Dia apa yaa..artinya “ was exempt” dari tugas hari ini. Dia was excused apa pak,karena dia sedang sakit S7: Temukan bagian dari bacaan yang menguraikan setiap pertanyaan, ok. S26: Bacalah (.) bagian dari teks (.) yang mengandung jawaban (.) dengan teliti. S13: The word “their” in line 5 refers to, D, Students. Sekarang untuk no 12, Mr. Miklas</p>
8.	Students initiation	<p>S10: According to the passage, who will install your telephone? Yang B, pak. A serviceman. Oh yaa, siapa yaa? Oo hmm Ms.Dewi untuk nomor 9 pak. Ss: Yes.....Sudah semua, pak. Ss: Kabelnya sedang diambil di ruang TU pak. Wait for moment, sir! S5: Apa itu test TOEIC pak. S7: Siap, Andri pak. S7: Alright. Saya akan mencobanya, sir.</p>
9.	Requesting help	<p>S7: Yang mana pak? What number ? S5: Pak, ijin terlambat. S16: May I here, sir. Boleh dari sini? S16: {...} Apa anak tunggal? S16: {...} ...tertinggal. Apa ya ketinggalan? S1: {...} Ibu rumah tangga. Apa sih, ibu rumah tangga bahasa Inggrisnya?</p>
10.	Grammar explanation	<p>L: Yaa...dijinkan. Ini kalimat passive, rumusnya (tobe + V3+ed). L: Now we discuss about Consistent Verb Tense. The tense of a verb when an action sudah terjadi, sedang terjadi atau akan terjadi. Verb have three basic tenses: present, past, and future. It’s important to keep verb tenses consistent as you write. A passage that begins in present tense should continue in present tense. If it begin in past tense, it should stay in past tense. Do not mix tenses, jadi tidak bisa dicampur, ya? ...harus konsisten. L: Contoh kalimat salah: Dany opened the car door and looks for his briefcase. Yang benar adalah: Dan opened the car door and looked for his briefcase. L: Contoh kedua yang salah: When we increase maintenance service, we reduced repair costs. Yang benar: When we increase</p>

		<p>maintenance services, we reduce repair costs. Perhatikan verbnya, ya kan?.</p> <p>L: However, sometimes a writer must show that an action occurred at another time regardless of the tense in which the passage was begun. To allow this, each of these three tenses has three subdivisions: progressive, perfect, and progressive perfect.</p>
11.	Self-corrections	<p>S12: Oh yaa, lupa aku. Next, please Ms. Intra for number eleven!</p> <p>S2: Haa...Bukan Septiana, pak, tapi Septarina</p> <p>S21: Ohh ya lupa pak. I call Mr. Bonar untuk nomor 14</p> <p>S1: No...no...no... Bukan itu maksudnya.</p> <p>S2: Siap pak, Huruf capital. Capital letter.</p>